

**THE INFLUENCE OF PRIVATISATION ON THE LEARNING ENVIRONMENT IN
PUBLIC UNIVERSITIES IN UGANDA: A CASE OF KYAMBOGO UNIVERSITY**

BY

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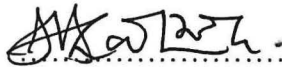
**A RESEARCH REPORT SUBMITTED TO GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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KYAMBOGO UNIVERSITY**

DECEMBER, 2014

DECLARATION

I, Waako Godfrey declare that this dissertation entitled; “The Influence of Privatization on the Learning Environment in Public Universities in Uganda, a Case Study of Kyambogo University” is my original work and has never been submitted for the award of any degree or any other award in any University or other Institution of higher learning.


Signed

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Date


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APPROVAL

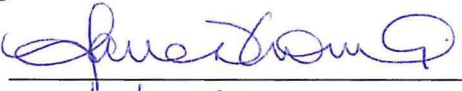
This is to certify that **WAAKO GODFREY** carried out this research entitled “**The Influence of Privatization on the Learning Environment in Public Universities in Uganda, A Case Study of Kyambogo University**” under our supervision and we have given the student permission to submit.

Supervisors

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Date : 7th January, 2015

2. Ms. Elaine Gombe

Signature : 
Date : 7/1/15

DEDICATION

This work is dedicated to my wife Nakamya Annet for her patience and encouragement during my time of study. To my children Mudondo Flavia Priscilla, Kayigwa Nicodemus Morison, Isakwa Edrine Boniface, Waiswa Cranimer Isaiah Matende, and Babirye Naigaga Cissy Manjeri who constantly missed my parental love during my time of study. Also to my parents Benefansio Isakwa and Naigaga Manjeri because I studied at a time they needed my support most.

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TABLE OF CONTENT

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	ix
LIST OF FIGURES.....	x
GLOSSARY OF ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background	1
1.2 Statement of the Problem	6
1.3 General Objective.....	7
1.4 Specific Objectives.....	7
1.5 Research Questions	7
1.6 Scope of the Study.....	7
1.6.1 Content Scope.....	7
1.6.2 Area Scope	8
1.6.3 Time Scope.....	8
1.7 Significance of the study	8
1.8 Operational Definitions	9

CHAPTER TWO.....	10
LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Neoliberal reforms in Public Universities	10
2.3 Privatization of Higher Education	12
2.3.1 Private Students.....	16
2.3.2 Autonomy of public universities	17
2.3.3 Accountability	18
2.4 Learning Environment.....	19
2.4.1 Learning Materials.....	20
2.4.2 Teacher Component.....	21
2.4.3 Students administration	23
2.5 Theoretical framework	24
2.5.1 New Institutionalism	24
2.5.2 Sand berg’s theory on the learning environment.....	25
2.6 Conceptual Framework	26
CHAPTER THREE	27
METHODOLOGY	27
3.1 Introduction	27
3.2 Research design	27
3.3 Study population.....	28
3.4 Sampling Technique and size	28
3.5 Instruments of Data Collection.....	28
3.5.1 Questionnaires	29
3.5.2 Interview guide.....	29

3.5.3	Document analysis.....	30
3.6	Validity and reliability of Instruments.....	30
3.6.1	Validity.....	30
3.6.2.	Reliability	32
3.7	Procedure for Data Collection	33
3.7.1	Data collection.....	34
3.7.2	Ethical Considerations.....	34
3.8	Data analysis and presentation	35
3.8.1	Data Processing	35
3.8.2	Data presentation and Analysis	35
3.9	Measurement of variables.....	35
3.10	Limitations of the study.....	35
CHAPTER FOUR.....		37
PRESENTATION, ANALYSIS AND INTERPRETATION		37
4.1	Introduction	37
4.2	Response Rate	37
4.3	Demographic Characteristics of Respondents.....	37
4.3.1	Gender of the respondents.....	38
4.4	Influence of Privatization on Public Universities in Uganda	39
4.4.1	Descriptive Statistics of the variables.....	40
4.4.2	The impact of private students on the learning environment of public universities.....	42
4.4.3	The Impact of Autonomy on Learning Environment	45
4.4.4	The Impact of Accountability on Learning Environment.....	47
4.4.5	Aspects of learning environment significantly impacted on by privatization	50
4.5	Conclusion.....	52

CHAPTER FIVE	53
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	53
5.1 Introduction	53
5.2 Summary of findings	53
5.2.1 The Impact of private Students on the Learning in Public Universities.....	53
5.2.2 The Impact of University Autonomy on the Learning Environment	54
5.2.3 Accountability on Learning Environment in Public Universities.....	54
5.3 Discussion of the Findings	55
5.3.1 Private Students and Learning Environment.....	55
5.3.2 Autonomy and Learning Environment.....	56
5.3.3 Accountability and Learning Environment	57
5.4 Conclusions	58
5.5 Recommendations for Action.....	59
5.5.1 Private students.....	59
5.5.2 Autonomy.....	59
5.5.3 Accountability	60
5.6 Areas for Further Research.....	60
REFERENCE:.....	62
APPENDIX 1: QUESTIONNAIRE TO RESPONDENTS	68
APPENDIX 2:	72

LIST OF TABLES

Table 3.1: Content validity index (CVI)	31
Table 3. 2: Reliability of the Instrument	33
Table 4.1: Position of the respondent in the University	39
Table 4.2: Descriptive Statistics of the variables (N=92).....	41
Table 4.3: Regression results on the impact of private students on the learning environment	42
Table 4.4: Aspects of privatization (Fees paying students) that significantly Impact Learning environment (n=92).....	43
Table 4.5: Regression results of the impact of autonomy on the learning environment	45
Table 4.6: Aspects of Autonomy that significantly impact Learning environment (n=92).....	46
Table 4.7: Regression results on the impact of accountability on learning environment.....	48
Table 4.8: Aspects of Accountability that significantly impact on Learning environment (n=92).....	49
Table 4.9: Aspects of Learning environment that are significantly impacted on by privatization (n=92)	51

LIST OF FIGURES

	Pages
Figure 2.1: Conceptual Framework.....	26
Figure 4.1 : showing gender of respondents.....	38

GLOSSARY OF ACRONYMS

IFIs	-	International Financial Institutions
ITEK	-	Institute of Teacher Education Kyambogo
UNISE	-	Uganda National Institute of Special Needs Education
UPK	-	Uganda Polytechnic Kyambogo
NRM	-	National Resistance Movement
UNESCO	-	United Nations Educational Scientific and Cultural Organizations

ABSTRACT

This study investigated the influence of Privatisation on the learning environment of public Universities using Kyambogo University as a case study. The study specifically sought to determine how private students, autonomy of university and accountability of financial resources, impact on the learning materials, quality of teaching and student administration (learning environment). Primary data was collected from 96 selected respondents. Ninety two (92) responded to the questionnaire and 4 key informants to the interview guide. Data was collected using a structured questionnaire and a key informant interview guide. The study adopted a cross-sectional correlation- survey research design. Data was analyzed using descriptive, inferential and content analysis. The findings revealed that fees payment by private students, autonomy and accountability positively contributed to learning environment in public Universities in Uganda. There was an improvement in the quality of teaching, teacher commitment, and in the quantity and quality of learning materials due to privatization. Given the fact that teaching and learning materials are the most important determinants of the quality of learning; the study has revealed that in order to improve learning in higher institutions; autonomy, accountability and more private students should be encouraged. When faculties and departments are given authority to make decisions regarding allocation of fees paid by students, if they account for these payments effectively, this increases the quality of learning and subsequently the performance of universities. The research recommends that public universities should improve their accountability systems, to show students how and where their money is spent, give faculties and departments more authority to allocate financial resources from private students to crucial aspects of the learning environment, lecturers remuneration and purchase of modern learning materials. This will significantly improve the performance of public universities, nationally and internationally.

CHAPTER ONE

INTRODUCTION

1.1 Background

Until 1988, Uganda had only one university, which admitted only about 20% from all the eligible candidates (Kajubi, 1997). In response to the escalating population growth, rapid raising numbers of ordinary level and advanced level school leavers, the rapid pace of political, economic and technological changes taking place in the global village, which demanded new skills and expanded access to knowledge to expand, there was need to widen access to university education (Ssekamwa 1997; Kajubi, 1997; Hyuha, 2000; Kasozi, 2002). It is further revealed that the percentage of university eligible candidates was increasing by 12 percent each year from 1994 to 2001 (Kasozi, 2002). Although at its inception privatization of university education had been resisted by students and the general public in Uganda (Sekamwa, 1997) as shown in the Makerere University strikes of 1989 and 1990, in 1992 it had become an official government policy (Government White Paper 1992). In 1992 Uganda government began implementing its education policy that was reflected by the white paper. Makerere University students' allowances such as book allowances, transport and pocket money were scrapped, private sponsorship of students and many new programmes were gradually introduced. Currently, privatised higher education in Uganda is expected to create the necessary human resources to make the country's economy, knowledge based one. This is the only way the human resources needed to make Vision 2025 possible can be created. A knowledge based economy is one "where knowledge is created, acquired, transmitted and used effectively by enterprises, organizations, individuals, civil society and all the communities (World Bank, 2002).

Also, according to the Ministry of Education Report (2005), with improved security in the country, Uganda is increasingly becoming a regional centre for higher education. The liberalization of university education has seen more universities established in the country offering a diversity of programs. More students from great lakes region and the Horn of Africa are seeking university education in Uganda. This scenario has been mainly due to neo-liberalism.

Neo-liberalism involves the implementation of market oriented policies. Considering education, it ensures control and appropriation of knowledge. Such policies have been designed by international financial agencies like IMF and World Bank to facilitate global markets for educational services promoting space for integration and collaboration. According to Eduardo et al (2012), neo-liberalism involves:-

- The rule of the market by liberating free enterprises or private enterprise from any bonds imposed by the government (state) no matter how much social damage this causes.
- Cutting public expenditure for social services like education and health care.
- Privatization: This involves the sale of state owned enterprises, goods and services to private investors.
- Deregulations i.e. reduce government of everything that could diminish profits including the environment and safety on the job.
- Eliminating the concept of public good or community and replacing it with individual responsibility.
- Other reforms include; decentralization, restructuring, managerialism, accountability, cost sharing among others.

