

PUBLIC UNIVERSITIES FUNDING POLICY AND ITS EFFECTS ON THE
MANAGEMENT OF STUDENTS' WELFARE: A CASE STUDY OF
KYAMBOGO UNIVERSITY, UGANDA

BY

ANYIIRO LAWRENCE

DIP. EDUC.BED. KYU

A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY,
PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

JUNE 2013

Declaration

I ANYIIRO LAWRENCE registration Number 09/U/HD/06/MEPPM hereby declare that this research report is my original work and has never been submitted to any University or institution by anybody else for any academic award.

Signature: 

Date: 02/10/2013.

Dedication:

I dedicate this work to my dear wife whose financial support and prayers enabled me to complete my studies. Appreciations also go to my mother and my family for their spiritual and financial support and my friends Mr. Olum Denis, Mr. Alele Balinda, Br.Adolf and Mr. Kakooza Akileo and Eryapu Joseph for the unforgettable support in their various capacities.

ABSTRACT

The study sought to investigate the effects of the Public Universities funding policy on the management of students' welfare at Kyambogo University, Kampala City Council Authority. Student welfare such as feeding, healthcare, accommodation and discipline has been an integral part of higher education funding since the establishment of Makerere University in 1922. However, since 1992, the government started sponsoring only 4,000 students in total and introduced a policy of cost sharing where private students finance their own welfare and tuition. However, due to financial constraints, it is evident that after struggling to pay tuition these students wonder to find what to eat, pay for accommodation and medical treatment. They buy inferior food and eat in unhygienic places, rent in unsecured places and they mixed up with the locals of various characters at the near by slums leaving their discipline at stake. The study was guided by four objectives which sought to find out the effects of the policy on the management of students' feeding, healthcare, accommodation and discipline. A cross sectional design of interviews and questionnaires were used to collect data from 520 respondents out of 24,429 which included 400 students out of 24,000, 100 staffs out 402 and 20 administrators out of 27. Qualitative data were analyzed by content analysis while quantitative data were analyzed by use of descriptive statistics which included percentages, means and histograms. Major findings revealed that the changed government funding policy had constrained the University financially and as a result it was not able to offer a balanced diet or quality food, satisfactory and quality medical care, self contained halls of residence and spacious lecture rooms. Similarly, it was not able to procure enough furniture or pay for students' welfare although it still offered sufficient quantity of food to students, charged fair medical fee and sufficiently maintained students' discipline. The study recommended that government should reduce financing students' education in Public Universities by a half and uses the remaining money to finance the well fare of all the students in Public Universities. A loan scheme should be introduced together with grants although loan repayment should be well thought, with insurance cover •Since medical treatment is and expensive and a specialized area, government should inject more money in University medical center for students' quality treatment and refer complicated cases to referral government hospital. • Government should privatize universities accommodation to allow Universities use the current halls of residence for core academic purposes like teaching and learning only. Both continuing and new students joining the university should be made to buy the missing (requirement) furniture and reprimand those who cause destructive uprising in the university.

TABLE OF CONTENTS

| | |
|--|-----|
| Declaration | i |
| Approval | ii |
| Dedication | iii |
| Acknowledgment | iv |
| Abstract..... | v |
| 1.0 CHAPTER ONE: Introduction..... | 01 |
| 1.1 Background to the study | 01 |
| 1.2 Statement of the problem..... | 09 |
| 1.3 Purpose of the study..... | 10 |
| 1.4 objectives | 10 |
| 1.5 Research questions..... | 10 |
| 1.6 Scope of the study..... | 11 |
| 1.7 Significance of the study..... | 11 |
| 1.8 The conceptual framework..... | 12 |
| 2.0 CHAPTER TWO: Literature review | 14 |
| 2.1 Introduction..... | 14 |
| 2.2 Funding and management of students' meals..... | 14 |
| 2.3 Funding and management of students' health..... | 17 |
| 2.4 Funding and management of students' accommodation..... | 19 |
| 2.5 Funding and management of students' discipline..... | 24 |

| | | |
|-------|---|----|
| 3.0 | CHAPTER THREE: Methodology..... | 27 |
| 3.1 | Introduction | 27 |
| 3.2 | The research design | 27 |
| 3.3 | Population..... | 27 |
| 3.4 | Sample size..... | 28 |
| 3.5. | Sampling techniques..... | 28 |
| 3.6 | Instruments..... | 28 |
| 3.6.1 | Interview guide..... | 28 |
| 3.6.2 | Questionnaire | 29 |
| 3.7.0 | Validity..... | 29 |
| 3.7.1 | Reliability..... | 29 |
| 3.8 | Data collection procedure. | 29 |
| 3.9 | Data analysis..... | 30 |
| 4.0 | CHAPTER FOUR: Presentation, analysis and interpretation | 31 |
| 4.1. | Introduction | 31 |
| 4.2. | Results..... | 31 |
| 5.0. | CHAPTER FIVE: Discussion, conclusion and recommendations..... | 66 |
| 5.1. | Introduction | 66 |
| 5.2. | Summary of the findings..... | 66 |
| 5.4. | Discussions of the findings | 67 |
| 5.5. | Conclusion | 74 |
| 5.6. | Recommendation | 74 |

| | | |
|------|---|----|
| 6.0. | REFERENCES..... | 76 |
| 7.0 | APPENDICES..... | 82 |
| 7.1. | Appendix I Questionnaire for KYU staff and students | 82 |
| 7.2. | Appendix II: Interview guide for KYU administrators | 87 |

1.0. CHAPTER ONE: Introduction.

1.1 Background

This study focuses on the extent to which Public Universities funding policy has affected the management of students' welfare in these Universities. Specifically, the study took Kyambogo University as a case study. Funding policy has been described variously; for example, according to Kayongo, (2007:8), funding refers to the provision of resources needed to facilitate an institution to perform its core functions so as to deliver desired educational services. In other words, all that is given in either physical material or monetary form is funding. A policy is a program of actions adopted by a person, group or government or set of principles on which they are based (Microsoft Encarta 2009). Funding policy, therefore, is a program of actions or set of principles adopted by government to provide resources needed to facilitate students and institutions to perform their core functions so as to deliver desired educational services.

Welfare, according to Microsoft Encarta (2009), refers to efforts, especially on the part of the government and institutions, to ensure that the physical, social and financial conditions under which people live are satisfactory. Students' welfare therefore refers to a government program, which assists individuals (students) who cannot support themselves. This assistance includes money, food, healthcare and accommodation, (Collins English Dictionary 2009).

Management of students' welfare, therefore, is an action undertaken by the government to ensure that the physical, social and financial conditions under which students live in public Universities are satisfactory.

Governments all over the world lay great emphasis on the education of their people. This is because education is the fundamental factor through which individuals can be helped to acquire knowledge, skills, values and attitudes for the purpose of solving problems in daily life. Education is considered a means of development of an individual. It is the key component of Uganda's poverty eradication strategy (Levine and Byarahuga, 2002). It is believed that through education, human capital is developed which in turn empowers the poor to participate in the growth process. University education in particular, provides the top most management and problem solving skills in society.

Government funding of Public University education in Uganda started in 1922 when Makerere University was established. Students were provided with food, healthcare, accommodation, tuition and pocket money by the government. At independence, Uganda had one of the best higher education systems in Africa, attracting many students from neighboring countries. However, the economic and political crises that occurred in the subsequent years damaged the higher education system and created problems of financing, quality, and educational relevance (Musisi, 2003). In the 1990s, a number of reforms were undertaken to reverse this decline, including the adoption of alternative financing strategies, the offering of demand driven courses and administrative changes (Court, 1999). Government funding for tertiary education has been declining over the years due, in large part, to the financial constraints brought about by the unprecedented growth at the lower levels of education, that is, primary and secondary education (Salmi 1992).

In Uganda, higher institutions are severely underfunded: for example, according to (Kasozi, (2003a:60-61) most institutions of higher learning in Uganda are run on deficit budgets. Expenditure per student is declining while enrolments are increasing rapidly. The situation is even worse for private institutions according to Kajubi (1999:13), who observes that the

difficult economic and political conditions make it difficult to raise fees and the association of public institutions with high quality education and better employment opportunities and the inertia of colonial tradition of free tuition, accommodation and meals for all students. Large outflows of staff to other sectors or countries, Kasozi (2002: 19-20), deteriorating salaries, inadequate housing, transport and declining standards of living and a freeze on recruitment as one of the doses in the structural adjustment programme (SAP) prescription by the World Bank/International Monetary Fund, are some of the causes of this.

There is overcrowding in classes, libraries, laboratories (including computer ones), offices and estates. For example, regarding laboratories, Kasozi (2003a :56), reports that while ideally each student should have at least 0.25 square meters of space, not all institutions among the 29 surveyed had achieved this feat with some providing as low as 0.04 square meters. Blair (1998: 411-412), takes a slightly different view and argues that the root of the funding crisis in Africa's public higher institutions are the three major varieties of negotiated state funding namely:(i)incremental budgeting (where institutions simply receive a flat, percentage increase on the past year's budget); (ii) adhoc negotiations (where the political skill and connections of institutional representatives is the key factor); and (iii) fixed agreements (where a pre-determined proportion of government revenue is available to higher institutions). According to Blair, such bureaucratic funding provides no incentives for efficiency, entrenches conservatism, makes it extremely difficult to rapidly adjust the allocation of resources to meet changing requirements, and inhibits higher institutions from adapting to the demand for relevant skills. There are even those who posit that the financial crises (Makerere in particular) are due to financial mismanagement, corruption, lack of transparency among others, (Mushengyezi, 2004, Allio & Ahimbisibwe, 2004). This situation in Makerere, although improved now, was representative of the developing world as Kasozi (2002:7 and 2003:48) observes, that while most knowledge that drives modern economies is

system. Local communities were made to meet the cost of building schools and government provided funds for the rest (Ayot 1992:54).

Ayot (1992:54) states that Governments, especially in developing Countries, look increasingly to parents for additional funds because of high demands but unfortunately parents are financially constrained. Before 1990, the Government of Uganda used to fund Makerere University 100% (Mayanja 2007:3). With the introduction of Universal primary Education (UPE) and Universal Secondary Education (USE), a big portion of the funding budget was allocated to them so as to get these programs implemented. This has led to reduction of funds allocated to public Universities (Adebua 2007:31).

The modern approach to higher education is for institutions to divest from provision of students' welfare to private provision and to concentrate on core academic activities.

Nevertheless, it is not possible now to pull out of this sphere of student life for several reasons: Students with disabilities deserve institutional welfare provision. Some institutions are located in rural areas where private accommodation and medical services may not be easily available. Even where private sector student welfare is readily available, the institutions have a duty to oversee that the facilities are conducive to a learning environment (National Council for Higher Education, (NCHE) 2006). Most of the present problems in higher education worldwide are linked directly or indirectly to financial constraints (Srikanthan, Dalrymple and Mamdani 2007); NCHE (2006). The Public Universities in Uganda, since 1992, run programs for self-sponsored (private) and government funded students leading to increased enrolment. This created a high competition to enter the only one government funded Makerere University due to limited vacancies and the need for more universities became more pressing. Kyambogo University (KYU) was established in 2003 by the "Universities and Other Tertiary Institutions Act 2001" by merging Uganda Polytechnic

Kyambogo (UPK), the Institute of Teacher Education Kyambogo (ITEK), and the Uganda National Institute of Special Education (UNISE) (Kasozi et al, 2002). This was the time when there was low funding by the government and Donors to Public Universities.

The government sponsors 4,000 students in total and only 1,000 in KYU, while the majority of students that do not receive government sponsorship finance among other things their own tuition, feeding, accommodation and medical care, given their poor financial background. Despite efforts toward financial diversification, Public Universities, such as KYU still operate with deteriorating healthcare services, feeding, accommodation and discipline. Students reside and study in dilapidated houses, queue for medical treatment for a long time at one small medical center and do not feed on a well-balanced diet. Many authors confirmed the existence of such problems in many higher institutions: these include, Teferra (2004) on African Higher Education Challenges, Court, (1999) on Financing Higher Education in Africa and Salmi (1992) The Higher Education Crisis in Developing Countries, among others. The continued existence of this system of funding Public Universities will lead to the deterioration of quality education, loss of students' lives and destruction of educational facilities due to rampant strikes.

The researcher used descriptive and quantitative research methodology to collect detailed data from the case study. This study was different because it focused on the Ugandan situation, particularly Public Universities and a case study of Kyambogo University. The government funding policy for public universities recommends cost sharing where the government pays capitation and parents/students pay tuition and welfare requirements. However, this capitation grant takes long to reach the universities, and when it reaches, the money is misappropriated, diverted or embezzled by the University officials. For instance, a certain

officer in Kyambogo University was grilled by Police Criminal Investigation Department (CID) over funds unaccounted for, amounting to shillings 5.5 billion (New vision of 14th July 2009:5). On the other hand, parents/students are financially constrained; many of them pay late or not at all. This makes the management of university programs, including students' welfare difficult. This situation if not solved, may lead to a decline in students' performance, quality of education and constant strikes.

Theoretical perspective

This study is based on the humanistic theories of learning or motivation by Abraham Maslow. Maslow theorized that all people are motivated to fulfill a hierarchy of needs. At the bottom of the hierarchy are basic physiological needs, such as hunger, thirst, and sleep. Further up the hierarchy are needs for safety and security, needs for belonging and love, and esteem-related needs for status and achievement. Once these needs are met, Maslow believed, people strive for self-actualization, the ultimate state of personal fulfillment. These needs require funding in order to be fulfilled. This is related to funding and management of student's welfare, which include the following variables: food, accommodation, healthcare, that need to be fulfilled in order to achieve better academic performance and discipline. After enormous research in the field of learning, Maslow (1968:55) came with the humanistic theory of learning by which he advanced that "students will always have the need to learn after all physiological needs are gratified", which include the need for food. Stang and Bayerl (2003) confirmed that hunger, for example, could have detrimental effects on academic performance. It also includes safety and medical care. Students have needs and desires which influence their behaviors. Only unsatisfied needs negatively influence their behaviors. Universities should provide students with medical treatment, safe accommodation, offer breakfast, lunch

and supper, release results in time and rest times in order to register effective success in the administration of students' welfare.

It has been observed that the main facilitator, and perhaps one most indispensable aspect in the management of students' welfare has contemporaneously been funding (Tibarimbasa, 1989), Saint, (1995), Woodhall, (1995), Orodho, (1995). Funding ignites, propels and underlies success of a management effort geared toward University students' feeding, health care, accommodation and discipline. It is against this background that the changes in public University funding policy and its influence on management of student's welfare ought to be diagnosed in every University of the world and Kyambogo University in particular.

1.2. Statement of the Problem

Student welfare has been an integral part of higher education funding since the establishment of Makerere University (MUK) in 1922. However, with the ever increasing demand for more accessibility to quality higher education, there has been a shift in opinion by the Government of Uganda as to whether students' welfare and in particular feeding, healthcare, accommodation and discipline, should remain part of the central focus for the Government support to public Universities or they should be left to the parents/students. Consequently, since 1992 the government has been sponsoring only 4,000 students in total and has introduced a policy of cost sharing where students finance their own welfare and tuition. However, due to financial constraints, it is evident that after struggling to pay tuition, the majority of students in Public universities wonder to find what to eat, and pay for accommodation and medical treatment. They buy some inferior food, eat in unhygienic places, rent accommodation in unsecured places and mix up with the locals of various

2. To what extent has the changed Public University funding policy affected the management of students' healthcare at Kyambogo University?
3. To what extent has the changed public University funding policy affected the management of students' accommodation in Kyambogo University?
4. What is the effect of changed public University funding policy on the management of students' discipline at Kyambogo University?

