

## **Liberalization of University Education and the Quality of Teaching Staff: Implications on the Quality of Teaching and Learning in the Universities in Eastern Uganda.**

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### **ABSTRACT**

*This study was conducted in selected public and private universities in Eastern Uganda to assess effect of liberalisation of university education on the quality of teaching staff and its implication on the quality of teaching and learning. Results revealed from both qualitative and quantitative data that liberalization of university education is a major factor in determining the quality of teaching staff in the universities in Uganda as regards the staff qualifications and competences, mentorship availability, involvement in research and publication and professional development. It is recommended that universities ensure competent teaching staff through regular trainings, mentorship and refresher courses. The ministry of education through the NCHES should consider proper monitoring on the qualifications and staff development and provide support for research and publication to develop capacity of all teaching staff and to ensure that all universities abide by the benchmarks given.*

Keywords: liberalisation. University education, public universities, private universities, quality of teaching staff, teaching and learning

## **1: INTRODUCTION**

### **1.1: Background to the Study**

University education provides new opportunities and is seen as a tool to achieve economic growth and development for any nation and quality teaching and learning can be interpreted as that process that works towards fulfilling the purpose of training individuals for employment and that system that produces graduates who fulfill their roles as workers in the existing society (Nyangau, 2014). The academic attainment of students, after entering universities mainly depends on the kind of interaction they get with their lecturers. Quality teaching requires teaching staff who possess suitable training, capability and understanding; are highly motivated and committed to performing their teaching and instructional roles that may be assigned to them (Mulu Nega 2012).

Liberalization of education has provided for the breaking of the governments' monopoly of the provision and managing of the education system by giving free hand to private involvement in the supplying and supervision of education in the country as advocated for by General Agreement on Trade and Services which has led to tremendous growth of private universities globally (GAT) (Verger, 2008; Ajayi & Akundayo, 2008).

The major factor responsible for liberalization of university education in most countries was to increase accessibility and to provide quality education. It was believed that better quality higher education can be provided by private sector and so the only feasible way was to liberalize higher education in addition to supplement government effort (Rafeeqe Ak 2015; Verger, 2008;). In USA and Japan, this growth was believed to improve access and quality as a result of competition created while in India and Malaysia it was seen as a challenge that would compromise the quality teaching in these institutions (Young, 2011). Liberalization of the university education market, has led to overwhelming demand for qualified academic staff and created a challenge to maintain the good quality of teaching (AQAP, 2011) which needed a well thought out plan for this sector.

In Nigeria the high demand for highly qualified staff led to the employment of young professors as Vice Chancellors while in Kenya the shortage of qualified staff resulted in rotating of staff between a number universities offering their services to both regular and parallel programmes leaving them with less contact hours with students and limited time to carry out meaningful research and yet these are essential ingredients in quality teaching and learning in Universities (Biot & Kipkoeh 2012).

Up to 1980 Uganda still had Makerere University as the only one offering university education. Due to rapid growth of demand for highly trained manpower as a result of Social Economic sector growth, university education was opened to private entrepreneurs to participate mainly by religions based, community founded and those that evolved from other tertiary institutions and by 2006, twenty seven universities had been licensed (NCHE, 2006) on top of the introduction of private sponsorship scheme within the public universities (Bunoti, 2010). Economically, the increased competition leads to the improvement in the quality of the product, however in the case of Uganda, employers continue to complain about the quality of the graduates from these universities (NCHE, 2011, Cutright, (2010). It is urged that educationists are still faced with the predicament of declining levels of quality education and service delivery (Ssempebwa 2009; Kukunda, 2002). According to the NCHE report (2013), only 20% of the academic staff holds PhD which is below the acceptable standards by the same council. Evidence indicates that there is departure of seasoned academic staff for greener pastures, due to poor remuneration, poor working conditions and limited opportunities for staff development (Musoke *et al.*, 2014).

This study intended to find out whether liberalisation of university education is responsible for the phenomenon, with specific reference to the quality of staff and its implication in the quality of teaching and learning in Eastern Uganda since the first ever private university was established in this region.