Neo-liberal reforms were borrowed from developed countries. For example in United Kingdom, they have been happening since 1990. Public universities there are governed like corporate organizations. It is the same trend that has been adopted by most public universities in Uganda and Africa generally (Deem, 1998).

In South Africa for example, the post-Apartheid period saw Universities adopt neo-liberal policies by privatising higher education. By 1995, notes Webster and Mosoetsa (2001), South African institutions of higher learning had reached a stalemate – struggles around transformation of technikons, training colleges and above all universities had created a crisis. The crisis was basically in reaction to new managerial approaches as well as declining resources to fund higher education. These instabilities are not exclusive to South Africa alone. In a survey that was carried out in Ahmadu Bello University in South Africa, Webster and Mosoetsa (2001), found out that lecturers' low pay and low esteem created a sense of alienation. This situation was largely due to privatization of education reforms introduced in the university.

This means that privatization of higher education can have both negative and positive consequences on the learning environment on public universities. Negative consequences result from reduced central government funding of these institutions. Reduced funding could affect staff salaries research capacity and capital development. In some countries, reduced faculty autonomy has been reported leading to centralization of everything including decision making which has affected the morale of teachers, curriculum development and the end result is resentment.

In response to the reduced public expenditure, public universities looked for ways of surviving in the competitive market which brought about privatization of education in public universities (Mamdani, 2007). This has led to increased students numbers than what the universities can accommodate. The teacher – students’ ratios are high. Therefore there is lack of space due to increased student numbers and as a result there is an increase in the teaching load. This has created resistance from teachers to meet the increased load since there is no proportionate increase in the number of staff. This implies a decline in the quality of learning. Through such pressures, fees structures and schedules of payments is forced for implementation. Students respond by demanding value for money which has not been achieved in these public universities.

Education reforms in Uganda were part of the broader neoliberal reforms in the country. Until late 1980s when cost sharing was first introduced in Makerere, university education in Uganda was completely a government responsibility (Mamdani, 2007). It was free for all students who qualified to join the university. There was only Makerere University which had set this purpose since 1922 when it was established (Ssekamwa, 1997). In 1989 however, neoliberal reforms entered into Makerere University. Government reduced funding, students’ upkeep popularly known as boom was removed, the concept of the needy was introduced, and privatization entered the university (Mamdani, 2007). This created the initial problem of low salaries of teachers, overcrowding, and the introduction of managerialism with emphasis on efficiency. It was supposed to run the institution as if it was private. Students demanded for services yet payment of teachers was below standard.

Kyambogo university is one of the, new public universities that were open by the Uganda government in order to meet the increasing demand for higher education. The university was established in 2003 as a merger of the Institute of Teacher Education Kyambogo (ITEK), Uganda Polytechnic Kyambogo (UPK) and Uganda National Institute of Special Education (UNISE). Although these institutions were located within Kyambogo, each of them was autonomous. Besides demand for higher education, another reason why Kyambogo University was established was resource allocation. Since public expenditure had reduced, the three institutions sought resource strength which led to their coming together for purposes of addressing resource constraints. Kyambogo University immediately opened its doors to private students by absorbing those from the former institutions. The KYU Brochure (2010) indicates that since its inception in 2003, the university student's population has constantly increased from 8000 in 2004 to 23,000 in 2012/2013 academic year. The Kyambogo University Strategic Plan (2013-23) shows that with this growth the university has an academic staff of 901 causing a higher student - lecturer ratio than it was a decade ago. The strategic plan further shows that, considering the students statistics, there has been limited increase in the infrastructure, the toilets and other facilities have broken down, lecturers salaries are nearly constant and autonomy of faculties have been undermined leading to a shift to corporate office i.e. Vice chancellor and his team. This has basically led to no control of resources that has caused a lot of tension at the university campus. Kasozi (2013), reports that the university has experienced both students and staff strikes in 2008, 2011, 2012, and two strikes in 2013. Some of these strikes have led to the closure of the university like in 2008 and August 2012. Similarly, students are treated as customers but they say the running of the university is not significant because students input are not considered at all. This has

caused a lot of tension between the Management, Students and the Government. All these have affected the growth and academic atmosphere of the university yet there seem to be no immediate solutions.

1.2 Statement of the Problem

This research studied privatization of higher education in public Universities. The research argues that privatization of higher education account significantly for persistent student unrest in public Universities worldwide. The study used Kyambogo University as a case study. This is due to the many strikes the University has experienced since its inception in 2003. The very creation of Kyambogo University was a result of neo-liberal pressures. Since its establishment in 2003, Kyambogo University has experienced a climate of unrest. This is evidenced by the students' strikes and also lecturers' strikes. Where it runs along new public management ethos, the character of the university has changed from collegial to corporate entity. Consequently, faculty autonomy has been significantly eroded. Due to the pressures for resources, the university elite have expanded putting stress on faculties. Students' population has increased beyond the recommended lecturer-students ratios. In addition, there has been limited infrastructural development with facilities like toilets broken down, limited efforts to put up new buildings, less furniture among others. Furthermore, Staff salaries have been kept constant. Much as private students are contributing to the incomes of the university, such problems have not been solved and instead there's an increasing tension at the university campus. This calls for investigation.

Should such investigation be delayed, one would expect a growing disparity between stakeholders and as such an immediate intervention is required because they have a direct impact on the performance and reputation of these universities.

1.3 General Objective

The purpose of the study was to investigate the influence of privatization on the learning environment of public universities in Uganda.

1.4 Specific Objectives

- i) To assess the impact of private students on the learning environment of public universities.
- ii) To investigate the impact of autonomy on the learning environment of public universities.
- iii) To establish the impact of accountability on the learning environment of public universities.

1.5 Research Questions

- i) What impact do Private students have on the learning environment of public universities?
- ii) What impact does autonomy have on the learning environment of public universities?
- iii) What impact does accountability have on the learning environment of public universities?

1.6 Scope of the Study

1.6.1 Content Scope

This researcher explored how privatization of higher education as a neo-liberal reform has influenced learning in Public Universities. It considered privatization with emphasis on private students, autonomy, and accountability (value for money) and how these have

influenced the learning environment in terms of learning materials, teacher component and students administration in public universities.

1.6.2 Area Scope

The study concentrated on Kyambogo University, the second largest public university that was started in 2003. This university was a good case study because it had a very big upsurge in the number of private students immediately after its inception and this happened amidst poor learning infrastructure and few experienced lecturers. This scenario had caused frequent strikes to a tune of one strike per year since 2008. The study limited itself to students and staff of Kyambogo University main campus.

1.6.3 Time Scope

This research covered a period from 2008 and 2013. This was the period in which the enrollments of private students surge upwards, amidst limited resources leading to frequent unrest by both staff and students.

1.7 Significance of the study

This research is significant because it relates privatization of higher education based on neo-liberal reforms and its influence on the learning environment in public Universities. It shows whether or not the escalating rates of unrest in public universities are the result of privatization. In this way, it provides information needed by other researchers, academicians and policy makers in combating unrest in public universities and to come up with ways of improving the learning environment. This research may help policy makers to come up with policies that strike equilibrium with the stakeholders needs and

would contribute towards the theoretical best practice through lensing at privatization of higher education.

The findings would also help managers of public universities to improve on the services given to students especially private students. Additionally, it would help the researchers to appreciate the impact of new managerialism on public sector organizations.

1.8 Operational Definitions

In this research, the following terms were used as explained:

Neoliberal reform: Pro- laissez-faire or broadminded modification in the management system.

Neo-liberalism: economic and social studies in which control of economic factors is shifted from the public sector to the private sector.

Corporate model: Refers to business or profit minded management style.

Privatization: Taking advantage of private enterprises' ability to be more efficient, reduce costs and maximize production (Kerr, 2012)

Learning Environment: An organized conducive environment for learning.

Public University: A university that is predominantly funded by public means through a national or sub national governments as opposed to private university

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature reviews the neoliberal reforms that have been tried by public universities and also focuses on the effects of privatization of higher education on public universities in Uganda considering the private fees paying students, autonomy and accountability and how these impact on the learning environment in terms of learning materials, teacher component and students administration.

2.2 Neoliberal reforms in Public Universities

Webster and Mosoetsa (2001), who discuss managerialism and the changing workplace, argue that the whole academic sphere is changing especially the student clientele. Accordingly, the academics of today face pertinent challenges relating to reconciling the nature of clients with the traditional curricula that is run by universities. Although Webster and Mosoetsa concern themselves with the changing academic arena alone, they also discuss specific lecturer's problems including low pay, and consequently low self-esteem. This means that besides grappling with the changing university environment, lecturers also have to deal with the problems associated with low pay. This is not different from the Ugandan situation, where not only is the pay low, but often delayed.

Ibarra – Colado, Porter and Buendia (2012), argue that the university world has been transformed in a sweeping manner throughout the last two decades, as a result of the implementation of market - oriented policies so as to ensure proper control and appropriation of knowledge. Such policies that have been designed by International

Financial Institutions (IFIs) to facilitate the creation of global markets for educational services are clearly a mirror image. An example of these programs cited are the Bologna plan applied in Europe, the Alfa turning Latin America project and a set of reforms introduced in the recent years in most countries of the Anglo-Saxon world (United States, Canada, United Kingdom, Australia, and New Zealand).

Eduardo et al (2012), further argue that among the mechanisms currently introduced are those designed for accreditation, certification, and quality assurance of educational programs: the reinforcement of the “culture” of rankings and competition: Education through skills training and the adoption of online education and digital learning, closely linked to the needs of the labor markets and the economic value of the degrees and diplomas: the allocation of extra funds through competitive mechanism; the reinforcement of students mobility programs: and the promotion of research programs between academic communities from different countries. These programs are regulated by government agencies and multilateral agencies that, supported by their own “experts in evaluation,” reduce significantly the margin of freedom of Universities to define and conduct their own projects.