1.6. Scope

The study was conducted at Kyambogo University found in Kampala Capital City Authority. It was concerned with exploring the influence of the government changed funding policy in public universities and the management of students' welfare, such as feeding, healthcare, accommodation and discipline. Out of the five public Universities, the study covered Kyambogo University only. It covered the period from 2009 to 2012. Kyambogo University was established in 2003, at the time when the government had changed its funding policies in 1992. It has many faculties ranging from Education, vocational, Arts, science, Engineering and Special needs, and one school of management and Entrepreneurship. Kyambogo University has dilapidated infrastructure, lacks furniture, and many students reside in private hostels due to lack of accommodation at the campus. Recently there has been a series of strikes mainly due to poor sanitation, lack of power and delayed payment of students' allowances for feeding and rent, thus the need for carrying out this research.

1.7. Significance

Results of this study would help: To assist the University top Management appreciate the relationship between funding strategies and the management of students' welfare.

To develop strategies for assisting students in their accommodation, feeding, healthcare and counseling services in order to make suitable adjustments.

To improve on the existing plans, initiatives and innovations of funding students' welfare in Public Universities.

To enable University administrations improve on the academic performance and discipline of students in order to curb down students' strikes.

The findings will also enable the counseling center of the University develop orientation strategies that will assist students to make suitable adjustments on campus.

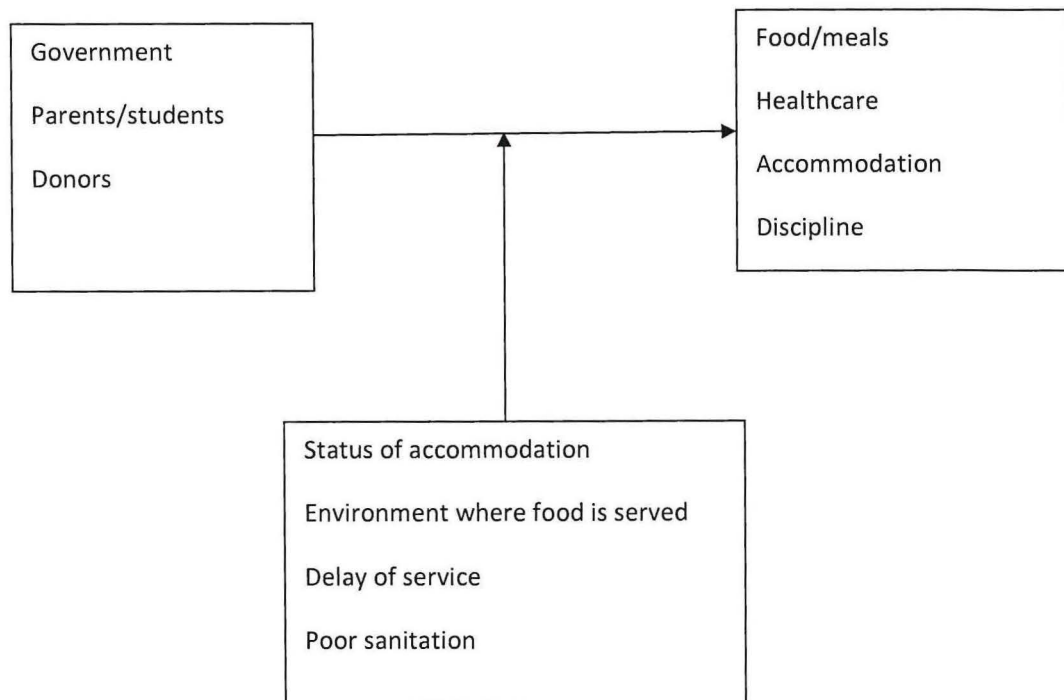
1.8. The conceptual framework

Independent variables

Dependent variables

Funding policy

students' welfare



The government used to pay for every student in the Public Universities. However, since 1992, the government changed its policy and is now sponsoring a total of only 4,000 students in terms of their tuition, meals, medical care, accommodation and other allowances. The policy now involves parents and Donors in cost- sharing, that is, paying for the remaining majority of students. Among other things, they pay for students' meals, accommodation, medical care, and tuition. But due to financial constraints of parents/students, it has rendered the management of students' welfare difficult. Students' meals, accommodation, medical care and discipline are basic needs that must be fulfilled first in order for them to achieve good academic performance. Other factors that influence the management of students' welfare include: Status of accommodation, environment where food is served, delay of service, and poor sanitation among others.

2.0. CHAPTER TWO: Literature review

2.1. Introduction

This chapter explains the summaries of previous studies or information which are related to this study. For instance many authors, such as Teferra (2004) on African Higher Education Challenges, Court, (1999) on Financing Higher Education in Africa and Salmi,(1992) The Higher Education Crisis in Developing Countries, others are Musisi (2003), Ssebuwufu (2002) and the government White Paper (1992), among others. They have addressed the influence of funding on the management of students' welfare particularly on their accommodation, feeding and healthcare, and discipline from a general perspective. Due to this, they have left a lot to be addressed for particular universities and for (especially) Kyambogo University. The literature cited in this chapter is therefore general although attempts were made to contextualize it while at the same time showing the inadequacies.

2.3. Funding policy and management of students' meals

All educational institutions and administrators are by policy required to ensure that students' feeding is well catered for in order for them to pursue their educational aspirations comfortably (Government white paper, 1992). The management of students' meals begins from provision of food itself, availing fuel, water supply, boilers, cooking utensils, a well-stocked dining hall and personnel. Cooks need what Stahl (1988), Government white paper (1992), the education policy review commission (1989), Etoori (1987), Tibarimbasa (1989) referred to as conducive and attractive working conditions, such as salaries, fringe benefits, allowances, bonuses and other forms of emoluments. These are dependent on the available funds which are lacking in Public Universities.

After enormous research in the field of learning, Maslow (1968:55) came with the humanistic theory of learning by which he advanced that “students will always have the need to learn after all physiological needs are gratified”, which include the need for food. Stang and Bayerl (2003), confirmed that hunger, for example, could have detrimental effects on academic performance. Ronzio (1997), in the Encyclopedia of Nutrition and Good Health explains that breakfast is believed to be the most important meal; due to its positive correlation that eating breakfast has on performance and alertness. University Managers cannot register any effective success in the administration of student academic welfare without proper management of students’ feeding.

The nature of food provision to students has not met the standards advocated by Whyte (1988:17), particularly the various forms of animal protein, which is not cheap to provide to University students. It seems inevitable thus, that if University administrators are to manage student meals desirably, they must have the financial capacity required. Young (1981:129), gives the justification of this assertion when he observes, “appetite in relation to bodily needs that is the state in which the body lacks some useful chemicals. Appetite therefore, can be a very good indicator that a certain type of food is missing in students’ diet. When some kind of food is available and others are not, students will rise up against the administration and demand for the missing foodstuffs, (Weissenberg 1979:209). During this time, the urge to learn is pushed to become of secondary importance. They will be sickly due to lack of specific food values.

This requires much funds which Woodhall (1995:16), Tibarimbasa (1988); Kajubi (1989), Government of Uganda (1992) and Saint, (1995) observe to be acutely scarce or mismanaged in most African Universities. The consequences of this has been such that the amount of food per student has been insufficiently provided and as Allen (1962:32) noted, students “may not

be able to maintain a healthy, active and long academic life” if no alternatives are put in place.

According to Wood Hall (1995), the situation is even becoming harsher as financiers, especially Government and Donor agencies are cutting back funding of the Universities. In this situation, she recommends financial diversification as the remedy to the escalating inabilities of University administrators to cater for the students’ welfare. Tibarimbasa (1988), Government Uganda (1992) and Ssekamwa (1996) further supported this. However, many students/parents are unable to pay both tuition and functional fees due to poverty. Both the University and Parents/students are financially constrained, making supply and access of food difficult by students.

Considering the big numbers of students enrolling in Public Universities, however, funding sources are throttled, University budgets constrained and the administration of students’ welfare services at stake (Williamson 1981). In some institutions, students have tended to avoid eating the monotonous meals provided by these institutions and have resorted to the food obtained from outside their campuses or cooked in their residence rooms (Kabanza 1997:2). No rational student can choose to avoid the food that adequately satisfies the appetite, moreover, at the expense of meeting costs from personal pockets. The cause is shortage of adequate funds that most Universities are experiencing, (World Bank et al 1994).

2.4. Funding policy and management of students' health

The treatment of any individual and any student in particular, so that he or she is healthy is another essential requirement of life continuity. It is thus considered to be amongst the top priority issues in any program on human welfare. This is consistent with Campbell (1982:9), who concluded with an observation that, "health care is an indispensable component of budgetary planning and huge financial allocations are made in the hope that the program will improve health. Williamson (1981:70), describes the students' health program as "a program set a part to deal with identification of health problems and maintenance of students' physical and mental health, through provision of medical and intensive counseling services by professional psychologist counselors. University administration is charged with the responsibility of ensuring that students' health program is operational through the provision of students' services which Williamson (1981:712) outlines as: Provision of medical and dental clinic services, hospitalization and surgical , health histories of new students, advisory services , physical health problems, counseling, health insurance program, psychiatric, X-ray, and mental testing services. This well organized and detailed program is commendable and looks very well intentioned in theory. In practice, however, the program has a magnitude of budgetary implications to Public Universities.

Health care costs are skyrocketing; the cause underlying such exorbitant costs has greatly been the general rapid increase in human population accompanied with less than corresponding increase in income bases at both the national and personal pocket level. This view is supported by Government of Uganda et al (1992). However, the fact that most Universities are financially constrained as Wood hall et al (1995) have all observed, means that there may be no corresponding medical and other health care supplies. Consequently,

students' healthcare continues to be an adverse problem and pose a serious financial pinch on University administrations.

Feldstein (1990:132), points out "the social costs associated with large numbers of people living in squeezed apartment" as another problem that escalates medical costs and that "some people tend to be too many to an extent of stretching the room carrying capacity out of portion". Such observations are also characteristic of Universities where student enrolment expands without corresponding physical infrastructure growth, particularly in terms of accommodation and lecture room facilities. It is at a point where, according to Campbell (1982:8), medical requirements may increase because of adverse effects of overcrowding. Tibarimbasa (1988) has already observed such circumstances at Makerere University. He reports that room carrying capacity is already far out of proportion, overstretched to the tune of a room originally meant for one student, is now occupied by more than four students. Such conditions are fertile grounds for disease explosion associated with overcrowding, a situation that needs investigation for change.

Whereas Universities in advanced countries can afford to draft viable funding policy for all categories of students' welfare services, most African Universities are reported incapable of doing so due to financial inadequacies (Williamson 1981) and Orodho, (1995). Due to this, Public Universities have increasingly failed to provide full medical health care services to all students.

2.5. Funding policy and management of students' accommodation

Students face many challenges in school; however, many of these difficulties can be addressed by providing accommodations. An accommodation refers to having sufficient space for people to stay (Microsoft Encarta 2009). It is a change or alteration to the regular way a student is expected to learn, complete assignments or participate in the classroom. An institution that makes its students stay off-campus in private hostels, subjects them to so many temptations that can affect their welfare both academically and socially. However, University's capacity to provide such facilities has been constrained by ever declining financial resources, particularly in African Universities (World Bank and Tibarimbasa 1988). The program for management of students' accommodation is written using different categorization. Some authors, such as Nabwanuka (1997), refer to it as students' residence program while others, such as Williamson (1981) prefer to call it students' housing program.

In all cases, the essence of management and the necessary funding implications are the same. Like the rest of housing consumers, students' accommodation needs are usually diverse, taking on what Mayerson et al (1982:82), describe as a complex pattern. For Colleges and Universities, Williamson (1981:71), attempts to outline its composition include the following: Supervision of residence halls and housing, off-campus housing, supervision of students using University facilities which further involve supervising students' halls, social, educational and recreational activities. The above program reflects the managerial perspective of handling students' accommodation requirements. However, it does not clearly show what students expect and want. What they expect as desirable accommodation can be derived from Mayerson (1982:82-96, findings on peoples' accommodation needs. It pointed out that these needs are usually reflected in peoples' attitudes towards the size of the

bedrooms, dining rooms, location, neighborhood, and in-house hygienic and sanitation conditions.

The cost of accommodation has been, and continues to be, one of the main aspects giving various University administrators night mares, especially in Africa. This is clearly reflected in the observation made by Mayerson, Terrett and Wheaton (1982:3) as: “Whereas the space for housing is usually for many people, Countries and organizations (Universities inclusive), the satisfaction of housing needs, continues to be potentially constrained by escalation of housing costs”. Many African Universities depend, for their funding, on the national treasuries and donors which are experiencing many financial pressures. If such sources experience pressures, the same will be extended to the beneficiaries or dependents in form of not receiving the amounts of finances indicated in their budgets. The resultant circumstances tend to be reflected in what Mayerson (1982:88) generally observe:

“Conserving and improving the salvageable housing stock to assure its maximum usefulness (in Universities) is as essential as production of new dwellings. However, the financial base required to realize these is enormous and, unfortunately, very difficult to secure. Thus, the state and appearance as well as the quality of walls and housing facilities continue to reflect a dire need for rehabilitation and contraction, especially without any response from the authorities concerned”.

Circumstances of this nature have already been reflected at many African Universities. In Makerere University, for instance, Tibarimbasa (1989:116), lament that students’ enrolment is far greater than the number required to fill the capacity of all halls of residence. The same view was supported by Orodho (1995) when he observed that students’ accommodation in Kenyan public Universities has been faced with dwindling revenues earmarked for students’

accommodation, due to severe cut backs in the residential finance for students. This is intensified by a rapid increase in students' enrolment thereby amplifying the shortages the universities' management has to reckon with. In addition, Mayerson et al (1982:153), observed that, residential finance provides the greatest huddle in any attempt toward securing accommodation to the people and can be very limiting to effective managerial performance.

As the need for more accommodation facilities is increasing, the already existing buildings are rapidly degenerating into a dire state of repair but are also increasingly becoming inadequate. Brion and Griggs (1992), state that the maintenance of accommodation facilities is an increasing problem and will not diminish. Quoting the Audit Commission Report (1986), on improving residence maintenance, Brion and Griggs (1992:127), further stress that "most institutional authorities are hard pressed to find the money for undertaking additional building, repairs and maintenance", all of which are said to be very expensive.

There is overcrowding in classes, libraries, laboratories (including computer ones), offices, estates and so on. For example, regarding laboratories, Kasozi (2003a:56), reports that while ideally each student should have at least 0.25 square meters of space, not all institutions among the 29 surveyed had achieved this feat with some providing as low as 0.04 square meters. Regarding computer laboratories, Kasozi (2003a:58-59), reports that while ideally each student should have a computer; no single institution had achieved this. While the best institution provided one computer per eight students, there was even one institution providing a single computer to as many as 388 students. Regarding library books, while in a tertiary institution there should be a student: book ratio of 1:50, no single institution had achieved this feat; indeed one institution provided a single book for a student! (Kasozi, 2003a:58-59). In particular in the case of Makerere, Ssekamwa (1997:7), reports that while the Main Library

was built to accommodate 1500 students at a time when the University had a capacity of 2000; the University now has a student population of over 35000! (Makerere University, 2004,). In addition to the lack of space, there is also a lack of maintenance (Ssekamwa, 1997:6; Tiberondwa, 1998:17), and declining resources available for the acquisitions of books, journals and equipment.

University Management has made some effort toward diversifying students' accommodation. Most Universities managers have embarked on privatization of students' accommodation by introducing rent payments. However, as Brion and Griggs (1992:149), point out, "introducing rent payments where accommodation has been free naturally promotes agitation from students. The rent strategy becomes an indispensable option when University authorities have to reconcile the psychological need for shelter with the bridging of the widening gap between the value of money injected and the productivity of the housing venture taken. Free accommodation to students, despite its educational necessity, is unproductive.