Boyer (2007), argues that the critical narrative we often hear about current institutional reforms of higher education is that, regardless of where they are taking place and what flag they are flying, they have a singular objective: to dissipate organizational and collegial autonomy in order to better saturate the University field with market oriented principles for example, knowledge as a commodity, faculty as wage labor, administration as management, students body as consumer public and university as a market place. Boyer underlines that these principles have become centralized and normalized in

contemporary higher education. Since the 1980s the effect of educational neo-liberalism is a phenomenon that has become near- global in its political and institutional reach.

According to Webster and Mosoetsa (2001), they observe that academics are experiencing the effect of a worldwide shift towards a network order. Globally, labor markets have become more flexible creating greater insecurity in employment. They realize that more workers are obliged to work long hours or “unsocial hours” causing physical and medical problems. They cite that in Europe, a new sickness had emerged – presenteeism, instead of absenteeism. Insurance companies doctors and others report that workers are turning up for work even when they are sick for fear of losing their jobs.

2.3 Privatization of Higher Education

Privatization suggests a movement away from public financing and towards private financing (Hendrickson, 2004). For higher education, the term includes a range of activities taking place on campus. In the name of financial necessity, colleges and universities cut services, undertake aggressive out sourcing, that reduce the number of regular tenured teaching slots and increase tuition. This takes place against a background of state defined accountability standards as legislators take a more assertive role in setting education goals. Hendrickson goes further to describe privatization as having a more centralized decision making, decision acceptance of academic norms, loss of faculty autonomy and developing private funding sources. Privatization has been associated with a shift in the population served by higher education of which traditionally, universities were understood as experiences for an elite few, but increasingly they have become a normal part of the educational experiences of larger and more diverse student’s population which also calls for more resources (Hendrickson, 2004).

According to Mamdani (2007), privatization has an external relationship between the market and university, whereby the university opened up its gates to fees-paying students but didn't change its curriculum to suit the demands of the market. These market oriented reforms were associated with three consequences; first the development of a core of part time and temporary staff in the new programs, secondly, the turf war the reforms unleashed between faculties; and thirdly, their cumulative and adverse impact on the quality of education (Mamdani, 2007).

Public universities had a near monopoly in providing higher education in countries of Africa until recently. The market friendly reforms initiated under the structural adjustment programs, the deregulation policies, and the financial crisis of the state created an encouraging environment for the emergence of the private higher education sector in Africa. The legislative measures initiated to establish private institutions of higher education also helped the entry of cross border education, which is offered mainly through private providers (Varghese, 2004).

Privatization has increased the pressure on traditional higher education institutions to operate more efficiently, to pursue goals set by outside interests, and to market more aggressively. While such efforts can help an institution financially, they can also weaken collegial, knowledge driven academic culture through the adoption of management practices more typical of business culture. Practices such as contracting out services and restructuring work forces represent market driven attempts to control pay roll, diversify and stabilize revenue and shift costs to consumers (Hendrickson, 2004).

Privatization has an impact on the academic quality. Quality can be defined in the perspective of purpose and requirement by taking into consideration the views of

stakeholders (Papadimitriou, 2011). In this, three dimensions of quality are pointed out in higher education: the meritocratic (the institutions conformity to professional and scholarly norms with academic professions as a reference group), the social (the degree to which an institution satisfies the needs of important collective constitutions), and individualistic (the contribution the institution makes to the personal growth of students). There are categories that present stakeholder's views of quality: quality as fitness for purpose (mission orientation, customer orientation) quality as a value for money, and quality as transformation (Harvey and Green, 1993).

In the neo institutional perspective, universities have led to adoption of quality management practices in public universities in Greece through the lenses of organizational theory. The neo institutional theory has become a predominant approach in explaining how organizations adapt to institutional pressures from environment for change in their business theory. Neo-institutional theory explains how quality management is applied in organizations (Papadimitriou, 2011). Quality management also refers to all the activities that contribute to defining, designing, assessing, monitoring and improving the quality of an organization field, or individual organization, specifically in the field of higher education or an individual university. Quality management thus deals with policies, systems, and processes designed and implemented to ensure the maintenance and improvement of quality (Campbell et al, 2000). Campbell goes further to define quality management as a system in order to ensure the quality and future development of all activities of a university including teaching, learning, and research. They argue that the purpose of quality management practices is to allow the institution to learn about itself, to know itself, to make improvements and changes where necessary

and to interact effectively with the external environment both nationally and internationally.

In order to embrace quality management through privatization, many changes have taken place in the organizational environment of higher education institutions worldwide. As a means of confronting the new environment it has been a widely held view by experts and political authorities that universities should adopt new forms of organization to acquire the strategic capacity to adjust and meet the needs of the outside world in an independent, structured, and coherent manner (Clark, 1998; Davies, 1997). These pressures, amongst many other consequences, have led to a growing emphasis on clear and systematic mechanisms for quality management in universities. Significant efforts are under way to improve the quality of the higher education offered to students: the concepts and applications of quality management are critical to these efforts. Quality being core value in higher education and it is increasingly associated with quality assurance and quality management practices. At the same time quality is slippery and vague concept for which it is still difficult to find agreement on a single definition regardless of its increasing popularity in higher education policy and practice (Van Vught, 1996; Stensaker, 2004).

According to Mamdani (2007), when Makerere University, embraced privatization policy, its senate immediately began inquiries into poor students' performance soon after the dramatic entry of private students in Faculty of Arts in 1996/7. Early investigations were focused on performance in particular courses. However, this was due to many factors which included;

- Lack of space whereby students did not have adequate rooms for lecturers and no rooms for tutorials. Therefore students could not stand a discomfort when attending lecturers.
- There was lack of staff interest. They were over worked, under paid and were frustrated. Lecturers had to get other jobs outside campus in secondary schools and private companies and other parastatals because of poor remuneration, lack of transport and housing and many times these lecturers were not in a good mood.
- Lack of students' interest: Student's absenteeism was a reflection of overcrowding of lecture rooms and teaching from prepared notes which were on sale by some staff members of education psychology (Mandani, 2007).

2.3.1 Private Students

The idea of private students in public universities came with the NRM Government when they set out that government students and their families were to pay a small share of their expenses while at the university in form of cost sharing. This was a reform which came into force as a result of the World Bank's recommendation for government to put a tight squeeze on funds for higher education (Mandani, 2007). However, the system stagnated as it met a lot of resistance at Makerere University campus. In so doing, they came up with an alternative in which they were to generate funds to improve on the incomes of the staff and enhance them buy teaching materials. This marked the genesis of entry of fee-paying private students who were to study alongside government funded students. This was a reform that was supported by the students, government, administrators, and the World Bank of which it was delighted and also celebrated for pioneering the policies that the Bank had been preaching for a long period of time had achieved no success in

convincing countries in Africa as well as public universities for implementation (Mandani, 2007).

2.3.2 Autonomy of public universities

The relationship between public higher education institutions and their states is undergoing profound restructuring. States are debating legislation that alters the balance of autonomy, accountability and public support, placing issues of privatization and the public purposes of higher education firmly on the negotiating table. The issues of concern is whether the privatization of higher education threatens public college and university capacity to ensure academic success for an ever expanding share of the population and to conduct unbiased research that fuel discovery and economic development (Wang, 2013).

The states have retreated from their support of public colleges and universities. There has been an overall budget cuts in higher education budgets, a greater reliance on tuition income forced by these funding shifts and a shift from a need based aid to merit based aid. This allows value for grants of low income students. The bottom line is about securing more resources and the questions of public funding for higher education are wrapped up in questions about public purpose: autonomy from excessive state oversight and regulation, support from higher education leaders' ability to marshal compelling arguments on behalf of higher education and to make wise choices. The degree to which privatization and autonomy are found in institutions varies depending on factors ranging from state constitutions to tax payer amendments and from legislative support to institutional mission. Public universities need to create and adopt a new taxonomy to deal with these multidimensional issues. (Wang, 2013).

Due to the decline of higher education in many countries in 1980's the higher education system in developed world responded to the declining state support by the withdrawal of subsidies on higher education. Developing countries began responding to these changes late. They introduced various reforms that reduced reliance on the state for the progress of higher education. These reforms adopted by most of the countries indicated cost reduction measures, cost sharing strategies and income generating activities (Varghese, 2004). The same trend is now in developing countries.

According to Jay, Henkin & Hsin-hwachen, (2000), long standing traditions of centralized state control on higher education in Taiwan are being replaced by new arrangements that emphasize institutional autonomy. In view of the above, autonomous institutions are assumed to be flexible and responsive given the relative freedom from government control. This means that institutional members are empowered to devise unique solutions to solve particular problems.

Rabban and David (1987), argue that traditional conceptions of academic freedom emphasize that faculty autonomy in research, teaching, and publication is essential to the search for knowledge. Commentators generally identify administrators, trustees, government officials and, increasingly corporations as the main threats to academic freedom. And in this regard professors have always been frequent victims of violation of academic freedom by others.

2.3.3 Accountability

Accountability comes in many forms. It may either be financial or academic accountability for the case of universities. Accountability has been remarkable on assessment systems to achieve educational standards which match with the public

expectations and more so including disability in the assessment plan (Thurlow et al, 2011). In the same vein, management of financial resources is the responsibility of all employees. This implies that for every financial activity or project, an employee is designated as the “account manager”, principle investigator etc. This is because the individual bears the primary responsibility for maintaining the financial accountability and control of funds under his or her jurisdiction and such responsibilities include:

- Learning, following and upholding financial policies established by the university and external agencies.
- Preparing and using budgets based on a thorough analysis of need that conforms to the universities budgetary guidelines and processes.
- Establishing the basic internal controls to ensure transactions are appropriately executed and recorded including segregation of duties to maintain appropriate checks and balances.
- Being alert to control weaknesses that can lead to waste, misuse, misappropriation or destruction of assets and taking action to correct such weaknesses.
- Consistent with the established university policies (Thurlow et al, 2011).

2.4 Learning Environment

According to Guldbaek, Vinkel & Broens (2011), today’s children are growing up in a rapidly changing world of which they need to keep learning throughout their life. The competences children should develop are how to learn, to be creative, to experiment, communicate, take responsibility, work together and exchange opinions. Guldbaek et al (2011) stress that there are far reaching changes needed in education system and what is really needed is personalized learning instead of having standardized education system. The many changes in the learning environments are a product of development of

technology in form of projectors, laptops, iphones and computers are widely being used (Warger et al, 2009). Warger et al also emphasizes the need for some classes to be conducted in rooms with well organized desks and of course with a professor or a lecturer who lectures. In addition, libraries are of paramount importance since they act as a sanctuary for different authorities and as a source of knowledge. Other environments such as laboratories, studios are really a requirement for a better educational environment.

2.4.1 Learning Materials

Instructional materials can serve as learning materials for both students and teachers. They can serve a primary source of scientific content, present specific views about the nature of the scientific practices and how scientific knowledge is developed and its primary influence on how teachers should teach science (Jeiser et al, 2003). According to UNESCO, systematic monitoring of education for all, they note that: besides teacher qualification and school facilities, another determinant of quality of education is the teaching and learning materials. These materials should be availed to teachers and learners in adequate quantities for effective learning process. Some of the learning materials needed include: Text books, Maps, Wall charts, Flipcharts, Flash cards, scientific models, Kits, Toys among others. These, support the teaching and learning activity at school.

Kesidou and Roseman (2002) note that curriculum materials present rather grim view of the value of science instructional materials. Kesidou and Roseman (2002) further stress that by use of learning materials; students get a better understanding of key learning goals. They emphasize that in designing instructional materials, it should align with the

national science education standards that take into account what is known about the teaching and learning of science for all students regardless of culture, race or gender.

Adedijo, (2000), argues that good performance in business subjects are ensured as a result of utilization of instructional materials. Adedijo, (2000), observes that in many cases instructional materials are neglected in the teaching of business subjects and that causes the biggest problem in as far as teaching is concerned. The finding from Adedijo's study was that the materials are not always adequate and those that are always available where not made use of while teaching yet they are very important in the teaching and learning of business subjects being skilled subjects. And based on the above findings, she recommended that more instructional materials should be supplied to institutions by Government, private organizations, philanthropist's individuals as well as parents.

2.4.2 Teacher Component

Goldhaber, and Hannaway, (2011). Argue that improving teacher quality is necessary and indeed becomes a new ingredient for improving our nation's schools. This is a reform that attracts, retains, evaluates and develop teachers (Goldhaber, and Hannaway, 2011), observed that education is fundamentally a human capital enterprise. At the most basic level, the nation's public schools are given crucial tasks of helping provide students with the human capital- the knowledge and skills required to succeed in college or the workplace. Human capital of the nation's teachers largely determines whether schools are successful at this endeavor. Teachers are the most valuable investment schools make and in most research carried out, shows that teacher quality is the most schooling factor influencing students achievements (Goldhaber, and Hannaway2011).

The teacher is responsible for operating educational systems, hence, needs strong and efficient professional competencies (Thach and Murphy, 1995). According to Shaikh (2009), it is necessary to redefine teacher competences. Since teacher's main role is transferring changes into educational systems, hence teacher needs to excel in these new competences that deal with new changes effectively (Shaikh, 2009). Selvi (2010) suggested that teachers' competences should be reviewed consistently and in parallel with the changes and reform studies through scientific methods. This study considers teachers socially situated competences - the ability to perform tasks and roles to the expected standards and the role with regard to the tasks and guidance a teacher provides to students that shape them (McLoughlin and Lee, 2010). According to Dexler (2010) and Williams (2003), nature of the tasks and particularities in the learning environment are very important in teacher's socially situated competences. Olivier and Liber (2001), found out that in socially situated learning environments, teachers competences must be related with the context and consequently, any such statements will be relative to these particular circumstances.

According to Doubleglist (2013), any nation that wants to be recognized as a developed country must build its human resource firmly. Hence, a country is said to be technologically developed if majority of populace are well educated. Therefore those that impart the needed knowledge or those that build and mould character must be motivated adequately because motivation is the key to performance and improvement (Doubleglist 2013). Hence, it is believed that motivated teachers always complete their tasks set for them even when such tasks are difficult or seen uninteresting. According to Carole, (1990), there are three things to remember about education; the first one is motivation, the second one is motivation, and the third one is motivation. Doubleglist (2013), puts

forward some of the teacher motivators which include; Incentives such as money which should be in form of a reward, promotion of teachers, establishment of seminars, conferences, workshops for teachers, and regular payments among others.

2.4.3 Students administration

According to Scanlan (2007), social justice is more appropriate within the school administration. This becomes a lens to examine the practices of school leaders in schools that are focused on promoting social justice by reducing barriers to the traditionally marginalized students. Scanlan (2007) argues that there's need for children to be given a second chance and also building capacity to better serve the diversity of students coming to school. This involves steps like hiring full social worker, delegating to the academic deans the responsibility for monitoring service delivery plans for students, contracting with local agency to provide special education services within the school and working with public schools to gain access to other services for students with disabilities. Bolan (1999), defines educational management as an executive function for carrying out agreed policy. Bolan differentiates management from educational leadership which has, at its core the responsibility for policy formulation where appropriate, organizational transformation. Effective education administration makes a difference in improving learning. Students' administration and leadership matters a lot and it is very important in the learning of school children as it is second to teaching among school related factors (Leithwood, Louis, Anderson & Wahlstrom 2004). In the same vein, Leithwood et al (2004) states that the impact of leadership tends to be greatest in schools where learning needs of students are most acute.

2.5 Theoretical framework

2.5.1 New Institutionalism

This research is hinged on the theoretical framework of new institutionalism and will study the changes that have taken place in universities and the effects of the changes onto the operations of the universities with more emphasis on public universities. New institutionalism is a theory that focuses on developing a social view of institutions in relation to the way they interact and the way they affect the society (DiMaggio and Powell, 1991). It provides a way of viewing institutions outside the traditional views of economics by explaining why and how institutions emerge in a certain way within a given context (DiMaggio and Powell, 1983).

New institutionalism recognizes that institutions operate in an environment consisting of other institutions called the institution environment and it is upon this that a comparative anatomy may be required. New institutionalism emphasizes that every institution is influenced by the broader environment and the main goal of organizations is to survive (DiMaggio and Powell, 1983). In order to do so, they need to do more than succeed economically, establish legitimacy within the world of institutions. In consideration of Public Universities, institutionalism deals with the pervasive influence of institutions on human behavior through rules, norms and other frameworks and as such institutions can cause individuals within institutions to maximize benefits, or act out of duty or awareness of what they are supposed to do.

New institutionalism adds a cognitive type influence instead of acting under rules or based on obligations. It stresses that institutions are politics as they are substances of which politics is constructed and through which politics is transmitted (James, Johan

Olsen1984). In that regard new institutionalism was born out of a reaction to behavioral revolution viewing more widely as social constructs and by taking into account the influence that institutions have individual preferences and actions (DiMaggio and Powell, 1983). Institutionalism has moved from its institutional root and become explanatory disciplines within politics.

2.5.2 Sand berg's theory on the learning environment

According to Sandberg (1994), learning environment is seen to possess the following components:-

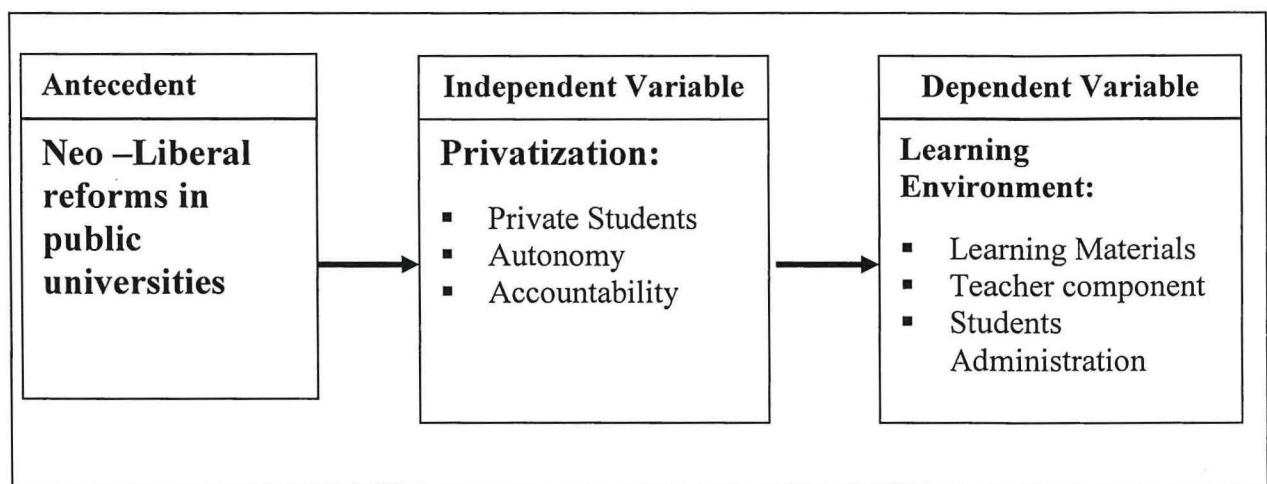
1. Teacher component: It looks at teacher's role to provide something between loose guidance and direct instructions. Sandberg states that it can be human agent (present or distant), an intelligent agent instruction like textbooks provided.
2. Monitor component: This ensures that something is learned.
3. Fellow learner component: This improves the learning process
4. Learning materials: Often courseware contains what has to be learned in a very broad sense.
5. External information sources.
6. Tools: Everything which may help the learning process other than the learning materials e.g. calculators.
7. Schools: Something that provide curriculum and does student administration

This research looked at the learning material, teacher component and students administration. This is because they are so critical in as far as learning environment is concerned.