Therefore, given the shortage of funding resources, the perspective of University authorities and that of students tend to differ. Whereas University authorities are concerned with providing productive accommodation facilities with intent to balance their budgets, students are usually concerned with free provision of comfortable facilities which are necessary for living a sound University life. The discrepancy in perspective represents a series of antagonisms and, at times very radical residence policy issues (Kajubi 1991). Many studies conducted on the strike of balance between students' residence interest, their administrative and financial implications, have all pointed at cost sharing rather than renting as the more viable alternative to the increasing inability manifested in the management of students;

accommodation (Orodho and Woodhall 1995). Others are pointing at self-sponsorship for students' residence thus letting University administration out of it (Ssebuwufu 1996). In this way, Universities have detached students' admission with the available residential capacity (Tibarimbasa 1989).

This involves passing on some of the costs incurred in ensuring desirable residence for students themselves. This strategy has been in use, for instance, in most public Universities of Kenya where Orodho (1995) reports, 'Government stopped to cover all accommodation costs for students in 1974. In order to ensure that no students would be denied a chance to University education by reason of inability to raise the required funding, the government introduced a loan scheme for all Kenyan students enrolled in Universities of East Africa. From the experience of Kenya's Public Universities, one can conjecture that the strategy is not very effective because loans are coming from government whose resources are already faced with pressures from other departments. Thus, students' accommodation, even with the assistance of government, is still a very high cost venture for University administrators to handle effectively (World Bank 1988) and Wright 1990).

The National Council for Higher Education on "The State of Higher Education in Uganda (2006)", states that it was unlikely that the accommodation situation have improved significantly despite the ongoing construction of new privately owned student hostels, especially in Kampala. The available student accommodation, therefore, continues to fall short of expectations, which are two students per room at university level. Poor accommodation can lead to serious disciplinary problems, disrupting teaching and learning activities, destroying and causing health problems for students, including mental breakdowns. The infrastructures of institutions, especially public institutions, are so dilapidated and old that it no longer serves its purpose. This needs immediate attention especially in Kyambogo.

2.6. Funding policy and management of students' discipline

Discipline refers to the ability to behave in a controlled and calm way even in a difficult or stressful situation (Microsoft Encarta 2009). Indiscipline prevails among students in various forms. Students are often found absent from classes, taking out processions and raising slogans, sometime smashing the window panes of college buildings among others. They organize meetings and go on strikes. They make speeches and incite fellow students into lawlessness. Strikes and absence from classes have become matters of common occurrence, Siddhartha (2009). In case students lack specific kind of food (have appetite); they will always rise up and demand for it. Appetite therefore, can be a very good indicator that a certain type of food is missing in students' diet. When some kind of food is available and others are not, students will rise up against the administration and demand for the missing foodstuffs, Weissenberg (1979:209). During this time, the urge to learn is pushed to become of secondary importance.

Public funds meant for welfare programs that would have stemmed the tide of mal-behavior in our youths and adolescents get diverted to redundant programs or private pockets. To such extent, there is no motivation in those who should be seen to be disciplined. With empty stomach, ragged dressing, hopeless accommodation, intolerable health, there is no way a person can resist temptation. More over most Universities managers have embarked on privatization of students' accommodation by introducing rent payments. However, as Brion and Griggs (1992:149) point out, "introducing rent payments where accommodation has been free naturally promotes agitation from students. The rent strategy becomes an indispensable option when University authorities have to reconcile the psychological need for shelter with the bridging of the widening gap between the value of money injected and the productivity of the housing venture taken. Free accommodation to students, despite its educational necessity, is unproductive. Therefore, given the shortage of funding resources, the perspective of

University authorities and that of students tend to differ. Whereas University authorities are concerned with providing productive accommodation facilities with intent to balance their budgets, students are usually concerned with free provision of comfortable facilities which are necessary for living a sound University life. The discrepancy in perspective represents a series of antagonisms and, at times, very radical residence policy issues (Kajubi 1991).

Indiscipline among students has attracted serious attention of scholars and administrators. These scholars and administrators attributed indiscipline among students to their state of development. They opine that when students notice certain biological changes signaling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations, Mukharjee (1985). To this end, indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. This is very evident in public Universities. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly, functioning of the school system (Adeyemo, 1985). The Oxford Advanced learners' Dictionary, defines it as lack of control in the behavior of a group of people. In other words, it is the inability of a person to live in accordance with rules. Tuluhi and Bello (1980), assert that indiscipline is the breaking of rules and regulations of institutions. Students' indiscipline is a problem that confronts the entire country. One can notice indiscipline, lawlessness and absenteeism among students in various institutions and Universities. Everybody in the country, including political leaders, educationists, parents and social reformers seemed to be concerned about this great evil.

With the introduction of Universal primary Education (UPE) and Universal Secondary Education (USE), a big portion of funding budget is allocated to them so as to get them implemented. This has led to reduction of funds allocated to public Universities (Adebua 2007:31). This has led to a number of students' strikes for instance; students of Kyambogo University protested the delay and slicing of their allowances from shs.400, 000 to 150,000

and a notice informing them to pay all the money they owed to the University before accessing any service, (Masaba & Semakula, 2012). Inadequate government funds to public higher institutions of education have always led to decline in staff numbers, low levels of research activities, and inadequate program inputs of text books, equipment and other academic materials. Other effects are limited provision of infrastructure, increased depreciation of building and deterioration in teaching standard, Adebua (2007:32). This has led to recent strikes in Kyambogo University when students protested the delay in their allowances, results and poor sanitation, (Nantambi & Akampa, 2012).

3.0. CHAPTER THREE: Methodology

3.1 Introduction

This chapter describes the procedures that were followed in conducting the study. It gives details regarding research design, population of the study area, sample and sampling techniques, a description of data collection instruments used, as well as techniques that were used to analyze data.

3.2. Study design

The research was carried out using a cross-sectional descriptive design which involved the use of both qualitative and quantitative methods of data collection. A cross-sectional design was used because it could help to collect data from various categories of people. The combination of qualitative and quantitative methods increases the quality of research because results from each method reinforce each other for consistency. Qualitative techniques helped the researcher to come up with conclusions on variables that could not be quantified while quantitative techniques helped in establishing numerical values attached to variables.

3.3. Population

The study population included Kyambogo University Administrators, staff members and students. University Administrators are the supervisors of university policies; for that reason, have rich information on the effects of funding on students' welfare. Staff members are the implementers of University policies, and therefore are well informed about how the management of students' welfare is affected by the changed funding policy. Students are directly affected by the changed funding policy; hence delivered better information regarding management of their welfare in the University.

3.4. Sample size

A sample of five hundred twenty (520) respondents was used which included: 20 administrators, 100 teaching staff, 400 students.

3.5. Sampling techniques

Simple random sampling method was used to select participants in order to avoid biased information on students' welfare.

Population, samples and sampling techniques

| CATEGORY | N. Pop | S. sample | METHODS |
|----------------|--------|-----------|---------------|
| Administrators | 27 | 20 | Simple random |
| Staff members | 402 | 100 | Simple random |
| Students | 24,000 | 400 | Simple random |
| Total | 24429 | 520 | |

3.6. Instruments

Interview guides and questionnaire were used in order to gather and document data about the management of students' welfare in Kyambogo University:

3.6.1. Interview guide

Interviews were administered to University administrators only. Interviews were used to establish the University administrators' opinions about the effects of the changed public University funding policy on management of students' welfare in Kyambogo University. This was used because it enables easy control of the research situation and high return rate. The interviews were open-ended and had 4 questions.

3.6.2. Questionnaire

The questionnaires were composed of open-ended and closed- ended items developed and used to obtain information from staff members and students. They were based on how changed public University funding policy affected the management of students' welfare in Kyambogo University. The questionnaire had five sections. Section one was for biographical data, section two on feeding, section three on healthcare, section four on accommodation, and five on discipline. The four point Likert Scale of strongly agree, agree, disagree and strongly disagree was used in order to bring out stronger information and self-administered to ensure a high return rate. The open ended section of the questionnaire contained 4 items while closed ended contained 24 items.

3.7. Validity

Validity of the questionnaires and interviews was established using the content validity test. The researcher and his supervisor examined each item of these instruments by critically assessing whether it was asking what was needed and making necessary adjustments.

3.7.1. Reliability

In case of reliability, the Cronbach method of internal consistency was used to calculate the reliability co-efficient of each questionnaire using the SPSS and its reliability was 0.877.

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .877 | 4.211 | 24 |

3.8. Data collection procedures

Data collection was conducted by the researcher himself as follows:

After securing an introductory letter/permission from the department of Educational Policy and Planning of KYU, the researcher set out to collect data. The researcher approached many administrators in their offices, introduced himself and the research topic and requested them to be interviewed to solicit data for academic research on fixed appointment dates and time for the interview. The researcher met many of these administrators in their offices during lunch time and evenings and a few of them out of their offices especially on Sundays after Mass. During the interview, the researcher read the questions himself to the respondents and, when necessary, rephrasing the questions accordingly, in order to make sure that the right responses were recorded. The responses were recorded as the respondents spoke.

On the other hand, the researcher visited the staffs in their various offices, introduced himself and the research topic to them and requested them to participate in answering the questionnaires so as to solicit information to accomplish the research. Questionnaires schedules were sent to the respondents (staff members and students) in KYU by the researcher and the research assistant. The date and time for distribution/answering of the questionnaires was fixed. The researcher together with the research assistant distributed the questionnaires to the respondents and administered it to ensure high return rate.

3.9. Analysis

All responses from interview schedules were qualitatively analyzed using content analysis techniques. This involved the use of interpretive and semantic approach. The researcher engaged himself in critical examination of every response, developing meaning out of it and incorporating the developed meaning into a theme which fitted appropriately within the context of the study using content analysis. Statistical package for social sciences (SPSS) statistical method was used to analyze the data.

4.0. CHAPTER FOUR: Presentation, analysis and interpretation of the findings

4.1. Introduction:

This chapter presents the research findings. The research set to examine the changed public Universities funding policy and its effect on the management of students' welfare in Kyambogo University. The study was guided by four research questions, which corresponded with the following research objectives:

1. To investigate the extent to which changed public University funding policy has affected management of student's feeding.
2. To find out the extent to which changed public University funding policy has affected the management of students' healthcare.
3. To examine the extent to which changed public University funding policy has affected the management of students' accommodation.
4. To assess the extent to which changed public University funding policy has affected the management of student's discipline.

4.2. Results:

Results were prepared question by question with the help of tables and histograms using a four likert scale of 1= strongly agree, 2= agree, 3= disagree and 4= strongly disagree. Calculations of means (\bar{X}) were derived by adding the "strongly agrees, agrees" "disagrees and strongly disagrees". The first question was; to what extent has the changed public Universities funding policy affected the management of students' feeding at Kyambogo University?

For purposes of this study, this was categorized into quantity of food, balanced diet, three meals a day and equipment for use during meals, quality of food and working conditions of cooks. Interviews and questionnaires were used to elicit information. The findings were summarized in the tables and histograms below:

The tables below present statistics about students and staffs.

Table 1: Statistics of students

| | | Statistics | | | | | |
|---|---------|--|---|--|--|---|--|
| | | Quantity of food served to a student is satisfactory | Students are given a well balanced diet at KYU. | Students are served with at least three meals a day. | Many students prefer eating campus food at KYU | There is enough equipment for students use at KYU dining halls. | Cooks at KYU have conducive working conditions |
| N | Valid | 390 | 397 | 400 | 400 | 394 | 397 |
| | Missing | 10 | 3 | 0 | 0 | 6 | 3 |

(Equipment include cooking utensils and cutlery)

Table 2: Statistics of staffs

| | | Statistics | | | | | |
|---|---------|--|---|--|--|---|--|
| | | Quantity of food served to a student is satisfactory | Students are given a well balanced diet at KYU. | Students are served with at least three meals a day. | Many students prefer eating campus food at KYU | There is enough equipment for students use at KYU dining halls. | Cooks at KYU have conducive working conditions |
| N | Valid | 87 | 88 | 86 | 88 | 88 | 84 |
| | Missing | 1 | 0 | 2 | 0 | 0 | 4 |

Tables 1 and 2 above reveal that at least 390 out of 400 students and 84 out of 88 staffs respectively, participated in the study, implying that findings can be relied on.

Quantity of food served to students

The table and histogram below present responses on the quantity of food served to students.

Table 3: Students' responses

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 53 | 13.2 | 13.6 | 13.6 |
| | Agree | 237 | 59.2 | 60.8 | 74.4 |
| | Disagree | 69 | 17.2 | 17.7 | 92.1 |
| | Strongly Disagree | 31 | 7.8 | 7.9 | 100.0 |
| | Total | 390 | 97.5 | 100.0 | |
| Missing | 0 | 10 | 2.5 | | |
| | Total | 400 | 100.0 | | |

Histogram (a): Staff responses

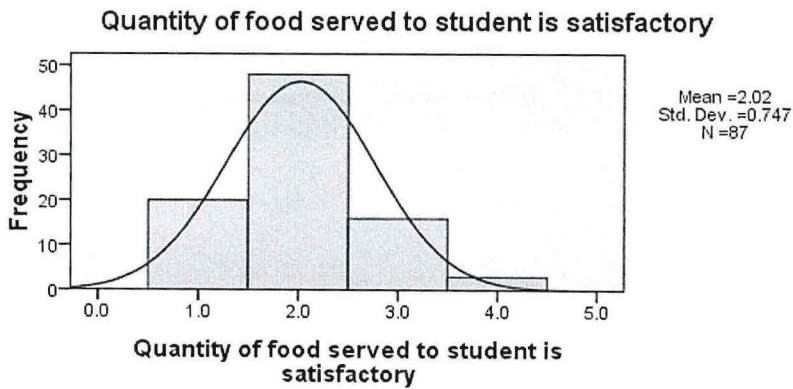


Table 3 above shows that 74% of the respondents agreed that the quantity of food served to them was satisfactory, as compared with 26% who disagreed with the question. This implies that students have not yet felt the impact of the changed Government University funding policy on feeding. Furthermore, histogram (a) above shows that many staff members also supported the view that the quantity of food served to students was satisfactory because they rated it at ($\bar{X}=2$). This could imply that staffs had not noticed the impact of this changed funding policy on students' feeding.

Administrators were interviewed and their opinions on the management of students' feeding were analyzed and recorded in the mean table 4 below. This table will be referred to throughout question one.

Table 4 below presents the results of the perceptions of administrators on the management of students' feeding

Table 4: Opinions of Administrators on students' feeding

| Descriptive Statistics | | |
|---|----|-------|
| | N | Mean |
| Quantity of food served to student is satisfactory | 20 | 1.550 |
| Students are given a well balanced diet at KYU | 20 | 1.700 |
| Students are served with at least three meals a day. | 20 | 1.150 |
| Many students prefer eating campus food at KYU | 20 | 1.900 |
| There is enough equipment for students use at KYU dining halls. | 20 | 1.700 |
| Cooks at KYU have conducive working conditions | 20 | 2.350 |
| Valid N (listwise) | 20 | |

On the same note, administrators of KUY were asked to rate the extent to which they thought the University was managing students' feeding. Table 4 above shows that they supported the view that the quantity of food served to students was enough because the majority rated it at ($\bar{X}=1.6$), which implies that administrators had not noticed the effect of the changed policy on feeding.

Students' balanced diet

The Table and Histogram below present the responses on whether students were getting a balanced diet or not.