2.6 Conceptual Framework

The study can be explained in the following conceptual framework. The framework shows that Privatization of higher education through private students, increased university and faculty autonomy and accountability can lead to better learning environments in universities exhibited by effective teachers, learning materials, and students administration.

Figure 2.1: Conceptual Framework



Source: Adopted from, Mamdani, (2007) and Sandberg (1994)

The conceptual framework above indicates that public university education has been affected by privatization in such a way that some of the core activities of universities now depend on incomes from private students. Students are now a major source of funding for public universities. Subsequently, a major indicator of the effectiveness of public universities will now be the ability to provide quality education in a conducive learning environment. This will depend on the level of their autonomy and accountability.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research methodology. It responds to the question of how this research was conducted. The chapter explains the research design, the study population which specifies the elements from which samples for the study were selected. It includes the sample size and method of selection, methods of data collection and data collection instruments. The chapter also details the procedure for data collection; data analysis and measurement of variables are covered under this section.

3.2 Research design

The study was a single- case -cross sectional survey. A case study method was chosen because, it's holistic, specific and empirical and it enables suggesting possible links between phenomena (Yin, 1994). Data was collected and analyzed using both qualitative and quantitative methods. Individual interviews were used to collect qualitative data. A structured questionnaire with mostly close- ended questions was used to collect quantitative data. Data was collected from respondents selected from different faculties. A case of Kyambogo University was a representative of other public universities. The qualitative approach was used to enable an in-depth probing and intensive analysis of the relationship between privatization as neoliberal reform and learning environments as implemented in Ugandan Public Universities. Quantitative research techniques, self-administered questionnaires were used to gather specific data on the research question that would prove the existence and nature of relationship between the variables.

3.3 Study population

Since the study centered on core university business, it was intended to generate data from students, University administrators, and lecturers of Kyambogo University. In 2012/2013 academic year, the students' population stood at 23,000 at Kyambogo University campus and these formed the major respondents. This data was obtained from the students' records and records from ekampus.

3.4 Sampling Technique and size

The research employed stratified random sampling and purposive sampling techniques. Students and some administrative staff who responded to the questionnaire were stratified into students and administrators. Students were also stratified according to faculties and departments. The respondents after being placed in specific strata, then the researcher randomly picked to determine those that were to participate in this study. This sampling strategy was preferred because it would avoid bias and increase representativeness. Sampling of the population was based on Roscoe rule of thumb (Robin Hill, 1998) which states that in case the population is so large and widely spread a sample size within 30 and 500 can be taken to be representative of the whole population. Therefore the researcher selected a target sample of 125 respondents including 100 students, 20 administrators and 5 lecturers who were selected across all the faculties of the university. However the final sample included 92 students and administrators and 4 lecturers, leading to a total of 96 respondents.

3.5 Instruments of Data Collection

The instruments of data collection varied depending on the type of information to be collected and the level at which it was being collected. Multiple sources of data and data

collection allowed for triangulation and crosschecking of emergent assertions from the data collected.

3.5.1 Questionnaires

The researcher used questionnaires for collecting data from students, administrators, and lecturers. The study used Self-administered questionnaires since they are free from bias of the interviewer and respondents were reached easily and conveniently. As indicated by Saunders et.al(2003) ,this enabled the researcher to use larger samples which made the results more dependable and reliable. Besides, respondents were able to respond boldly and frankly to questions since they were not required to disclose their identity. This method was used to all the three objectives. The influence of privatization on the learning environment of public Universities was measured using close-ended questionnaires. A close-ended questionnaire with a five point likert scale with options ranging from 1-5 was used. In the options such as 1= strongly disagree ,2= disagree ,3= Not sure ,4= agree and 5= strongly agree..

3.5.2 Interview guide

This approach was guided by the consideration that interview method of gathering information could be used to suggest assertions and as a means of following-up some of interesting and unexpected behavior (Silverman, 2001) and information. Using an interview guide through the interview method, data was generated through semi-structured interview questions for students and interview guide for key informants who were lecturers. This was used to handle objectives one, two and three.

3.5.3 Document analysis

This helped the researcher to go through the available records in as far as strikes in Kyambogo University are concerned. This was generated through looking at council minutes on strikes and students records. These documents acted as a guiding tool to the level and extent of occurrence of these strikes in Kyambogo University.

3.6 Validity and reliability of Instruments

In order to collect reliable and valid data, the researcher ensured that good instruments are used. Good research instruments are required to be reliable and valid. Besides, they should be easy to complete so that respondents are motivated to provide honest responses. A pilot study was done to pre-test the validity and reliability of the instruments. Data was collected from 15 respondents who were selected from the faculty of education, Kyambogo University. This data was used to test the psychometric properties of the questionnaire. The pilot study was also done in order to identify any ambiguities, misunderstanding or inadequacies (Amin, 2005). The psychometric properties of the instruments that were tested are described in the section below.

3.6.1 Validity

The validity of the two instruments was tested. According to Arya et al. (2002), validity refers to the extent to which an instrument measures what it claims to measure. In order to ensure this, first, the content validity of the instrument was ensured. This was done because Saunders et.al, (2003) affirms that respondents are less likely to complete and return questionnaires perceived to be inappropriate. Therefore, the researcher ensured that all items in the questionnaire had face validity by making sure that all the items had

wording related to the objectives of the study. The researcher also ensured that the instruments had simple wording and clarity. Besides, the instrument was made easy to complete and the total time needed to complete it was limited to about 10 minutes.

With regard to content validity of the instruments, the supervisor and another lecturer from SOME evaluated the two instruments for their content validity. As recommended by Amin (2005), items that were found to be ambiguous and those judged to be inappropriate were either eliminated or adjusted. In the content validity test, the validity of each item was evaluated on a scale for which 1 = relevant, 2 = quite relevant 3 = somehow relevant and 4 = not relevant. The validity of the instrument was tested using the Content Validity Index (CVI). The CVI was measured using the formula:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

The findings are shown in the table below.

Table 3.1: Content validity index (CVI)

Expert	Content validity index	
	Questionnaire	Interview guide
Supervisor	0.81	0.79
Lecturer	0.84	0.82
Average	0.82	0.80

Source: Pilot data

As indicated in Table 3.2, all CVIs for the two instruments were above 0.80, indicating that the items in the instruments actually measured the study variables. On average, the

content validity index for the questionnaire was 0.82 while that of the interview guide was 0.81. These values were in agreement with Amin (2005) and Mugenda (2003) who recommended that for an instrument to be valid for research purposes, its content validity index has to be 0.8 and above.

3.6.2. Reliability

When an instrument is reliable, it yields consistent responses because it is interpreted well. If the desired variable is not measured reliably, the information obtained would not be correct and therefore not be valid. Pilot data was used to help in enhancing the reliability of the instruments. Data from the 15 respondents was entered in the Statistical Package for Social Sciences (SPSS) and a Cronbach alpha coefficient test of reliability was calculated using the formula below;

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

where σ_X^2 was the variance of the observed total item scores, and $\sigma_{Y_i}^2$ was the variance of component i for the pilot sample. The variables with an alpha correlation coefficient of at least 0.7 were taken to be reliable (Amin, 2005). The reliability test findings are presented in the table below.

respondents of confidentiality in relation to the information they provided. He then distributed questionnaires to the selected respondents and collected them on the agreed date. Key informants were interviewed at an appropriate time on appointment.

3.7.1 Data collection

Questionnaires were distributed to Students, Administrators, and Lecturers. This was accompanied by a brief explanation on how to fill them. A time frame was discussed on when to pick them. On the side of students, questionnaires were distributed through the respective coordinators and picked that very day. Respondents took between five to ten minutes to fill the questionnaire.

Interview guides were used through appointments with respondents or sometimes the researcher would make abrupt visit to some Administrators, Deans, and Heads of Departments, Lectures plus other respondents.

Documentation was sought from administrators and management to ascertain the extent or the number of times strikes have occurred in Kyambogo University and possibly the causes of their occurrence.

3.7.2 Ethical Considerations

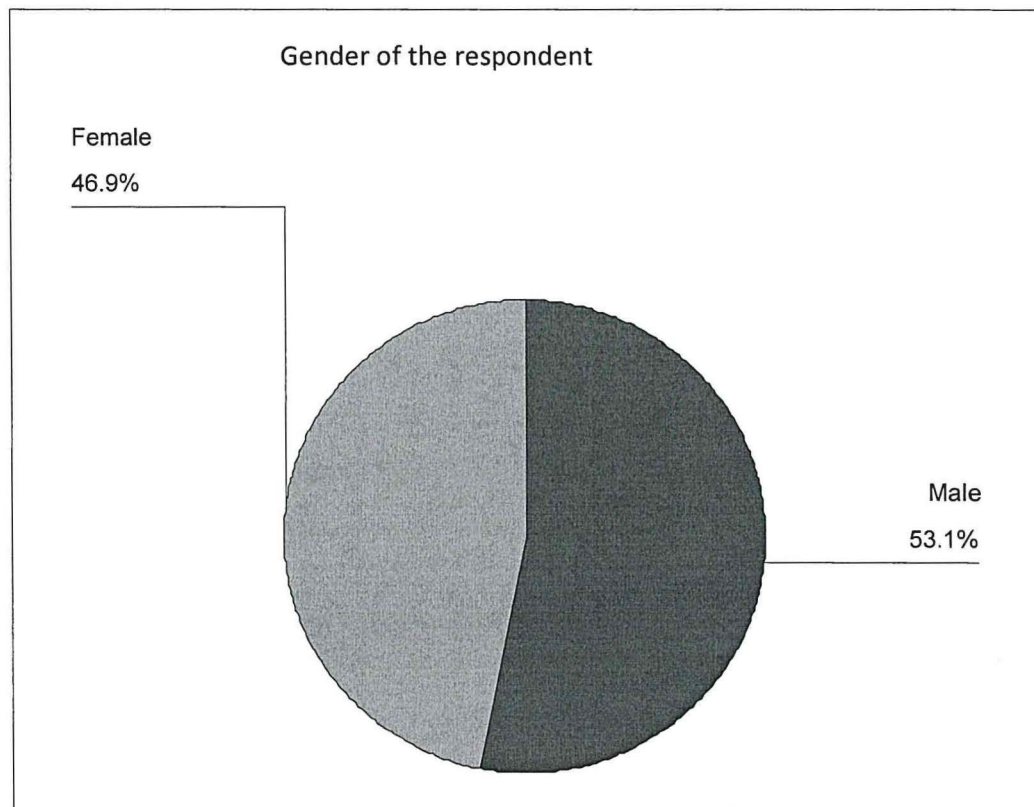
This research was carried out with maximum ethical conduct so that no respondent was affected. Students were approached in their free time and there was timely distribution of questionnaires. On the other hand, respondents were not asked to give their names and were informed that, the research was strictly for academic purposes.

expenditure. The study was also limited by strikes which led to difficulties in data collection and interviews very difficult but this was overcome by making special arrangement with respondents. Additionally, there was time limitation which was overcome by allocating specific time for research.