Table 5: Students' responses

| Students are given a well balanced diet at KYU. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 22 | 5.5 | 5.5 | 5.5 |
| | Agree | 157 | 39.2 | 39.5 | 45.1 |
| | Disagree | 126 | 31.5 | 31.7 | 76.8 |
| | Strongly Disagree | 92 | 23.0 | 23.2 | 100.0 |
| | Total | 397 | 99.2 | 100.0 | |
| Missing | 0 | 3 | .8 | | |
| Total | | 400 | 100.0 | | |

Histogram (b): Staff responses

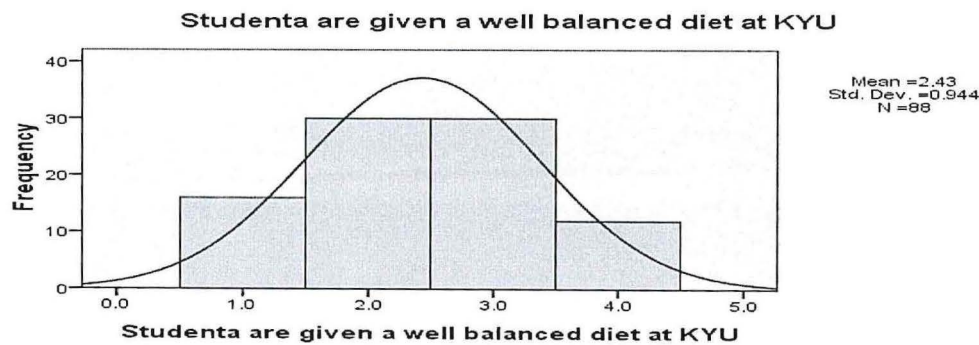


Table 5 above shows that 55% of the respondents disagreed that they were given a well-balanced diet as compared to 45% who agreed with the view. This does not show much significant difference, implying that students were given a well-balanced diet.

Histogram (b) above, however, shows that many respondents accepted that a well-balanced diet was served to the students because they rated it at ($\bar{X}=2.4$). This point implies that staff members had not noticed the impact of the changed policy on students' feeding.

Table 4 on page 38 shows that administrators supported the view that a well-balanced diet was served to students because they rated it at ($\bar{X}=1.7$), meaning that they had not noticed any impact of the changed policy as far as a balanced diet was concerned.

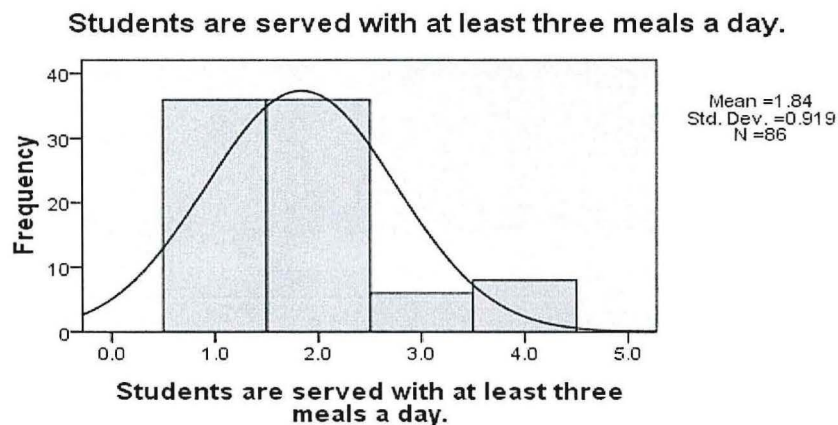
Number of meals served

The table and histogram below present the results on the number of meals served to students daily.

Table 6: Students' responses

| Students are served with at least three meals a day. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 144 | 36.0 | 36.0 | 36.0 |
| | Agree | 190 | 47.5 | 47.5 | 83.5 |
| | Disagree | 38 | 9.5 | 9.5 | 93.0 |
| | Strongly Disagree | 28 | 7.0 | 7.0 | 100.0 |
| | Total | 400 | 100.0 | 100.0 | |

Histogram (c): Staff responses



The next item shown in table 6 above revealed that 84% of the respondents agreed that they were served with at least three meals a day as compared to only 16% who disagreed with it. This was further supported by the views presented on histogram (c) above which showed that the majority of the staffs agreed that students were served with at least three meals a day, rating it at ($\bar{X}=1.8$). These views implied that the changed public Universities funding policy had no impact on the number of meals served to students in a day.

Table 4 shows that Administrators also confirmed the above views that students were served with at least three meals a day since they rated it at $(\bar{X}=1.2)$ showing that the changed funding policy had no effect on the number of meals served to students.

Eating Campus food

The table and histogram below disclose the results on whether students preferred eating campus food.

Table 7: Students' responses on preferring campus food to eating out

| Many students prefer eating campus food at KYU | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 18 | 4.5 | 4.5 | 4.5 |
| | Agree | 62 | 15.5 | 15.5 | 20.0 |
| | Disagree | 184 | 46.0 | 46.0 | 66.0 |
| | Strongly Disagree | 136 | 34.0 | 34.0 | 100.0 |
| Total | | 400 | 100.0 | 100.0 | |

Histogram (d): Staffs responses

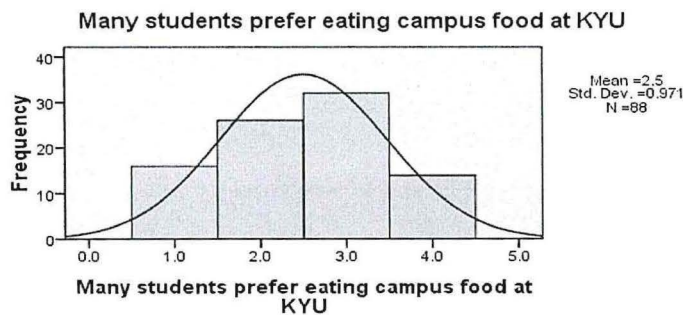


Table 7 above shows that 80% of the respondents disagreed that they preferred eating campus food, as compared to 20% who agreed. This clearly points out that the changed policy has affected the quality of food. Histogram (d) above also revealed that the majority of the respondents disagreed that many students preferred eating campus food rating it at $(\bar{X}=3)$. This implied that the changed funding policy had a serious impact on the quality of food given to students and the staff were aware.

Table 4 (p.38) above brought out the results of the interviews conducted to administrators and it reveals that the majority of the respondents thought that students preferred eating campus food because they rated at ($\bar{X}=1.9$). This could imply that the administrators had not noticed the effects of changed funding policy on students' feeding.

Dining halls equipment

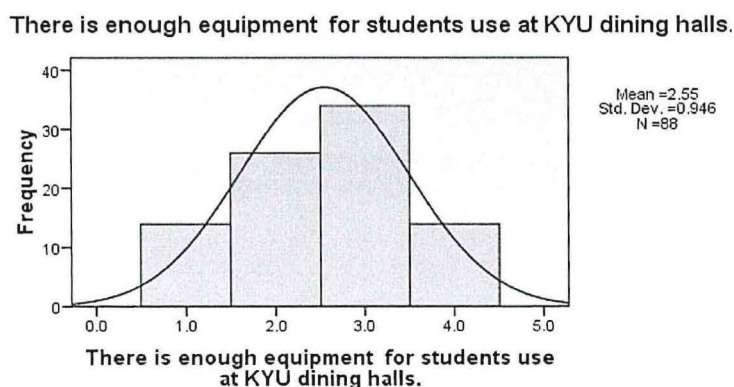
The table and histogram below reveal the responses of students and staffs on the availability of equipment in the dining halls for students' use.

Table 8: Students' responses

There is enough equipment for students use at KYU dining halls.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 21 | 5.2 | 5.3 | 5.3 |
| | Agree | 118 | 29.5 | 29.9 | 35.3 |
| | Disagree | 154 | 38.5 | 39.1 | 74.4 |
| | Strongly Disagree | 101 | 25.2 | 25.6 | 100.0 |
| | Total | 394 | 98.5 | 100.0 | |
| Missing | 0 | 6 | 1.5 | | |
| Total | | 400 | 100.0 | | |

Histogram (e): Staff responses



Results in table 8 above show that only 65% of the respondents disagreed that there was enough equipment for students' use in the dining halls, as compared to 35% who agreed that equipment was enough. This shows that the changed funding policy on students' welfare has

created a decline on the amount of equipment such as plates, cups, chairs among others, available for students to use in the dining halls.

Histogram (e) also shows that many respondents disagreed that there was enough equipment for students' use in the dining, rating it at ($\bar{X}=2.5$), which implied that the changed funding policy indeed had a negative impact on the students.

The interviews conducted to Administrators and recorded in table 4 on page 38 above revealed that the majority of them believed that there was enough equipment for students in the dining halls because they rated it at ($\bar{X}=1.7$), implying that the changed funding policy had effect on students' equipment in the dining halls. This differed from both the staff and students' findings.

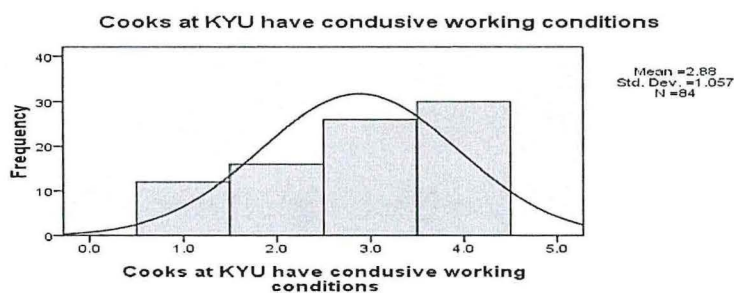
Working Conditions of cooks

The table and histogram below unveil responses on conditions of cooks.

Table 9: Students' responses

| Cooks at KYU have condusive working conditions | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 27 | 6.8 | 6.8 | 6.8 |
| | Agree | 115 | 28.8 | 29.0 | 35.8 |
| | Disagree | 92 | 23.0 | 23.2 | 58.9 |
| | Strongly Disagree | 163 | 40.8 | 41.1 | 100.0 |
| | Total | 397 | 99.2 | 100.0 | |
| Missing | System | 3 | .8 | | |
| Total | | 400 | 100.0 | | |

Histogram (f): Staff responses on working conditions of cooks



Results in table 9 above show that 65% of the respondents disagreed that cooks had conducive working conditions as compared to 35% who agreed. This implied that the policy had negative impact on the cooks because the university could not provide good working condition as a result of the changed funding policy.

On the same note, histogram (f) above showed that many respondents disagreed with the view that the working conditions of cooks were conducive since they rated them at ($\bar{X}=2.9$), this entails that the changed funding policy had a negative implication on the working conditions of cooks.

Administrators were asked to rate the working conditions of cooks, and according to table 4 on page 38, the majority thought that the working conditions of cooks were fair, rating it at ($\bar{X}=2.4$). Thus the majority of the administrators were aware that cooks had good working conditions which disagreed with the view of the staffs and students that working conditions of cooks were poor.

The general finding was that, to a greater extent, the changed funding policy had constrained the University in providing quality feeding to students in terms of balanced diet, quality food and equipment in the dining halls. However, the university still provided enough quantity of food and at least three meals a day to students.

Results of Question Two

Question two solicited data on students' healthcare and stated that "to what extent has the changed public University funding policy affected the management of students' healthcare at KYU?"

Tables 10 and 11 below show the statistics about students and staffs.

Table 10: Statistics of students

| | | Statistics | | | | | |
|---|---------|---|--|---|---|---|---|
| | | KYU charges fair medical fees to students | Medical personnels ask students to buy medicine from outside KYU | There is no shortage of ARVS and TB drugs at KYU medical centre | students prefer getting medical treatment at KYU only | Students spend alot of time lining for medical treatment at KYU | KYU medical centre has all the necessary medical equipment for use by medical personnel |
| N | Valid | 394 | 394 | 397 | 394 | 391 | 394 |
| | Missing | 6 | 6 | 3 | 6 | 9 | 6 |

Table 11: Statistics of staff

| | | Statistics | | | | | |
|---|---------|---|--|---|---|---|---|
| | | KYU charges fair medical fees to students | Medical personnels ask students to buy medicine from outside KYU | There is no shortage of ARVS and TB drugs at KYU medical centre | students prefer getting medical treatment at KYU only | Students spend alot of time lining for treatment at KYU | KYU medical centre has all the necessary medical equipment for use by medical personnel |
| N | Valid | 88 | 86 | 88 | 86 | 86 | 86 |
| | Missing | 0 | 2 | 0 | 2 | 2 | 2 |

The Tables 10 and 11 above show that at least 391 out of 400 and 86 out of 88 respondents answered the questions, implying that respondents were representative enough to bring better results.

Medical fee charged to students

The table and histogram below divulges the responses on the amount of medical fee charged to students.

Table 12: Students' responses

| | | KYU charges faire medical fees to students | | | |
|---------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 45 | 11.2 | 11.4 | 11.4 |
| | Agree | 134 | 33.5 | 34.0 | 45.4 |
| | Disagree | 143 | 35.8 | 36.3 | 81.7 |
| | Strongly Disagree | 72 | 18.0 | 18.3 | 100.0 |
| | Total | 394 | 98.5 | 100.0 | |
| Missing | 0 | 6 | 1.5 | | |
| Total | | 400 | 100.0 | | |

Histogram (g): Staff responses

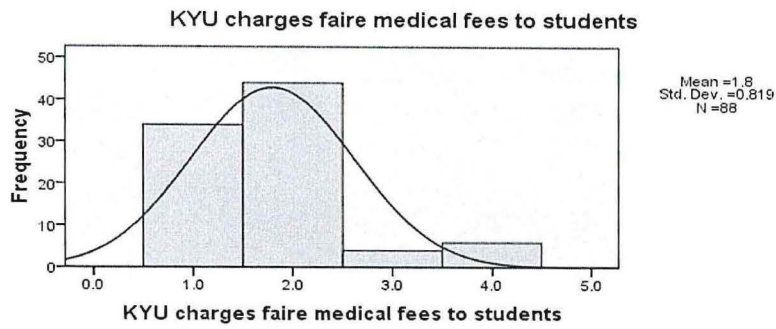


Table 13 below presents the results of the of administrators opinions on the management of students' healthcare. This table will be referred to throughout question Two.

Table 13: Opinions of administrators on students' healthcare

| Descriptive Statistics | | |
|---|----|-------|
| | N | Mean |
| KYU charges faire medical fees to students | 20 | 1.950 |
| Medical personnels ask stidents to buy medicine from outside KYU | 20 | 1.650 |
| There is no shortage of drugs at KYU medical centre | 20 | 2.200 |
| students prefer getting medical treatment at KYU only | 20 | 2.350 |
| Students spend alot of time waiting for medical treatment at KYU | 20 | 1.700 |
| KYU medical centre has all the necessary medical equipment for use by medical personnel | 20 | 2.150 |
| Valid N (listwise) | 20 | |

Table 12 above shows that 55% of the respondents disagreed that KYU charged fair medical fees as compared to 45% who agreed that medical fees charged by KYU were fair. This does not indicate a significant difference, implying that students were generally charged fair medical fee.

Histogram (g) above, however, shows that very many staff members agree that KYU charges fair medical fees to students because of rating it at (\bar{X} 1.8), meaning that staff had not noticed any impact of the changed policy on the medical fees charged to students. It supports the students' views.

Administrators were interviewed and their opinions on the management of students' healthcare were analyzed and recorded in the mean table 13 above. This table will be referred to throughout question two.

Interviews conducted with administrators revealed that many of them said medical fees charged to students were fair because they rated it at ($\bar{X}=1.9$) as shown in table 13 below. This means that the administrators had not noticed the impact of the changed funding policy on students' healthcare. This supported the views of both the staffs and students.