4.3.1 Gender of the respondents

The researcher collected data on respondents' gender, the figure below shows the findings.

Figure 4.1 : showing gender of respondents



Source: *Primary data*

The findings in Figure 4.1 show that out of 96 respondents, 51 (53.3%) were male and only 45 (46.7%) female. While male respondents were more than the female, the views of both gender were represented and it can therefore be argued that there was no significant difference in the findings caused by gender differences.

Position of the respondents in the University

Respondents also indicated their position in the university. The findings are presented in table 4.1 below.

Table 4.1: Position of the respondent in the University

Options		Employees	
		Frequency (%)	Percentage (%)
	Academic staff	04	4.2
	Administrative staff	12	12.5
	Students	80	83.3
	Total	96	100

Source: *Primary data, 2013*

The findings in Table 4.1 shows that the majority of the respondents who participated in the study were students 80 (83.3%) , followed by Administrative staff who were 12(12.5%) and academic staff who were only 4(4.2%). Having a cross section of respondents provided a variety of views on the research problem and improved the validity of the findings, conclusions were made and recommendations suggested.

4.4 Influence of Privatization on Public Universities in Uganda

This section presents findings on the main objectives of the study. Findings on the impact of privatization of Higher education on the learning environment of public universities are presented. The independent variable privatization of higher education has three sub variables which are private students, autonomy, and accountability. The dependent variable learning environment of public universities also has three sub variables which

are leaning materials, teacher component and students administration. The findings are presented using descriptive statistics, inferential statistics. In the case of descriptive statistics, mean values, response rates, median values, sd, minimum and maximum values on each of the variables and frequency tables were calculated using SPSS. In the case of inferential analysis, correlation and regression analysis were done. Before doing inferential analysis, descriptive statistics of the variables were calculated and are presented in the section below.

4.4.1 Descriptive Statistics of the variables

In order to make inferential analysis possible, scores for each variable were calculated by summing up the numbers representing the responses on each of the items measuring the variable. Responses on each item were done on the scale of 1= strongly Disagree, 2=Disagree, 3= Not sure, 4= Agree and 5= strongly agree. Variables were measured by summing up the numbers representing the responses on each of the items measuring the variable. Private students were measured using 5 items and so its values ranged from 5 to 40, autonomy was measured using 5 items and its values ranged from 5 to 25, accountability was measured using 4 items , its values ranged from 4 to 20 while learning environment was measured using 12 items and its values ranged from 12 to 60. The findings are presented in the table below.

Table 4.2: Descriptive Statistics of the variables (N=92)

Statistics	Fees paying	Autonomy	Accountability	Learning environment
Mean Scores	14.2	14.9	13.4	64.2
Mean response	3.17	3.08	3.06	2.99
Group Median	17.0	17.1	14.6	70.9
Std. Deviation	5.9	6.6	4.5	6.0
Minimum	10.00	11.00	7.00	20.2
Maximum	19.00	20.00	17.3	76.00

Source: Primary data, 2013

As indicated in the table above, the mean value for fees paying was 14.2 (sd=5.9) compared to the median = 17.0 and the mean response was 3.17. For autonomy, the mean score was 14.9 (sd=6.6) compared to the median = 17.1 and the mean response was 3.08. In the case of accountability, the mean score was 13.4 (sd=4.5) compared to the median = 14.6., while the mean response was 3.06. For learning environment, the mean score was 64.2 (sd=6.0) compared to the median=70.9 and the mean response was 2.99.

The fact that the standard deviations in all the independent variables were large means that there was a wide variation in the responses contributing to lower mean values. The mean values on all the variables were lower than the median values indicating a low level of both the dependent and independent variables. Therefore, descriptive statistics point to a significant influence of privatization on the learning environment of the university.

4.4.2 The impact of private students on the learning environment of public universities

The first objective of the study was to establish the impact of private students on the learning environment of public universities. Linear regression was done. Values on private students were regressed on values of learning environment. The findings are shown below.

Table 4.3: Regression results on the impact of private students on the learning environment

Pearson r	R square	Adjusted R square	B	Beta	Sig
0.392*	.154	.145	.435	.392	.003*

Source: Primary Data

Predictor: paying fees, Dependent variable: Learning environment; * Values significant at 0.01 (2-tailed)

From regression model in table 4.3 above shows that the correlation (linear relationship) between learning environment (dependent variable) and fees paying students is indicated at $r = 0.392$. This implies that generally there is a moderate, positive and significant relationship between learning environment and privatization of higher education (fees paying students) at $p\text{-value} < 0.05$. Regression analysis showed that students paying fees should contribute a change of 15 percent in the quality of the learning environment.

A frequency table below was used to explore the aspects of privatization that significantly contributed to the quality of the learning environment.

Table 4.4: Aspects of privatization (Fees paying students) that significantly Impact Learning environment (n=92)

Items	S/A (%)	A (%)	NS (%)	D (%)	S/D (%)
privatization of higher education is a significant reform in Kyambog University	31.3	46.9	7.3	3.1	11.5
Privatization has improved quality of education in Kyambogo University	27.1	37.5	10.4	10.4	14.6
Privatization of education has brought much pressure on the limited resources of Kyambogo University	51.0	35.4	5.2	6.3	2.1
Resistance to privatization sometimes manifest through strikes in Kyambogo University	43.8	25.0	15.6	10.4	5.2
Private students contribute the greatest income of the University	36.5	32.3	11.5	5.2	14.6
Private students have brought about overcrowding in the Kyambogo University	15.6	18.8	27.1	29.2	09.4
Private students are the major cause of strikes in public Universities because they are ever demanding value for money	36.5	27.1	10.4	15.6	10.4
Payment from private student contributes greatly for teacher motivation in Kyambogo University	33.3	32.3	10.4	16.7	7.3

Source: *Primary data*

Key: *S/A =strongly agree, A =Agree, NI = No idea, D =Disagree, S/D =strongly disagree,*

The findings in the table above show that, the majority, 78.2% of respondents stated that privatization of higher education is significant reform in public Universities and 64.6% accepted that privatization has improved education systems in public Universities. Also

65.6% of the respondents were satisfied with the view that Payment from private student contributes greatly for teacher motivation in public Universities. However, respondents also indicated negative influences of privatization on higher education in public universities. A large proportion, (86.4%) stated that privatization of education has brought much pressure on the limited resources of public Universities and 63.64%) agreed that private students are the major cause of strikes in public Universities in Uganda.

Interviews were also done with the key informants to establish the influence of private students on the learning environments of the university. Key informants indicated that private students have had both a negative and positive effect on the learning environment. A lecturer from the department of psychology said that **“the ability of students to pay and enter university has increased the enrollment beyond the capacity learning resources can accommodate”**. Therefore the numbers were normally large in classes and it made it difficult for lecturers to teach effectively. A lecturer from the department of education foundations gave positive influences. He said that **“funds from private students now finance most of university operations. They are used to buy learning materials, to equip computer labs and remunerate lecturers”**. Another lecturer added that **“private students pay a development fee which is supposed to be used to buy learning materials”**. However the majority of key informants felt that these funds have not been used effectively by the university to improve the learning environment. So, there were differences in the expectations of students, lecturers and administration in the use of privately generated funds. A lecturer on the university financial committee from the department of education management said that ***“Management felt that students delayed***

in paying fees which led to constraints". This was partly due to the university not having a system of encouraging students to pay on time. These differences had led to both student and lecturer strikes that have been rampant in the university.

4.4.3 The Impact of Autonomy on Learning Environment

The second objective of the study was to establish the impact of autonomy on the learning environment of public universities. Linear regression was done and scores on autonomy were regressed on values of learning environment. The findings are shown below.

Table 4.5: Regression results of the impact of autonomy on the learning environment

Pearson r	R square	Adjusted R square	B	Beta	Sig
0.437*	.191	.182	.370	.437	.000*

*Predictor: Autonomy, Dependent variable: Learning environment; * Values significant at 0.05 (2-tailed) Source: Primary Data*

The findings on the regression model in table 4.5 above show that the correlation (linear relationship) between learning environment (dependent variable) and autonomy is $r=0.437$. This implies that there is a positive, moderate relationship between the learning environment and autonomy at $p\text{-value} < 0.05$. This means that if faculties and departments are autonomous in their operation this can significantly improve learning environment. The result of regression model indicated an R-square of 19 percent ,

meaning an increase in the autonomy of especially faculties and departments in making decisions and allocating learning resources could bring about a 19 percent positive change in the learning environment.

The aspects of autonomy that impact on learning environment were explored in the frequency table below.

Table 4.6: Aspects of Autonomy that significantly impact Learning environment (n=92)

Items	S/A (%)	A (%)	NS (%)	D (%)	S/D (%)
Privatization of education has brought about autonomy of my Universities in terms of decision making	30.2	26.0	14.6	17.7	15.5
Centralization of resources have eroded the power of facilities in terms of decision making	26.0	37.5	11.5	5.2	19.8
Lack of autonomy is the major cause of strikes in my University	31.3	35.4	13.5	8.3	11.5
Lack of autonomy threatens the academic quality	42.7	26.0	9.4	7.3	14.6
There is need to empower faculties through decentralization to attain effective running of the university	38.5	17.7	12.5	12.5	18.8

Source: *Primary data*

Key: *S/A =strongly agree, A =Agree, NI = No idea, D =Disagree, S/D =strongly disagree,*

The findings in the table above indicate that 68.7% of respondents agreed that lack of autonomy threatens the academic quality, 66.7% agreed that lack of autonomy is the

major cause of strikes in public Universities and 63.5% said that centralization of resources have eroded the power of faculties in terms of decision making while as those who expressed the need to empower faculties through decentralization to attain effective running of the university was rated at 56.2% who agreed with the statement. This implies that respondents felt that autonomy was still low in universities, but increasing it by decentralizing power, giving faculties and departments more decision making authority would significantly improve the learning environment.

Interviews were also done with key informants to establish the impact of autonomy on the learning environment. A lecturer from the department of sociology pointed out that *“for autonomy to be more meaningful it has to be given to departments and faculties”*. Another lecturer explained *“increased autonomy at department and faculty level increases university’s knowledge of lecturer and students’ learning resources needs”*. This is because the faculty and departments are nearer to the lecturers and students and also have a better knowledge of the state of learning environments. One key informant suggested that *“Management should be responsive to demands from staff and students and should give them more authority to determine their needs and how to solve them”*. These views are in line with the theory of privatization where decision making and resources allocation is decentralized to increase more stake holder participation.

4.4.4 The Impact of Accountability on Learning Environment

The third objective of the study was to establish the impact of accountability on the learning environment of public universities. Linear regression was done and values on accountability were regressed on values of learning environment. The findings are shown below.

Table 4.7: Regression results on the impact of accountability on learning environment

Pearson r	R square	Adjusted R square	B	Beta	Sig
0.571*	.211	.201	.370	.571	.002

Source: Primary Data

*Predictor: Accountability, Dependent variable: Learning environment; * Values significant at 0.05 (2-tailed)*

From regression model in table 4.7 above the correlation (linear relationship) between learning environment (dependent variable) and accountability is $r=0.571(p<0.05)$. This implies that generally learning environment is highly related to accountability and as accountability increases the learning environment also improves. Regression analysis indicated an improvement of about 21% in learning environment, when accountability was increased by the same margin. Aspects of accountability that impact on the learning environment were explored in the frequency table below.

Table 4.8: Aspects of Accountability that significantly impact on Learning environment (n=92)

Items	S/A (%)	A (%)	NS (%)	D (%)	S/D (%)
Management accounts for all the income generated by Kyambogo university	38.5	21.9	10.4	14.6	14.6
Fees paying students receive better services as a way of accounting for their payments	38.5	26.9	10.4	11.6	13.6
Students have the right to demand accountability for whatever takes place in the university.	17.7	20.8	21.9	32.8	7.3
Kyambogo university accountability has been very effective	30.2	21.9	16.7	27.1	4.2

The findings in the table above show that the majority of respondents wanted management to give an accurate accountability of income generated by the university, 65.4% wanted fees paying students to receive service commensurate to their payments and 52% said that accountability of the university has been satisfactory.

Interviews with Key informants indicated that the university has a very poor accountability system and most of the time students are not informed about how their money is being spent. They actually recommended more student involvement in allocation and the accountability of university funds. One key informant said *“Management should adapt a participatory approach where all stakeholders are involved in planning and budgeting”* another key informant suggested that *“the university should adapt a modern accountability system that is more transparent and promotes result oriented management “*. All key informants agreed that the university

needs an accountability system that uses a participatory approach where all stakeholders are involved in planning and budgeting, it should also be able to regulate all activities and sure quality performance through monitoring and evaluation.

4.4.5 Aspects of learning environment significantly impacted on by privatization

After finding out that overall privatization issues of students paying fees, autonomy and accountability positively impact on the learning environment, the research finally explored aspects of the learning environment that are significantly affected by privatization. The frequency table was used and the findings are shown in the frequency table below.

Table 4.9: Aspects of Learning environment that are significantly impacted on by privatization (n=92)

Items	S/A (%)	A (%)	NI (%)	D (%)	S/D (%)
Teaching and learning materials are availed to students in adequate quantities	22.9	18.8	13.5	35.4	9.4
Instructional materials are a necessity for proper students' learning	31.3	22.9	17.7	22.9	5.2
Sometime inadequate learning materials may incite students to strike	50.0	29.2	9.4	7.3	4.2
Income from private students has helped my university to provide the best learning materials required by students	45.8	33.3	6.3	11.5	3.1
Teacher component is the most valuable investment in any University	51.0	29.2	8.3	3.1	8.3
Improving teacher quality is necessary and indeed becomes a new ingredient for improving our nation's schools.	52.1	24.1	11.5	7.3	5.2
Teachers welfare and motivation leads to increased performance and dedication	53.1	32.3	4.2	4.2	6.3
Lack of teacher motivation in my University may lead to staff strike	51.0	34.4	4.2	4.2	6.3
Student leadership is necessary and required in the management of my University	47.9	26.0	3.1	11.5	11.5
Our student leaders are involved in all activities of the University programmes	29.2	33.3	5.2	20.8	11.5
Management shows accountability to students' leaders as a means for value for money	33.3	27.1	7.3	19.8	12.5
The University financial policies contributes to the biggest number of students' strike in the University	45.8	32.3	-	10.4	11.5

Source: Primary data

Key: S/A =strongly agree, A =Agree, NS = No idea, D =Disagree, S/D =strongly disagree,

As indicated in the table above, , 85.4% respondents agreed that Teachers welfare and motivation leads to increased performance and dedication , 78% agreed that income from fees paying students has improve the quantity and quality of learning materials, 76.2 agreed that improving teacher quality is the important ingredient for improving the quality of education at universities, 73 % agreed that student leadership is necessary and required in the management of public universities and 60.9%” agreed that the teacher component is the most valuable investment in any University . This implies that the quality of teaching and learning materials are the most important aspects of the learning environment that has been and should be impacted on by privatization of higher education.

4.5 Conclusion

The findings have revealed that privatization of higher education in form of private students, autonomy and accountability contributes to a better learning environment in public Universities in Uganda. There was an improvement in the quality of teaching, teacher commitment, and in the quantity and quality of learning materials due to privatization. When faculties and departments are given authority to make decision regarding allocation of fees paid by students, if they account for these payments well, this will increase the quality of learning and subsequently the performance of universities.

needs an accountability system that uses a participatory approach where all stakeholders are involved in planning and budgeting, it should also be able to regulate all activities and sure quality performance through monitoring and evaluation.

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CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This closing chapter presents a summary of key findings; discusses and draws conclusions from them and makes recommendations on the study that specifically explored the impact of private students, autonomy, and accountability on the learning environment of public universities taking Kyambogo University as a case study. The summary is presented first followed by a discussion, then conclusion and finally by recommendations.

5.2 Summary of findings

This section presents a summary of the key findings on each objective. The summary is based on the following themes; the impact of private students, autonomy, and accountability on the learning environment of public universities.

5.2.1 The Impact of private Students on the Learning in Public Universities

The findings revealed that there was a positive and significant relationship between fees payment and the quality of learning environment. Private students through fees payment significantly influenced the quality of learning environment. The major aspects of the learning environment with which respondents were most concerned with were; the quality of teaching and the quantity and quality of learning materials. The findings showed that private students increase the ability of the university to cater for the welfare of lecturers by increasing their incomes which subsequently increases their level of motivation and work performance. The findings also revealed that if some of the fees

paid by private students are properly allocated towards purchase of modern learning materials and construction of learning infrastructure, this improves the learning environment and quality of learning. Respondents also argued for increased student influence in the allocation of the fees they pay to the improvement of the learning environment.

5.2.2 The Impact of University Autonomy on the Learning Environment

With regard to Autonomy and learning environment, the findings revealed that autonomy is positively and significantly related to the learning environment. Autonomy, especially of faculties leads to a significant improvement of the learning environments in public universities. Autonomy give faculties opportunity to determine what teachers, teacher remuneration strategies are appropriate. The faculties are also in better position to involve students in determining what learning materials they may require. This is because they are nearer to the students and do understand their needs better.

5.2.3 Accountability on Learning Environment in Public Universities

The findings revealed that accountability and learning environment are significantly and positively related. When students are given opportunity to influence accountability of the university and when the university shows how the fees students pay is used , this will increase lecturers 'and students' confidence in the university. This may lead to an increase in the university's popularity and subsequently more students choosing to join the university. More private students mean more earning for the university. If these earning are effectively used on teaching and learning resources, this will improve the performance of the university.

5.3 Discussion of the Findings

This section presents the discussion of the study findings in relation to specific objectives.

5.3.1 Private Students and Learning Environment

The first objective of the study was to find out the impact of private students, on the learning environment of public universities. The findings revealed that a positive and significant relationship ($r= 0.392$) exists between fees payment by private students and the quality of learning environment. Private students significantly influenced the quality of learning environment by about 15%. The major aspects of the learning environment influenced by fees payment were the quality of teaching and the quantity and quality of learning material. This was supported by Mamdani (2007) where he stated that the major aim of privatization of higher education was to generate funds to improve on the incomes of the staff and enhance them buy teaching materials. Fees payment increases the ability of the university to cater for the welfare of lecturers by increasing their incomes which subsequently increases their level of motivation and work performance. The findings also revealed that when some of the fees paid are properly allocated to purchase of modern learning materials and construction of learning infrastructure, this improves the learning environment and quality of learning. This finding is in line with Hendrickson, (2004) who said that fees payment by private students has brought the need for contracting out services and market driven attempts to shift costs to consumers.

Respondents also argued for increased student influence in the allocation of the fees they pay to the improvement of the learning environment. Key informants were especially concerned that students are not given opportunity to participate in allocating the use of the fees to their important needs. This implies that privatization of higher education by allowing students pay for their education is a significant factor in improving the quality of education in public universities. This finding concurs with Varghese (2001) who said that reforms that have been adopted by most public universities by increasing the proportion of students who pay for themselves has reduced government expenditure and improved the quality of education. This cost sharing strategies and income generating activities by public universities has improved institutional management due to increased concern by universities in satisfying their customers, the private students.