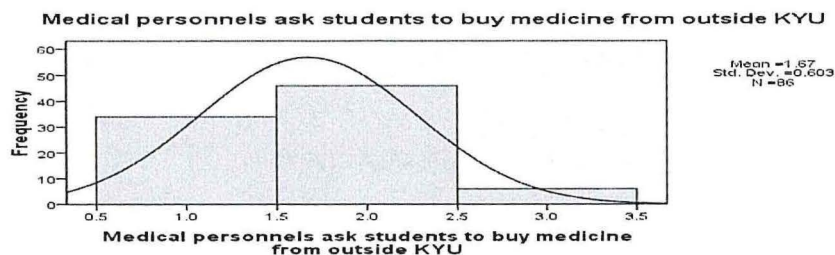
Table 14 and histogram (h) below present the results on whether medical personnel ask students to buy medicine from outside KYU medical centre.

Table14: Students' responses

| Medical personnels ask students to buy medicine from outside KYU | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 187 | 46.8 | 47.5 | 47.5 |
| | Agree | 138 | 34.5 | 35.0 | 82.5 |
| | Disagree | 30 | 7.5 | 7.6 | 90.1 |
| | Strongly Disagree | 39 | 9.8 | 9.9 | 100.0 |
| | Total | 394 | 98.5 | 100.0 | |
| Missing | 0 | 6 | 1.5 | | |
| Total | | 400 | 100.0 | | |

Table 14 above shows that 83% of the respondents agreed that medical personnel of KYU asked students to buy their own medicine from outside the University medical center as compared to only 17% who disagreed. This implies that students had felt the impact of the changed funding policy as a result of shortage of drugs at the university medical center.

Histogram (h): Staff responses



Similarly, histogram (h) above also revealed that the majority of the respondents ($\bar{X}=1.7$) supported the view that medical personnel at KYU Medical Center asked students to buy medicine for themselves from outside drug shops or clinics. It means that staff had noticed the negative impact of the policy on students' medical care.

Interviews conducted to administrators revealed that the majority agreed that medical personnel ask students to buy medicine from outside when there were shortages of drugs at the hospital because they rated it at (\bar{X} 1.7) table 13 (p.40), showing that administrators had observed the impact of the changed policy on students' medical care. The finding supported both the staff and students' views.

Shortages of medicine like ARVS at KYU medical center

Table 15 and histogram (I) below disclose responses of students and staffs on whether there were no shortages of drugs at KYU medical Centre.

Table 15: Students' responses

| There is no shortage of drugs at KYU medical centre | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 12 | 3.0 | 3.0 | 3.0 |
| | Agree | 47 | 11.8 | 11.8 | 14.9 |
| | Disagree | 119 | 29.8 | 30.0 | 44.8 |
| | Strongly Disagree | 219 | 54.8 | 55.2 | 100.0 |
| | Total | 397 | 99.2 | 100.0 | |
| Missing | 0 | 3 | .8 | | |
| Total | | 400 | 100.0 | | |

Histogram (I): Staff responses

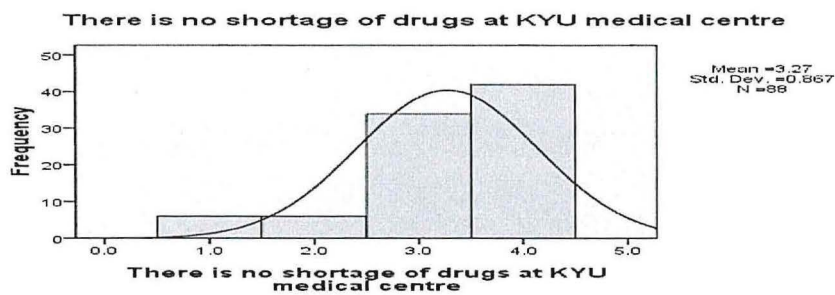


Table 15 above shows that 85% of the respondents disagreed that there were enough/sufficient drugs at KYU medical center, as compared to 15% who agreed that there was no shortage of drugs. This implies that students had felt the adverse effects of the policy due to its influence on the shortages of drugs.

Histogram (I) above clearly shows that the majority of the respondents disagreed that there was no shortage of drugs at KYU Medical Center rating it at ($\bar{X}=3.3$). Thus, the staffs had observed the unfavorable effects of the changed policy on students in line with the shortages of drugs.

Table 13 on page 40, shows that many administrators who were interviewed thought that there was no shortage of drugs at KYU Medical Center by rating it at ($\bar{X}=2.2$), meaning that administrators had not detected any poor state that the changed policy had imposed on the students' medical care. This view differs with those of students and staffs.

Medical treatment at KYU

Table 16 and histogram (J) below presents the responses of students and staff on getting medical treatment at KYU medical center.

Table 16: Students responses

| students prefer getting medical treatment at KYU only | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 5 | 1.2 | 1.3 | 1.3 |
| | Agree | 26 | 6.5 | 6.6 | 7.9 |
| | Disagree | 220 | 55.0 | 55.8 | 63.7 |
| | Strongly Disagree | 143 | 35.8 | 36.3 | 100.0 |
| | Total | 394 | 98.5 | 100.0 | |
| Missing | 0 | 6 | 1.5 | | |
| Total | | 400 | 100.0 | | |

Histogram (J): Staff responses

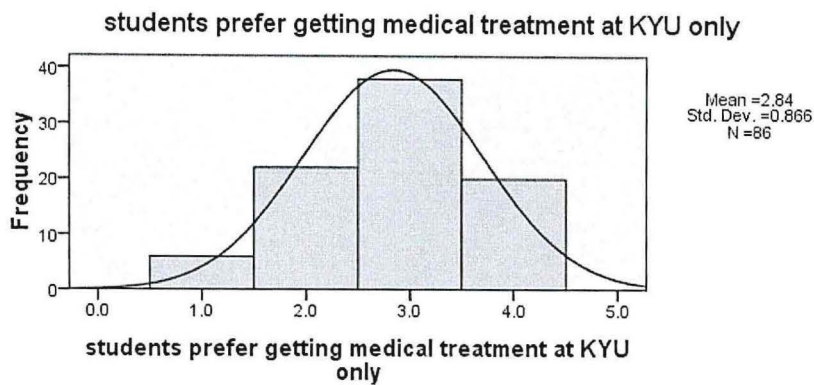


Table 16 above shows that 92% of the respondents disagreed that students preferred to get medical treatment at KYU Medical Center as compared to only 8% who agreed with it, implying that students did not like getting medical treatment at KYU Medical Center.

On the other hand, histogram (j) above shows that the majority of the staff disagreed that students preferred to get medical treatment at KYU Medical Centre for the reason that they rated it at (\bar{X} 2.8), which implies that staff saw that students were not getting medical treatment at the Medical Center. This concurred with the students' views above

Interviews conducted with administrators revealed that a good number of them thought that a fair number of students preferred to get medical treatment at KYU Medical Center since they rated it at (\bar{X} = 2.4) table 13 (p.40), which implies that administrators were aware that some students were not getting medical treatment from the medical Center.

Lining for medical treatment at KYU medical center

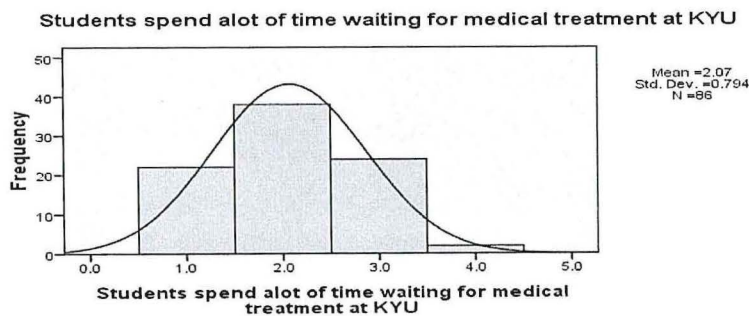
Table 17 and histogram (K) below presents responses of students and staffs on the time taken to wait for medical treatment at KYU Medical Center

Table 17: students' responses

| Students spend alot of time waiting for medical treatment at KYU | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 214 | 53.5 | 54.7 | 54.7 |
| | Agree | 148 | 37.0 | 37.9 | 92.6 |
| | Disagree | 17 | 4.2 | 4.3 | 96.9 |
| | Strongly Disagree | 12 | 3.0 | 3.1 | 100.0 |
| | Total | 391 | 97.8 | 100.0 | |
| Missing | 0 | 9 | 2.2 | | |
| Total | | 400 | 100.0 | | |

Table 17 above shows that 93% of the respondents agreed that they spent a lot of time at the medical center waiting for medical treatment as opposed to 7% who disagreed. This implies that students had felt the unpleasant conditions at the Medical Center.

Histogram (k) Staffs responses



Histogram (k) above proves that the majority of the respondents concurred that many students spent a lot of time at the medical center waiting for medical treatment due to the reason of rating it at (\bar{X} 2.1). For that reason, it means that, the staffs had observed that it took longer time to get treatment at KYU Medical Center.

Interview results with administrators revealed that the majority concurred that students spent a lot of time at the medical center waiting for medical treatment for the reason that they rated it at (\bar{X} = 1.7) as seen in table 13 on page 40 above. This implies that Administrators had detected the bad conditions that students faced when getting medical treatment.

Medical equipment at the medical center

Table 18 and histogram (I) below display the responses of students and staff on the presence of the necessary medical equipment at the medical center.

Table 18: students' responses

| KYU medical centre has all the necessary medical equipment for use by medical personnel | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 7 | 1.8 | 1.8 | 1.8 |
| | Agree | 61 | 15.2 | 15.5 | 17.3 |
| | Disagree | 166 | 41.5 | 42.1 | 59.4 |
| | Strongly Disagree | 160 | 40.0 | 40.6 | 100.0 |
| | Total | 394 | 98.5 | 100.0 | |
| Missing | 0 | 6 | 1.5 | | |
| Total | | 400 | 100.0 | | |

Histogram (L): staff responses

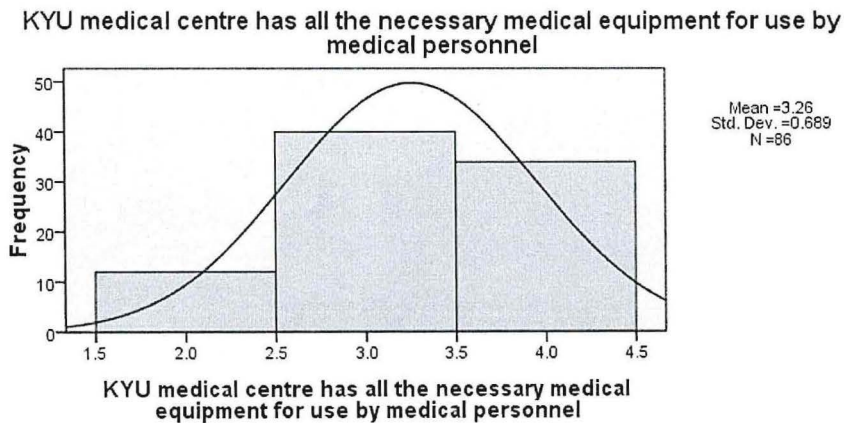


Table 18 above shows that 83% of the respondents disagreed that KYU Medical Center had all the necessary medical equipment to serve students, as opposed to only 17% who agreed, reflecting that students had felt the pinch of poor medical services due the changed funding policy.

Histogram (L) above also shows that many respondents disagreed that KYU medical center had all the necessary equipment needed to serve students since they rated it at (\bar{X} 3.3). This means that the staff had noticed the lack of equipment at KYU Medical Center.

Table 13 on page 40 shows the results of the interviews conducted on the same item with administrators. It supported the view that KYU Medical Center had all the necessary medical equipment to serve the students as opposed to students' views and staff, implying that administrators had not noticed that KYU Medical Center lacked medical equipment.

The general finding was that to a greater extent, Kyambogo University was not providing better medical care to students, although it was still charging a fair medical fee to them.

Results of Question Three

Question three solicited data on students' accommodation and stated, "to what extent has the changed public University funding policy affected the management of students' accommodation at KYU?"

Tables 19 and 20 below present the statistics of students and staffs on question three.

Table 19: statistics of students

| | | Statistics | | | | | |
|---|---------|---|---|--|--|---|--|
| | | Cost of halls of residence at KYU is fair | Students prefer renting out side KYU halls of residence | Halls of residence at KYU are self contained | There is a fair number of students per room at KYU | Halls of residence at KYU are not dilapidated | Lecture rooms capacity is enough for all students at KYU |
| N | Valid | 397 | 400 | 400 | 397 | 391 | 400 |
| | Missing | 3 | 0 | 0 | 3 | 9 | 0 |

Table 20: statistics of staff

| | | Statistics | | | | | |
|---|---------|---|---|--|--|---|--|
| | | Cost of halls of residence at KYU is fair | Students prefer renting out side KYU halls of residence | Halls of residence at KYU are self contained | There is a fair number of students per room at KYU | Halls of residence at KYU are not delapidated | Lecture rooms capacity is enough for all students at KYU |
| N | Valid | 88 | 88 | 86 | 88 | 88 | 88 |
| | Missing | 0 | 0 | 2 | 0 | 0 | 0 |

Tables 19 and 20 above reveal that at least 391 out of 400 and 86 out of 88 respondents respectively participated in answering the questions, implying that results obtained can be relied upon.

Students' accommodation

Table 21 and histogram (m), shows the responses of students and staff on the cost of halls of residence at KYU.

Table 21: students' responses on cost of halls of residence

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Agree | 33 | 8.2 | 8.3 | 8.3 |
| Agree | 106 | 26.5 | 26.7 | 35.0 |
| Disagree | 138 | 34.5 | 34.8 | 69.8 |
| Strongly Disagree | 120 | 30.0 | 30.2 | 100.0 |
| Total | 397 | 99.2 | 100.0 | |
| Missing 0 | 3 | .8 | | |
| Total | 400 | 100.0 | | |

Table 21 above, reveals that 65% of the respondents disagreed that the cost of halls of residence was fair, as compared to 35% who agreed. This proves that the cost of students' accommodation was high at KYU.

Histogram (m): staff responses

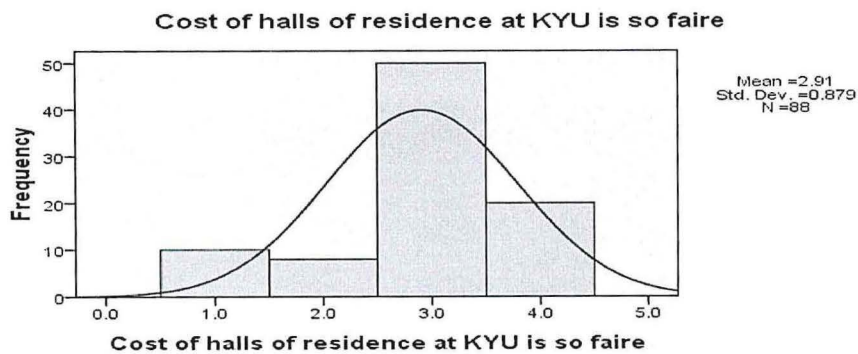


Table 22: Opinions of administrators on students' accommodation

| Descriptive Statistics | | |
|---|----|-------|
| | N | Mean |
| Cost of halls of residence at KYU is faire | 20 | 2.200 |
| Students prefer renting out side KYU halls of residence | 20 | 1.750 |
| Halls of residence at KYU are self contained | 20 | 2.100 |
| There are fair number of students per room at KYU | 20 | 2.400 |
| Halls of residence at KYU are so delapidated | 20 | 2.200 |
| Lecture rooms capacity are enough for all students at KYU | 20 | 2.500 |
| Valid N (listwise) | 20 | |

Histogram (m) above also discloses that the majority of the respondents disagreed that the cost of halls of residence at KYU was fair since they rated it at (\bar{X} 2.9) implying that staff members were aware that the cost of halls of residence for students at KYU was not fair. This supported the students' views.

Administrators who were interviewed on the same item articulated that the cost of halls of residence at KYU was fair because they rated it at (\bar{X} =2.2) as seen in table 22 above, meaning that the cost of accommodation at KYU was affordable to students. This concurred with the views of students and staff that the cost of halls of residence at KYU was fair.

Table 23 and histogram (n) below present the results on whether students prefer renting out side KYU halls of residence or not.

Table 23: students' responses

| Students prefer renting out side KYU halls of residence | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 188 | 47.0 | 47.0 | 47.0 |
| | Agree | 166 | 41.5 | 41.5 | 88.5 |
| | Disagree | 42 | 10.5 | 10.5 | 99.0 |
| | Strongly Disagree | 4 | 1.0 | 1.0 | 100.0 |
| | Total | 400 | 100.0 | 100.0 | |

Histogram (n): staff responses

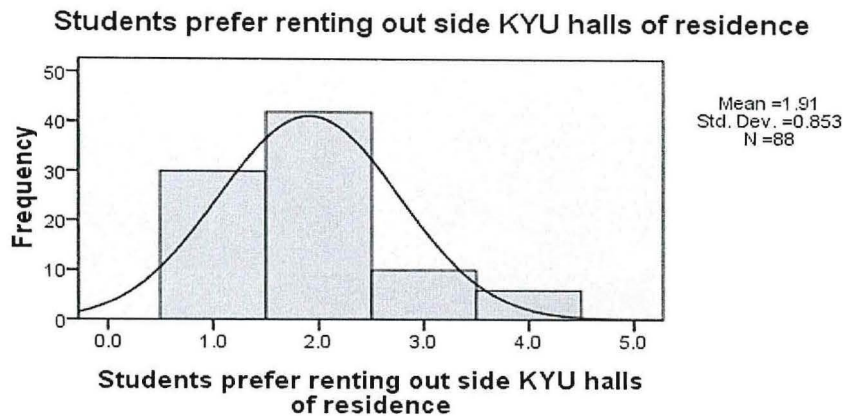


Table 23 shows that 89% of the respondents agreed that they preferred renting private hostels other than using KYU halls of residence as compared to only 11% who disagreed, suggesting that; although there were available halls of residence at KYU, students either could not afford or did not prefer using them, implying in turn that the changed funding policy had made halls of residence costly or unfavorable to live in.

Histogram (n) above proves that the majority of the respondents supported the view that most students preferred renting private hostels rather than KYU halls of residence since they rated at ($\bar{X}=1.9$). This means that KYU staffs had seen many students renting in the neighborhoods even if some halls of residence were still vacant.

Interviews conducted with administrators revealed that many of them confirmed that most students preferred renting alternative accommodation instead of KYU halls of residence because they rated it at ($\bar{X}=1.8$), as revealed by table 22 on page 49 above. This suggests that administrators had noted that the majority of the students were renting private hostels leaving the ones at the KYU.

Self-contained students' residence

Table 24 and histogram (o), unveil the views of students and staff on whether halls of residence at KYU were self-contained.

Table 24: students' responses

| Halls of residence at KYU are self contained | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 5 | 1.2 | 1.2 | 1.2 |
| | Agree | 34 | 8.5 | 8.5 | 9.8 |
| | Disagree | 83 | 20.8 | 20.8 | 30.5 |
| | Strongly Disagree | 278 | 69.5 | 69.5 | 100.0 |
| | Total | 400 | 100.0 | 100.0 | |

Histogram (o): staff responses

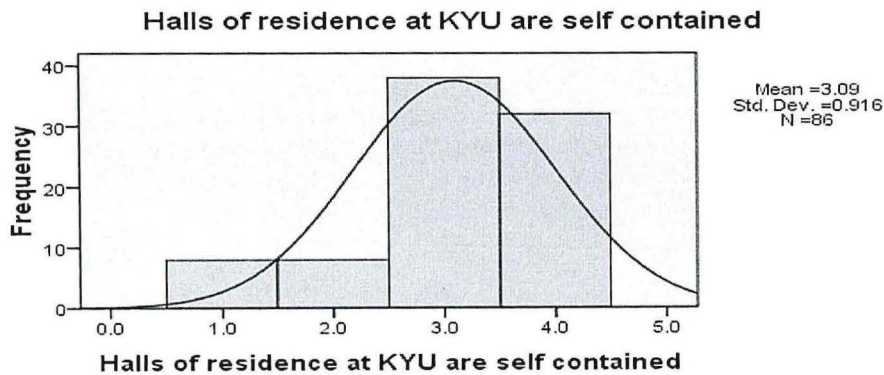


Table 24 above shows that 90% of the respondents disagreed that halls of residence at KYU were self-contained, as opposed to only 10% who agreed, suggesting that students were not living in self-contained halls of residence at KYU.

Histogram (o) above, also shows that the majority of the respondents disagreed that those halls of residence were self-contained due to their rating at ($\bar{X} = 3.1$), implying that staff had noted that halls of residence at KYU were not self-contained.

Interviews conducted with administrators however, revealed that they concurred with both the students and staff that halls of residence at KYU were not self-contained since they rated it at ($\bar{X} = 2.1$), table 22 (p. 40). This implies that administrators had not noticed that the halls of residence were not self-contained.

Number of students per room

Table 25 and histogram (p) below explains the responses of respondents on the fair number of students per room at KYU.

Table 25: students' responses on fair number of students per room

There are fair number of students per room at KYU

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 21 | 5.2 | 5.3 | 5.3 |
| | Agree | 20 | 5.0 | 5.0 | 10.3 |
| | Disagree | 119 | 29.8 | 30.0 | 40.3 |
| | Strongly Disagree | 237 | 59.2 | 59.7 | 100.0 |
| Total | | 397 | 99.2 | 100.0 | |
| Missing | System | 3 | .8 | | |
| Total | | 400 | 100.0 | | |

Histogram (p): staff responses

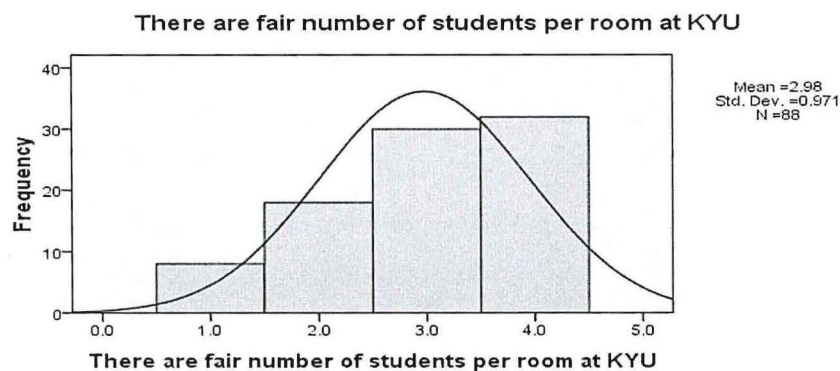


Table 25 above shows that 90% of the respondents disagreed that there was a fair number of students per room at KYU halls of residence, as compared to 10% who agreed implying that there was congestion in the halls of residence.

Histogram (p) above shows that many respondents disagreed that there was a fair number of students per room at KYU halls of residence due to their rating at ($\bar{X}=3$). This means that staffs were aware that many students were packed in each room. This supported students' views.

When administrators were interviewed, they articulated that there was a fair number of students per room at KYU halls of residence because they rated at ($\bar{X}=2.4$) as shown in table 22 on page 49 above, implying that for administrators the changed funding policy had not seriously affected the number of students per room at KYU halls of residence

Fair state of halls of residence at KYU

Table 26 and histogram (q) below disclose responses from respondents' on whether KYU halls of residence were dilapidated.

Table 26: students' responses

| Halls of residence at KYU are so delapidated | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 99 | 24.8 | 25.3 | 25.3 |
| | Agree | 115 | 28.8 | 29.4 | 54.7 |
| | Disagree | 135 | 33.8 | 34.5 | 89.3 |
| | Strongly Disagree | 42 | 10.5 | 10.7 | 100.0 |
| | Total | 391 | 97.8 | 100.0 | |
| Missing | 0 | 9 | 2.2 | | |
| Total | | 400 | 100.0 | | |

Histogram (q): staff responses

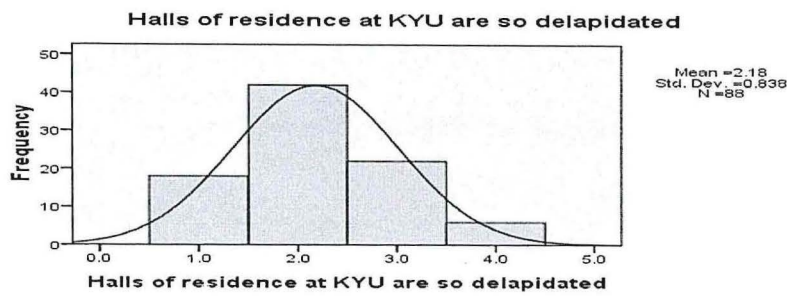


Table 26 above shows that, 55% of the respondents disagreed that KYU halls of residence were in fair state, as compared to 45% who agreed. This implies that students supported the view that the halls of residence were in a fair state since there was no significant difference in their views.

Histogram (q) above also shows that the majority of the respondents agreed that halls of residence at KYU were in fair because they rated at ($\bar{X}=2.2$), meaning that staffs also had noticed that the halls were in fair state, concurring with students' views.

Administrators who were interviewed confirmed that the buildings for students' accommodation were in fair state since they rated it at ($\bar{X}=2.2$), as shown in table 22 on page 49 above. This means that for administrators, the changed funding policy had no serious effects on the state of buildings for students' accommodation.

Lecture room capacity

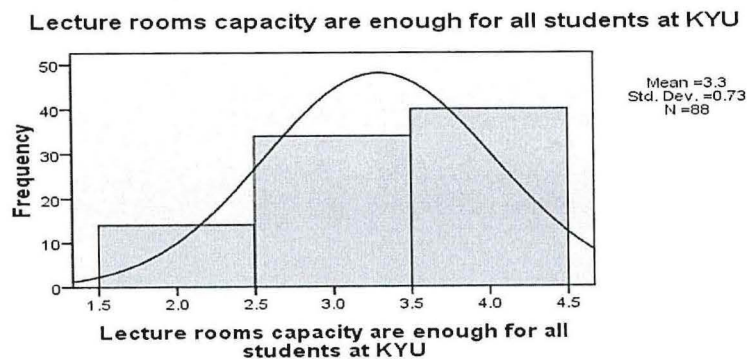
Table 27 and histogram (r) below presents the results on whether lecture room capacity was enough for all students.

Table 27: students' responses

| Lecture rooms capacity are enough for all students at KYU | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 13 | 3.2 | 3.2 | 3.2 |
| | Agree | 24 | 6.0 | 6.0 | 9.2 |
| | Disagree | 103 | 25.8 | 25.8 | 35.0 |
| | Strongly Disagree | 260 | 65.0 | 65.0 | 100.0 |
| Total | | 400 | 100.0 | 100.0 | |

Table 27 above, shows that only 9% of the respondents disagreed that lecture room capacity was enough, as opposed to only 9% who agreed implying a change in the funding policy had seriously constrained the university from putting more structures to reduce on the lecture room congestion.

Histogram (r): staff responses



Histogram (r) above shows that many respondents disagreed that lecture room capacity was enough for all the students at KYU because they rated it at (\bar{X} 3.3), implying that staffs were aware of the terrible situation students faced during lectures as a result of the limited lecture rooms.

Interviews conducted with Administrators also revealed that there were no enough lecture rooms for students since they rated (\bar{X} = 2.5), meaning that administrators did not support the view that lecture room capacity was enough for all the students.

The general finding was that to a greater extent, KYU was not providing sufficient lecture room capacity for its current enrolment.

Results of Question Four

Question four solicited data on the management of students' discipline and stated "to what extent has the changed public University funding policy affected the management of students' discipline at Kyambogo University"?

Tables 28 and 29 below show the statistics of students and staffs on discipline

Table 28: statistics of students

| | | Statistics | | | | | |
|---|---------|--------------------------------------|---|---|---|---|--|
| | | Students fight for furniture at KYU. | Students reject campus food served to them. | Students are always absent for University programs. | Students demonstrate and break things at KYU. | Many students appear frustrated at KYU. | Students do not want to pay University dues. |
| N | Valid | 397 | 400 | 400 | 400 | 400 | 398 |
| | Missing | 3 | 0 | 0 | 0 | 0 | 2 |

Table 29: statistics of staff members

| | | Statistics | | | | | |
|---|---------|--------------------------------------|---|--|---|---|--|
| | | Students fight for furniture at KYU. | Students are always absent for University programs. | Students reject campus food served to them.. | Students demonstrate and break things at KYU. | Many students appear frustrated at KYU. | Students do not want to pay University dues. |
| N | Valid | 88 | 88 | 88 | 88 | 88 | 88 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 |

Tables 28 and 29 above revealed that at least 397 out of 400 and all the 88 respondents respectively participated in answering the questions. This means that results are representative enough to be relied on.

Tables and histograms below present the results of this question.

Fighting for furniture

Table 30 and histogram (s) below unveil the responses of the respondents on whether students fight for furniture.

Table 30: students' responses

| Students fight for furniture at KYU. | | | | | |
|--------------------------------------|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 126 | 31.5 | 31.7 | 31.7 |
| | Agree | 131 | 32.8 | 33.0 | 64.7 |
| | Disagree | 107 | 26.8 | 27.0 | 91.7 |
| | Strongly Disagree | 33 | 8.2 | 8.3 | 100.0 |
| | Total | 397 | 99.2 | 100.0 | |
| Missing | 0 | 3 | .8 | | |
| Total | | 400 | 100.0 | | |

Histogram (s): staff responses

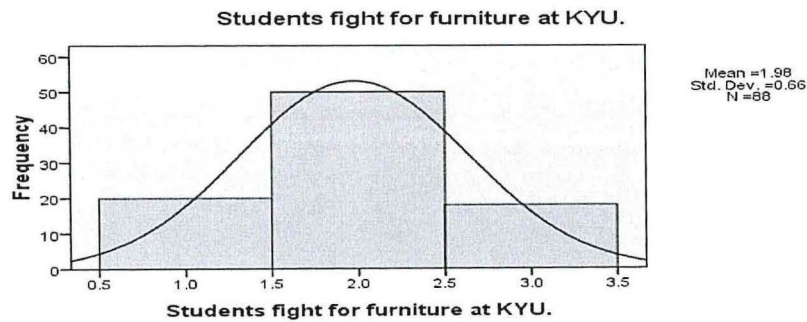


Table 31: Opinions of Administrators on students' discipline

| Descriptive Statistics | | |
|---|----|--------|
| | N | Mean |
| Students fight for furniture at KYU. | 20 | 1.800 |
| Students reject campus food served to them. | 20 | 2.500 |
| Students are always absent for University programs. | 20 | 1.800 |
| Students demonstrate and break things at KYU. | 20 | 1.700 |
| Many students appear frustrated at KYU. | 20 | 2.550 |
| Students do not want to pay University dues. | 20 | 1.9000 |
| Valid N (listwise) | 20 | |

Table 30 above shows that 65% of the respondents agreed that students clash with each other for the few chairs available in the lecture rooms, as opposed to 35% who disagreed, pointing out that there was lack of furniture in the lecture rooms, may be a consequence of shortage of funds imposed by the changed funding policy.