The findings also revealed that financial resources from private students when used to improve the remuneration of lecturers contribute greatly to their motivation and work performance. This means therefore, that in order to improve services then there's need to improve on the aspect of private students.

5.3.2 Autonomy and Learning Environment

The second objective of the study was to find out the impact of autonomy on the learning environment of public universities. The finding revealed that autonomy is positively and significantly related ($r=0.437$) to the learning environment. Autonomy, especially of faculties led to an improvement of the learning environments in public universities of about 19 percent. This was because, autonomy give faculties opportunity to determine what teachers, teacher remuneration strategies are appropriate. The key informants indicated that faculties are also in better position to involve students in determining what

learning materials they may require. This is because they are nearer to the students and do understand their needs better.

This finding concurs with Webster and Mosoetsa (2001), who say that autonomy of academic faculties enables them to identify the needs of both lecturers and students. Then they are in a better position to work on them. This reduces dissatisfaction among lecturers and a sense of de-alienation. Also faculties are better off and able to work on staff salaries and to identify their research and capital development needs of the faculty. When these are effectively worked on, it improves the learning environment and quality of learning in public Universities. This concurs with a recent Wang (2013) recommendations that, if autonomy is increased, especially at faculty and departmental level, this will significantly contribute to a better learning environment but complemented by other factors will realize a better learning environment.

.3.3 Accountability and Learning Environment

The third objective of the study was to find out the impact of accountability on the learning environment of public universities. The findings revealed a positive and significant relationship ($r=0.571$) between accountability and learning environment. An increase in accountability increases the learning environment by about 21%. The aspects of accountability that were likely to lead to an improvement in the learning environment were management giving an accurate accountability of income generated by the university, giving fees paying students to receive service commensurate to their payments. Key informants also agreed that accountability is a significant factor in improving the performance of the university. They suggested that university need to have more modern accountability systems that give students opportunity to participate in

university accountability procedures. This concurs with Thurlow et al, (2011), who said that accountability has been remarkable on assessment systems to achieve educational standards which match with the public expectations. The findings also revealed that clear accountability reduces student strikes that normally compromise the learning environment.

5.4 Conclusions

The findings have revealed that fees payment by private students, autonomy and accountability positively contributed to learning environment in public Universities in Uganda. Fees payment contributes to an improvement in the quality of teaching, teacher commitment, and in the quantity and quality of learning materials due to privatization. Given the fact that teaching and learning materials are the most important determinants of the quality of learning; the study has revealed that in order to improve learning in higher institutions of learning, autonomy of faculties and departments and accountability for fees payments should be encouraged. When faculties and departments are given authority to make decision regarding allocation of fees paid by students, this enables proper allocation of these financial resources. This, subsequently, results into better lecturer remuneration and effective meeting of students' learning needs. Proper accountability for fees paid increases students' need to pay, reduces fees nonpayment and enables better allocation of financial resources to the major student learning needs. This increases the quality of learning and subsequently the performance of the university. Therefore, learning environment is a function of well organized private student's fees payment, accountability and autonomy of the University faculties.

5.5 Recommendations for Action

In view of the findings, the researcher makes the following recommendations for action especially by the universities:

5.5.1 Private students

Given the fact that private students through the fees they pay are a significant contributor to the quality of learning environment in public universities, there is need to create a better framework for students to pay fees promptly. There is need to reduce fees nonpayment and embezzlement of fees by accounts staff and commercial banks. Electronic systems that make double records of student payments should be initiated. The audit departments should also be strengthened to identify forgeries and inconsistencies in fees payments.

Payment schedules for private students should always be communicated to students at time of admission and it should be consistent.

5.5.2 Autonomy

Autonomy of faculties and departments was very significant in improving the quality of learning environments. Public universities should give faculties and departments more authority to identify lecturer and students' learning resources needs, allocate financial resources from fees payments to crucial aspects of the learning environment to avoid overcrowding, improve on infrastructural facilities.

Similarly, if faculties are autonomous and self accounting, it can help to make optimum use of the available meager resources; this will help keep the level of staff and student motivation high through transparency hence making the impact of privatization in public

Universities to be felt. There is also need to train faculty and departmental staff on how to use the powers given to them more effectively.

5.5.3 Accountability

So far public universities are the weakest public institutions in showing their accountability. Universities rarely show what they have earned and how they have used the fees paid by students. There is need to improve their accountability systems, to show students how and where their money is spent. Public Universities should periodically publicize information on how fees payments have been spent using appropriate media that can be assessed by most students. Surveys on students' satisfaction with university accountabilities should be done to act as feedback on level of customer satisfaction with the accountability system of universities. It is important that universities spend the financial resources they collect from students on things that will immediately benefit students such as, lecturers' remuneration and purchase of modern learning materials. This will significantly improve the performance of public universities, nationally and internationally. Students also need to be more involved in university accountability procedures. This will bring about collective responsibility in accountability and reduce student dissatisfaction with the accountability process.

5.6 Areas for Further Research

The researcher recommends that further research be conducted on the following issues on how the influence of privatization of higher education on the quality of learning environments can be improved in Uganda.

- i) The study should be carried out on how student leadership is related to the learning environment in public Universities.
- ii) The study should be carried out on the relationship between staff motivation and learning environment in public Universities in Uganda.

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Kyambogo University Strategic Plan 2012/13 – 2022/23

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APPENDIX 1: QUESTIONNAIRE TO RESPONDENTS

Dear Sir/Madam,

This study is about the influence of privatization on Public Universities in Uganda. The study is undertaken as a partial fulfilment of the requirement for the award of a Master of Science in Organization, Public Policy and Management of Kyambogo University. The information you give is purely for academic purposes and no body's name will be mentioned during report writing. You are requested to choose the answer that most suits your level of agreement or disagreement with the question.

Thank You,

WAAKO GODFREY

Researcher

SECTION A: Background Information

1. Sex of respondent Male Female

2. What is your position in the University?

Academic staff Administrative staff Student

Please use the Scale below to state the extent to which you agree/disagree with the statement

SD= strongly Disagree, D = Disagree, NS = Not sure, A= Agree, and SA= strongly Agree

SEC B	Private students	SA	A	NS	D	SD
1.	privatization of higher education is a significant reform in Kyambog University					
2.	Privatization has improved quality of education in Kyambogo University					
3.	Privatization of education has brought much pressure on the limited resources of Kyambogo University					
4.	Resistance to privatization sometimes manifest through strikes in Kyambogo University					
5.	Private students contribute the greatest income of the University					
6.	Private students have brought about overcrowding in the Kyambogo University					
7.	Private students are the major cause of strikes in public Universities because they are ever demanding value for money					
8.	Payment from private student contributes greatly for teacher motivation in Kyambogo University					
C	Autonomy	SA	A	NS	D	SD
9.	Privatization of education has brought about autonomy of Kyambogo university in terms of decision making.					
10.	Centralization of resources has eroded the power of faculties in terms of decision making					
11.	Lack of autonomy is the major cause of strikes in my university.					
12.	Lack of autonomy threatens the academic quality					
13.	There's need to empower faculties through decentralization to attain effective running of the university.					
D	Accountability					

14.	Management accounts for all the income generated by the university					
15.	Fees paying students receive better services as a way of accounting for their payments					
16.	Students have the right to demand accountability for whatever takes place in the university.					
17.	Kyambogo university accountability has been very effective					
SEC: E	Learning Environment	SA	A	NS	D	SD
	Learning Materials					
18.	Teaching and learning materials are availed to students in adequate quantities.					
19.	Instructional materials are a necessity for proper students learning.					
20.	Sometimes inadequate learning material may incite students to strike					
21.	Incomes from private students have helped Kyambogo University to provide the best learning materials required by students.					
	Teacher Component					
22.	Teacher component is the most valuable investment in my university					
23.	Improving teacher quality is necessary and indeed becomes a new ingredient for improving our nation's schools					
24.	Teacher welfare and motivation leads to increased performance and dedication.					
25..	Lack of teacher motivation in Kyambogo university may lead to staff strike.					
	Students administration					
26.	Student's leadership is necessary and required in the management of public universities.					

27.	Our Students' leaders are involved in all activities of the university programmes.					
28.	Management shows accountability to students' leaders as a means of value for money.					
29.	The university financial policies contribute to the biggest number of students strikes in the university.					

**APPENDIX 2:
INTERVIEW GUIDE FOR KEY INFORMANTS**

Dear Sir/Madam,

This study is about the Influence of Privatisation on the learning environments of Public Universities in Uganda. The study is undertaken as a partial fulfilment of the requirement for the award of a Master of Science in Organization, Public Policy and Management of Kyambogo University. The information you give is purely for academic purposes and no body's name will be mentioned during report writing.

Thank You

Waako Godfrey

Questions:

1. What are the major challenges faced in the learning environment of Kyambogo University?
2. In your view are these challenges increase or reducing?
3. Give reasons for your answer above
4. What do you think has been the impact of private students on the learning environment of the university?
5. How does autonomy impact on the learning environment of public universities?
6. In what ways does accountability influence the learning environment of public universities?



KYAMBOGO UNIVERSITY

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Office of the Dean Graduate School

Your ref:.....

Our ref: KYU/GSch/01/13

3rd September, 2013

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

This is to introduce to you **WAAKO GODFREY** Registration Number **2011/U/HD/330/MSC.OPPM** who is a student of Kyambogo University pursuing a Masters' Degree of Science in Organization, Public Policy and Management of Kyambogo University.

He is carrying out a research on "*The Influence of Neo-Liberal Reform on Public Universities*" A Case Study of Kyambogo University in partial fulfillment of the requirements for the award of the Masters' Degree of Science in Organization, Public Policy and Management of Kyambogo University.

This is to kindly request you to grant him permission to carry out this study in your establishment.

Any assistance rendered to him will be highly appreciated.

Yours faithfully,



Dr. M. A. Byaruhanga Kadoodooba
Dean-Graduate School