Histogram (s) above also confirmed that the majority of the respondents agreed that students actually wrestled for seats in their lecture rooms, rating it at ($\bar{X}=2$) because the number of seats in the lecture rooms was not corresponding with the number of students.

Through interviews conducted with administrators, the results in table 31 above proved that indeed students collided for the few chair or tables in their lecture rooms due to their rating at ($\bar{X}=1.8$) which implies lacked enough furniture in the lecture rooms. Their views were in line with that of students and staffs.

Students' absenteeism

Table 32 and histogram (t) present students' and staffs responses on students' absenteeism for University programs

Table 32: students' responses

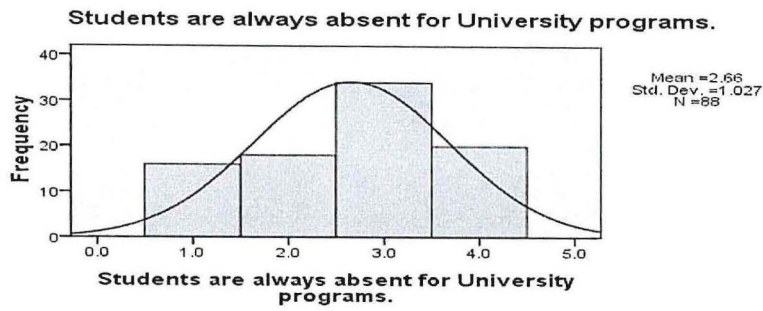
Students are always absent for University programs.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Agree | 16 | 18.2 | 18.2 | 18.2 |
| Agree | 18 | 20.5 | 20.5 | 38.6 |
| Disagree | 34 | 38.6 | 38.6 | 77.3 |
| Strongly Disagree | 20 | 22.7 | 22.7 | 100.0 |
| Total | 88 | 100.0 | 100.0 | |

Table 32 above shows that 77% of the respondents disagreed that they were always absent for University program, as opposed to only 23% who agreed, confirming that they did not miss University program.

Histogram (t) below illustrates that a fair number of respondents disagreed that they missed University program, because they rated it at ($\bar{X}=2.7$), proving that some students actually did miss University program.

Histogram (t): staff responses



Interviews conducted with administrators as reflected in table 31 page 57 revealed that a fair number of students always missed University programs through their rating at ($\bar{X}=2.5$), This was in support of the students and staffs views.

Rejecting campus food

Table 33 and histogram (u) present students' and staffs responses on students' rejection of Campus food

Table 33: students' responses

Students reject campus food served to them..

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 8 | 9.1 | 9.1 | 9.1 |
| | Agree | 40 | 45.5 | 45.5 | 54.5 |
| | Disagree | 34 | 38.6 | 38.6 | 93.2 |
| | Strongly Disagree | 6 | 6.8 | 6.8 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Histogram (u): staff responses

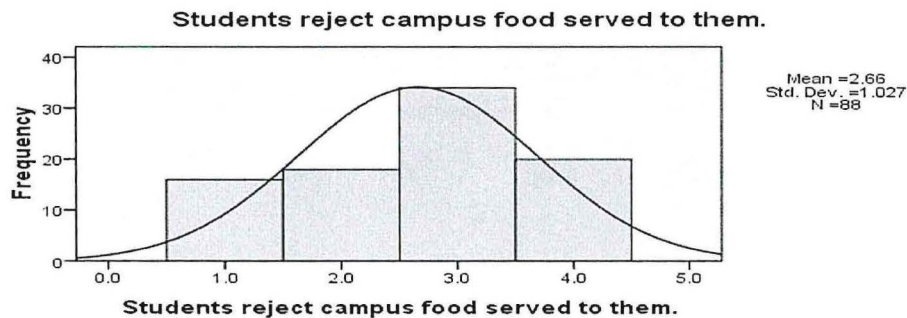


Table 33 above shows that 55% of the respondents agreed that they decline to eat campus food as opposed to 45% who disagreed, indicating that a fair number of students ate campus food.

Histogram (u) illustrates that the majority of students rejected campus food served to them, as they rated it at ($\bar{X}=2.7$), showing that fewer students enjoyed campus food.

Through interviews conducted with administrators, results in table 31 on page 57 revealed that a reasonable number of students rejected campus food as they rated it at ($\bar{X}=1.8$), implying that campus food was not preferred by many students, a reflection that it was poor quality possibly due to insufficient financial inputs into it.

Students breaking University property

Table 34 and histogram (v) below reveal the responses of students and staffs on whether students destroy University property.

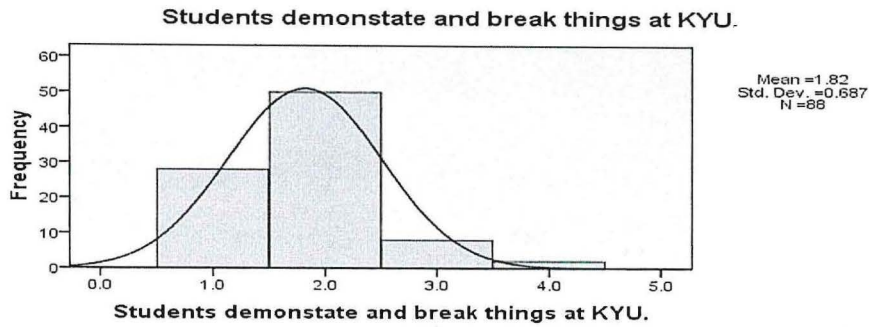
Table 34: students' responses

| Students demonstrate and break things at KYU. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 187 | 46.8 | 46.8 | 46.8 |
| | Agree | 168 | 42.0 | 42.0 | 88.8 |
| | Disagree | 41 | 10.2 | 10.2 | 99.0 |
| | Strongly Disagree | 4 | 1.0 | 1.0 | 100.0 |
| | Total | 400 | 100.0 | 100.0 | |

Table 34 above shows that 89% of the respondents agreed that students demonstrated and broke things belonging to the university as compared to 11% who disagreed. This means that students misbehaved and destroyed University property.

Histogram (v) below confirms that many respondents agreed that students misbehaved and demolished University property since they also rated it at ($\bar{X}=1.8$), unveiling that students in fact destroyed University property. It supported students' views.

Histogram (v): staff responses



When administrators were asked to give their opinions on whether students destroyed property of the University, many of them acknowledged that, truly, students always misbehaved and vandalized University assets because they rated it at ($\bar{X}=1.7$) as shown in table 31, page 57, which implies that students damaged things due to their disappointment.

Frustrated students

Table 35 and histogram (w) below explain the responses of students and staffs on whether students at KYU are always frustrated.

Table 35: students' responses

Many students appear drunk and frustrated at KYU.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 34 | 8.5 | 8.5 | 8.5 |
| | Disagree | 88 | 22.0 | 22.0 | 30.5 |
| | Strongly Disagree | 278 | 69.5 | 69.5 | 100.0 |
| | Total | 400 | 100.0 | 100.0 | |

Histogram (w): staff responses

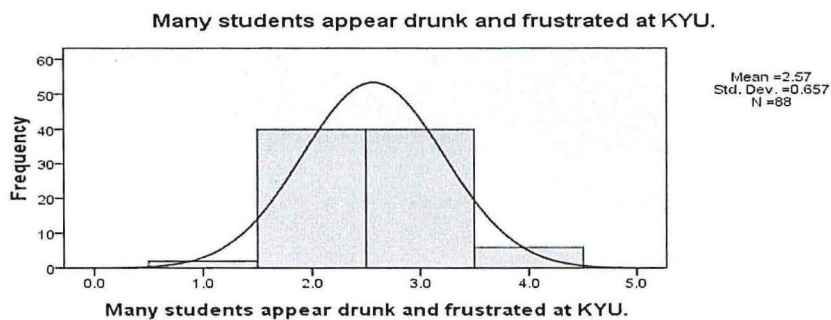


Table 35 above shows that 69% of the respondents disagreed that students were frustrated, as compared with 31% who agreed, implying that the majority of students were always sober and encouraged.

Histogram (x) above portrays that a reasonable number of the respondents disagreed that students appeared drunk and frustrated since they also rated at (\bar{X} 2.6), providing evidence that a good number of students were always clear-headed.

Table 31 on page 57 above gives an idea about the results of an interview carried out with Administrators who rated (\bar{X} =2.6), depicting that there was adequate number of students who appeared sober and encouraged.

Payment of University dues

Table 36 and histogram (x) below unveil results on whether students do not want to pay University dues.

Table 36: students' response

Students do not want to pay University dues.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 127 | 31.8 | 31.9 | 31.9 |
| | Agree | 152 | 38.0 | 38.2 | 70.1 |
| | Disagree | 119 | 29.8 | 29.9 | 100.0 |
| | Total | 398 | 99.5 | 100.0 | |
| Missing | 0 | 2 | .5 | | |
| Total | | 400 | 100.0 | | |

Histogram (x): staff responses

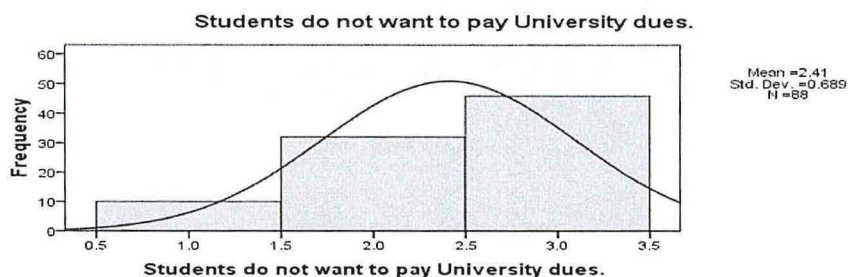


Table 36 above shows that 70% of the respondents agreed that they did not want to pay University dues, as opposed to 30% who disagreed, this portrays that students were forced to pay the University dues against their wish.

Histogram (x) above illustrates that many respondents agreed that they did not want to pay University dues, rating it at (\bar{X} 2.4), which implies that students resisted payment of University dues.

Administrators who were interviewed lamented that students actually did not want to pay most of the University dues unless coerced. Table 31 on page 57 above described that, administrators rated their finding at (\bar{X} =1.9), meaning that they supported the view that students exhibited an indiscipline of refusing to pay money to the University. This supported the above views.

The general finding was that, the changed funding policy had constrained the university to provide enough furniture and quality food to students but endeavored makes sure they were sober and confident.

5.0. CHAPTER FIVE: Discussion, Conclusions and Recommendations

5.1. Introduction:

This chapter presents the discussions, conclusion and recommendations of the research findings. The purpose of this study was to investigate the effects of the changed public Universities funding policy on the management of students' welfare at Kyambogo University, Uganda.

5.2. Summary of major findings

Before proceeding with the discussion, below is a summary of the major findings, which corresponds with the objectives and research questions and which will form the basis of the discussion.

As a result of the financial constraint imposed by the changed funding, KYU was not giving students excellent food in terms of balanced diet food, quality food or quality equipment in the dining halls. However, it provided enough quantity of food and at least three meals a day to students.

Kyambogo University was not providing better medical care to students, although it was still charging a fair medical fee to students.

KYU was not endowing students with conducive standard and affordable accommodation demanded by students.

KYU was not providing enough furniture and quality food to students and curbing down students' demonstrations in the University, but still endeavored to make them sober and confident.

5.3. Discussion of the findings

The discussion will be based on the major findings which correspond with the research questions and objectives of the study as outlined above.

Government policy and the management of students' feeding

The major finding for this objective was that KYU was not providing quality food to students, in terms of balanced diet and there was inadequate, quality or sufficient equipment in the dining halls and there was a poor working condition of cooks. However, it was still giving enough quantity of food and at least three meals a day to students.

Failure to provide a balanced diet, quality food, sufficient equipment and improved working conditions of cooks at KYU could be largely because of the changed government funding policy on Public universities regarding students' welfare, which supports what Whyte (1988:17) observed that the nature of food provision to students has not met its standards particularly the various forms of animal protein, which is not cheap to provide to University students. It seems inevitable thus, that if University administrators are to manage students' meals desirably, they must have the financial capacity required.

Lack of quality food and balanced diet could be the main reason why many students had resorted to alternative food obtained from outside, as supported by Kabanza, (1997:2) that in some institutions, students have tended to avoid eating the monotonous meals provided by these institutions and have resorted to the food obtained from outside their campuses or cook in their residence rooms. This may also explain why students delay to pay University dues because they may be using such dues for such purposes as buying food for themselves.

Poor quality food being prepared for students at KYU could be due to lack of cooking equipment and working environment for cooks, thus, contradicting what the Government

White Paper (1992) stated that the management of students' meals begins from provision of food itself, fuel availability, water supply, boilers, cooking utensils, a well-stocked dining hall and personnel.

The study revealed that KYU was still providing enough quantity of food and at least three meals a day, but this may be due to resorting to cheap food like beans and posho thereby compromising quality and balanced diet.

However, it is in line with Maslow (1968:55) who after enormous research in the field of learning, came up with the humanistic theory of learning by which he advanced that "students will always have the need to learn after all physiological needs are gratified", which include the need for food.

Although this study revealed that students received enough food, Allen (1962:32), observed that due to shortage of funds, the amount of food per student had been insufficiently provided thus, students "may not be able to maintain a healthy, active and long academic life" if no alternatives are put in place.

Wood hall, (1995), also added that the situation was even becoming harsher as financiers, especially Government and Donor agencies are cutting back funding of Universities.

Management of students' healthcare

A major finding under this topic was that Kyambogo University was not providing better medical care to students, although it was still charging a fair medical fee to them.

The changed Public Universities funding policy has had unpleasant effects on the management of students' healthcare for instance, students were buying their own medicine from other sources, there is shortage of drugs and equipment at the medical center and inability to get medicine at the medical center when needed, although some administrators

believed that KYU had all the necessary medical equipment and enough drugs. However, it had no greater effect on the amount of medical fees charged to students.

The fair medical fee charged to students may be due to increase in their number that makes it possible to raise huge amount of money and the University inability to pay for them. But those who failed to pay were denied medical services and sent away. Tibarimbasa et al (1988), confirmed that healthcare costs are skyrocketing and the cost has generally been the general rapid increase in human population accompanied with less than corresponding increase in income bases at both the national and personal pocket level.

Shortage of drugs and lack of equipment at KYU medical center could be as a result of financial constraints due to the changed policy.

Orodho (1995), supported the same view when he reported that most African Universities were incapable of drafting a viable policy for all categories of students welfare services due to financial inadequacies, which made it difficult to ensure that all students had access to the required healthcare.

On the same note, Wood hall et al (1995), observed that most Universities were financially constrained, meaning that there was no corresponding medical and other healthcare supplies.

However, since healthcare is indispensable to all students, substantial amount of money needs to be earmarked for it as articulated by, Campbell (1982), who asserts that healthcare is an indispensable component of budgetary planning and huge financial allocations are made in the hope that the program will improve health.

Management of students' accommodation at KYU

Results under this objective reflected that, KYU was not providing conducive, standard or affordable accommodation expected by students.

The changed public Universities funding policy has had adverse effects on the management of students' accommodation reflected on high cost of halls of residence, students opting to rent outside hostels, lack of self-contained halls, many students per room, and few lecture rooms for students. However, some Administrators maintained that, the cost of hall of residence was still fair; some rooms were self-contained, fair number of students per room and fair state of the buildings. But this could be that only few rooms were still self-contained with fair number of students which may not be very significant, thus making many students to rent outside the University. Making students to pay for their own accommodation relieves public Universities which are already financially constrained. Orodho (1995), backed up this issue when he reported that Government of Kenya stopped covering all accommodation costs for students and in order to ensure that no students would be denied a chance to University education by reason of inability to raise the required funding, the government introduced a loan scheme for all Kenyan students enrolled in Universities of East Africa.

High cost of students' halls of residence disclosed by the study may mean that KYU was not paying for students' accommodation as a result of the changed funding policy which had crippled many Universities. World Bank (1988) and Wright (1990), backed up this when they stated that students' accommodation, even with the assistance of government, was still a very high cost venture for University administrators to handle effectively.

Results pointed out that many students opted to rent private hostels other than those at KYU, which meant that the available halls of residence at KYU were not suitable for them. Mayerson et al (1982), maintained it when they observed that renting outside campus made it possible to avoid undesirable conditions that sometimes surrounded readily available residences in and outside University campuses.

Another finding disclosed that there were many students residing in one room which could have been due to increase in their population. In order to raise money for students' welfare, public Universities increased students' population, but this compromised their social well-being. Tibarimbasa (1988), confirmed it when he observed this situation at Makerere University and reported that room carrying capacities were already far out of proportion, overstretched to the tune that a room originally meant for one, student was now occupied by more than four students.

The study discovered that KYU had very dilapidated buildings which were not fit for students' use. This seems to be because the University did not have enough funds to maintain and erect new buildings. Poor accommodation can lead to serious indiscipline problems and create an environment that is not conducive for learning. Mayerson et al (1982), agreed with this when they stated that, readily available residences inside University campuses were usually found in undesirable settings punctuated by poor sanitary conditions, dilapidated state of walls, inconsistent supply of water and electricity and atmospheric fresh air. Furthermore, the National Council for Higher Education (2006), on "The state of higher education in Uganda", stated that it was unlikely that the accommodation situation had improved significantly despite the ongoing construction of new privately owned student hostels, especially in Kampala. The infrastructure of institutions, especially public (government) institutions, is so dilapidated that it no longer serves its purpose. The lecture rooms, laboratory, library and dormitory spaces in most public institutions are inadequate and too old to create an environment conducive to learning.

Management of students' discipline

A major finding under this objective showed that KYU had failed to put a benchmark that could maintain students' discipline considerably, although a fair number of students still observe some discipline by accepting campus food, appearing sober and confident.

The changed public Universities funding policy had bad effects on the management of students' discipline at KYU as observed in students fighting for furniture, absenteeism, rejecting campus food, demonstration, and refusal to pay University dues. However, they still remain sober and confident.

Students fighting for furniture, rejecting campus food and waging demonstration and breaking things could be due to the fact that the university was not providing enough chairs and tables, providing quality food for them and meeting their demands, such as paying their allowances and improving sanitation among others, perhaps because of financial difficulties.

This was supported by Weissenberg (1979:209), in his observation that: when some kind of food is available and others are not, students will rise up against the administration and demand for the missing foodstuffs. During this time, the urge to learn is pushed to become of secondary importance. Students may be absent from class because they lack funds to pay for the University programs.

Adebua (2007:31), observed this and stated that with the introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE), a big proportion of funding was allocated to them, and had led to a reduction of funds allocated to public Universities. He further stated that this had led to limited provision of infrastructure, furniture, increased depreciation of buildings and deterioration of teaching standards.

Further, Siddhartha, (2009) and Mukharjee (1985), asserted that strikes and absence from classes have become matters of common occurrence. They opine that when students notice certain biological changes signaling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations. To this end, indiscipline can simply be seen as a mode of life not in conformity with rules and non-subjection to control.

5.5. Conclusions

As reflected in chapter four and the preceding discussion

- The University has no financial capacity to provide a balanced/quality diet to students; although it still affords to give sufficient quantity to students.
- Kyambogo University does not have financial competence to render satisfactory and quality medical services to students, but it charges a fair medical fee.
- The University has limited funds to enable it offer quality, self-contained rooms and spacious halls / lecturer rooms for students.
- Kyambogo University does not have enough financial ability to procure adequate furniture, avail quality food and pay for students' requirements; however, students' discipline is still manageable.

5.6. Recommendation

The findings of the study offer very strong recommendations which could help to promote proper funding policy and the management of students' welfare in Public Universities. These include:

- Government should reduce financing students' education in public universities by a half and use the remaining money to finance the welfare of all the students in Public Universities. A loan schemes should be introduced together with grants although the loan repayment should be well thought with insurance cover.
- Since medical treatment is an expensive and a specialized area, government should inject more money in University medical center for students' quality treatment.

Students with complicated cases should be referred to government public hospitals available for further medical treatment.

- Government should privatize universities accommodation to allow Universities use the current halls of residence for core academic purposes like teaching and learning.
- Both continuing and new students joining the university should be made to buy the missing (requirement) furniture and reprimand those who cause uprising in the University.

Areas for further research:

- More researches need to be conducted to determine the extent to which the changed public University funding policy affects the management of students' welfare in other public Universities.
- Also research should be conducted to find out how other factors like poor sanitation, environment and status of the building influence the management of students welfare in other universities.

6.0. References

- Blair, R. D. D. (1998). Financing higher education in Africa. In UNESCO.(Ed). Higher education in Africa: achievements, challenges and prospects. (pp.403-445).Dakar: Regional office for Africa.
- Brion, M. and Griggs .N. (1992). “improving the repair management”. In Davis.C. (Ed) Housing...
- Campbell, R. (1982). “Allocation of medical care”. The Economics and Politics of Health. Carolina, the University of North Carolina Press.
- Court, D. (1999). Financing Higher Education in Africa: Makerere the Quiet Revolution. World Bank: Washington-DC
- Davis, K. (1994). National health insurance: benefits cost and consequences Washington DC. The booking institution.
- Earthman, G. I. (2002). School facility conditions and student academic achievement. Los Angeles, CA: UCLA’s Institute for Democracy, Education & Access (IDEA).
- Fabiyi, A. Uzoka. N. (2009). State of physical facilities in Nigerian University Implication for repositioning tertiary institutions for global competition. Number of students per classroom. American Journal of Public Health; 97:2020

- Feldstein, M. S. (1991). "Hospital cost inflation". A study of non profit price Dynamics. American Economic Review.
- Government of Uganda, (1990). Islamic University in Uganda- Statute No.8. Government Government printer Entebbe.
- Grossman, M. (1983). The demand for health, a theoretical and empirical investigation. New York national Bureau of Economic Research.
- Herslinger, R. (1992). "Can we control healthcare costs?" in spirns and Benfer. D. W. (Eds). Issues in healthcare management London. An Aspen system corporation.
- Jago, E. & Tanner. K. (1999). Influence of the school facility on student achievement.
- Kabanza, N. P. (1997). Management of meals for students at National College of Business Studies Nakawa. Kampala,Uganda.
- Kasozi, A. B. (1977). Dilemma of development through education. Problems of Education in Uganda (1900-1970) Kampala.
- Kimbrough, R. B & Nuvery. M. Y. (1980). Educational administration. An introduction. London Macmilian.
- Lefeowitz, M. J. (1987). "Poverty and health: A re-examination. The journal of healthcare 11(10)12.

- Murray, N.G, Davis, SM. (2007). Coordinated school health programs
and academic achievement: A systematic review of the literature.
Journal of School Health; 77(9).
- Maliyamkono, T. L. & Ishumi. A. g. M. (1982). Higher education and development in
Eastern Africa. A report of the East African Universities
research project on the impact of overseas training and
developments. London: Heinmann.
- Maslow, (1968). "A theory of Human motivation". Introduction to organizational behavior,
London: Index Educational Publisher
- Maslow, A. H. (1943). "A preface of motivation theory". Psychosomatic medicine. New
York Harper & Brothers.
- Maslow, A. H. (1968). Toward a psychology of being (2nd Ed). Princeton. J.N. Van
Nonstand.
- Mayerson, M. Terett. B. (1982). "Residential finance". housing, people and Cities. New
York, McGraw-Hill. Book Company, Inc.
- Medford, (1994). Center on Hunger, Poverty and Nutrition, the Nutrition-Cognition Initiative.
- N C H E, (2006). The State of Higher Education and Training in Uganda.
Kampala: National Council for Higher Education
- Salmi, J. (1992). The Higher Education Crisis in Developing Countries:
Issues, Problems, Constraints and Reforms. International Review of
Education.

- Ssenteza, Kajubi. W. (1991). "Whither Ugandan Education?" in Abidi (Ed). Education for development. African Development series No. S.
- Stang, J. & Bayerl, C.T. (2003). Child and adolescent food and nutrition programs. Journal of American Dietetic Association.
- Musisi, N.B. & Muwanga, N.K. (2003). Makerere University in transition 1993-2000 opportunities & challenges. Oxford: James Currey Ltd and Kampala: Fountain.
- Nwankwo J. I. (1981). Education planning: theory and methods (Nigeria). Lahore: Izharsons.
- Orodho, J. A. (1995). "Cost recovery and its impact on quality, access and equity. The case of Kenyan Public Universities. Higher Education policy, 1(8)33.
- Ronzio, R.A. (1997). The Encyclopedia of Nutrition and Good Health. New York: Facts on File Inc.
- Saint, W. S. (1995). Progress and potential for financing diversification of Universities in Africa
- Sanyal, B.C. & Martin, M. (1998). Management of higher education with special reference to financial management in African Universities. In UNESCO. (Ed). Higher education in Africa: achievements, challenges and prospects. (pp.351-402). Dakar: Regional office for Africa.
- Ssekamwa, J.C. (1997). Prelude to private students' sponsorship and the implications of its progress at Makerere University. The Uganda Education Journal, 1-22.

- Ssekamwa, J. C. & Lugumba, S.M.E.(2001). Development and administration of education in Uganda. Kampala: Fountain.
- Taras, H. (2005). Nutrition and student performance at school. *Journal of School Health*; 75(6):199–213.
- Tayyoleke, Z. M. (1991). "Village healthcare" in Abibi. S. A. H.(Ed). Integrated rural development in Uganda. African Development series No. 20 Vol. 2.
- Teferra, D. and Altbach, P.G. (2004). African higher education: Challenges for the 21st century, *Higher Education* 47: 21–50.
- Tiberondwa, A.(1997). Education statistics in Uganda and what they tell. *The Uganda Education Journal*, 1, 38-48.
- Tiberondwa, A. (1998). "Organisation of postgraduate programmes and research at Makerere University: opportunities and challenges." Keynote address at the Kenyatta University postgraduate seminar. Kenyatta University, Nairobi, Kenya, October 12-14, 1998. 58
- Tiberondwa, A.(2001). Staff development in higher education: the case of Makerere University, Uganda. In Mande, W.M.(Ed.). *Effective teaching in higher education* (pp. 187-205). Entebbe: Nkumba University.
- Uganda Government (1992). Government White Paper on the implementation of the recommendations of the report of the Educational Policy Review Commission (EPRC) entitled ' Education for National Integration and 'Development'. Kampala:

Uganda Government.(2001). The Universities and other tertiary institutions act.

Entebbe: Uganda Publishing & Publishing Corporation.

Weissenberg, P. (1979). "A theory of Human motivation". Introduction to

organizational behavior, London Index Educational Publisher

Whyte, R. O. (1988). "Nutrition Population" Land, Livestock and human nutrition in India

(2nd Ed) New York, Frederick. A. Praeger Publishers.

World Bank.(1992). "Selected issues in universities development and capacity

building" Unpublished document of their Production and Human ource

Division, East Africa Department.

World Bank.(2000). Higher education in developing countries: peril and promise.

Washington, DC: World Bank Task Force on higher education and society.

7.0. APPENDICES

7.1. Appendix I: Questionnaire for Kyambogo University staff and students

Dear respondent, I am glad that you have been selected to take part in this important study on, **Public Universities Funding policy and its effects on the management of students' welfare. A case study of Kyambogo University, Uganda**

You are therefore kindly requested to answer all the questions as honestly as possible. There is no correct or wrong answer. What is important is your view about the subject. The responses you will give will be used and kept confidential. You may respond by indicating your choices with a tick where applicable.

Scale: SA = Strongly Agree A = Agree

D = Disagree SD = Strongly Disagree

Section one: Biographical data

Background information (Tick where applicable)

1. (a) Personal status:

Staffs Students

| No | Items | Responses | | | |
|----|---|-----------|---|---|----|
| | | SA | A | D | SD |
| | Section Two | | | | |
| | Quantity of food: | | | | |
| 1 | Quantity of food served to a student in Kyambogo University (KYU) is satisfactory | | | | |
| 2 | Quality of food Students at KYU are given a well-balanced diet food | | | | |
| 3 | Students at KYU are served with at least three meals a day | | | | |
| 4 | Students prefer eating campus meals to eating outside food | | | | |
| 5 | There is enough equipment for students to use in KYU dining halls | | | | |
| 6 | Cooks at KYU have conducive working environment | | | | |

7. Comment on the standards of students' feeding at KYU

.....

.....

.....

.....

.....

| 8 | | SA | A | D | SD |
|----|--|----|---|---|----|
| | <p>Section Three</p> <p>Cost of healthcare services.</p> <p>KYU charges a fair medical fee to students</p> | | | | |
| 9 | Medical personnel at KYU ask students to buy their own medicine | | | | |
| 10 | There is no shortages of ARVS and TB drugs at KYU medical center | | | | |
| 11 | Students prefer getting medical treatment from KYU medical center | | | | |
| 12 | <p>Students spend a lot of time lining for medical treatment at</p> <p>KYU medical center</p> | | | | |
| 13 | <p>KYU medical center has all the necessary medical equipment</p> <p>for use</p> | | | | |

14. What problems do students face in getting medical treatment in KYU?

.....

.....

.....

.....

.....

.....

.....

| | | SA | A | D | AD |
|----|--|----|---|---|----|
| 15 | <p>Section Four</p> <p>Cost of accommodation.</p> <p>The cost of halls of residence at KYU is fair</p> | | | | |
| 16 | Students prefer renting outside KYU halls of residence | | | | |
| 17 | <p>Quality of accommodation</p> <p>Halls of residence at KYU are self-contained</p> | | | | |
| 18 | There is a fair number of students per room at KYU halls of residence. | | | | |
| 19 | Halls of residence at KYU are so dilapidated | | | | |
| 20 | Lecture room capacities is enough for all the students at KYU | | | | |

21. What are the causes of the poor state and limited capacities of accommodation at KYU?

.....

.....

.....

.....

.....

.....

.....

7.2. Appendix ii: Interview Guide for Kyambogo University administrators

1. To what extent if any has the changed public Universities funding policy affected the management of students' feeding at Kyambogo University in the following ways?

- The quantity of food served to students.
- Students' balanced diet
- The number of meals given to students a day
- Whether students prefer eating campus food
- The number of equipment available for students' use in the dining halls.
- The working condition of Cooks.

2. To what extent has the changed public University funding policy affected the management of students' healthcare at Kyambogo University in the following aspects?

- Medical fee charged to students
- Whether medical personnel ask students to buy their own medicine.
- Shortages of drugs at KYU medical center.
- Whether students prefer getting medical treatment from KYU or not.
- The time students spent waiting for medical treatment at KYU.
- Available necessary medical equipment for use by medical personnel.

3. To what extent has the changed public University funding policy affected the management of students' accommodation at Kyambogo University in the following?

- The cost of halls of residence.

- Whether students prefer renting out side KYU halls of residence.
- Whether halls of residence at KYU are self-contained or not.
- The number of students per room at KYU halls of residence.
- The state of halls of residence.
- The capacity of lecture rooms for students.

4. To what extent has the changed public University funding policy affected the management of students' discipline at Kyambogo University in the following cases?

- Students fighting for furniture.
- Missing of University programs.
- Rejecting University food served to them.
- Breaking University things.
- Students appearing drunk and frustrated.
- Refusing to pay University dues.