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

Majority of university graduates in Uganda do not possess the required skills for the current labor market in terms of practical skills and attitude towards work (NCHE 2013). Universities, through the teaching and learning processes are expected to produce educated and skilled man power that would contribute to economic growth and development of the country. However in Uganda employers are complaining about the mismatch between grades and practical skills needed for

employment. This is happening in the face of liberalisation policy that intended to increase accessibility to higher education and it was believed to improve quality due completion created. The NCHE report acknowledges that while students' numbers grew by 14.2% in 2010/11, academic staff numbers grew by only 10.6% (Musoke *et al* 2014; NCHE, 2013). This study attempted to establish extent to which the liberalization of university education affects the quality of teaching staff and its implication on the quality of teaching and learning in universities in Eastern Uganda.

### **1.3: The purpose of the study:**

Given the increase in the number of universities as a result of the liberalisation of education and the likelihood that this requires an increase in the number of qualified and competent human capital, an examination on the quality of teaching staff is important. This study sought to establish the effect of liberalisation of university education on the quality of teaching staff in universities in Eastern Uganda.

### **1.4: Objective**

The objective of this study is to establish the effect of liberalization of university education on the quality of academic staff and its implication on teaching and learning in selected public and private universities in Eastern Uganda while the Research Questions was: How does liberalization of university education affect the quality of academic staff and its implication on teaching and learning in selected public and private universities in Eastern Uganda?

### **1.5: Scope of the study:**

The study was carried out in selected public and private universities in Uganda with specific reference to Eastern Region. The country is located on the East African plateau between latitudes of 4 degrees North and 2 degrees South and Longitude 29 degrees East and 35degrees to the East. The Eastern Region of Uganda has a numbers of universities and university campuses both public and private and it was in this region that the first private university was established in Uganda. The study focused on the effects of liberalization of university education on the quality of teaching staff and its implication on teaching and learning in university in Eastern Uganda.

### **1.6: Conceptual Framework the study**

The conceptual Framework shows the relationship between the quality of teaching staff (dependent) and the Liberalization of university education (independent) Liberalization is reflected in the increased prominence of private universities, introduction of private sponsorship of university education within the public universities, the existence of subsidiary campuses and private funding of university education. The quality of teaching is seen from the perspective of the quality of the academic staff in terms of their qualifications and competences, ability to share goals with the learners and their availability to facilitate learning, existence of teaching assistants, mentorship and engage in research and publication

### **1.7: Theoretical frame work**

Astin (1999) acknowledges that the theory of student involvement, suggests that students' achievement in terms of developmental goals is a direct function of the time spent at activities like listening to professors' talk about that subject, reading books about it, and discussing it with colleagues. This means that for quality to be achieved universities need to provide for great opportunities for students to spend enough time interacting with the qualified and competent staff. The study in universities in Eastern Uganda endeavored to discover the extent to which teaching

staff is competent to effectively engage students in order to ensure quality education is offered in the face of liberalisation of university education.

## **2.0: LITERATURE REVIEW**

Quality teaching has become a global issue to contend with especially with the liberalization policy and the encouragement of for –profit universities (OECD, 2008). University education is expected to focus on the level of employable skills, and improved knowledge to benefit society. The existence of graduate unemployment, however, brought debates on the quality of teaching with emphasis on teaching staff. In Netherland an agreement was signed in 2008 to subject all teaching staff to professional skills training in order to ensure quality (OECD, 2008). In United States, the National Effective Teaching Institute embarked on re training teachers for effective teaching amidst numerous for –profit universities as a result of liberalization of University education (Felder & Brent, 2010). This has been done after realizing that most instructors are never taught about teaching and so they just copy and do what they experienced with their teachers. Scholars have argued about the importance of preparing graduate students to teach in institutions of higher learning because it is crucial to acquire skills about teaching a course since most of such graduates will be recruited to teach in universities (The American Association of University Professors, 2000; Robinson & Hope, n.d)

Universities need to ensure that teaching staff is sharpened through research and training to handle the students well in order to develop skills necessary to make them employable (Lombord,2000).

### **2.1: Staff development**

The importance of staff development and training programs that enhance the quality of education in universities should not be ignored. The United States of America government, created a Student Performance Improvement Program which integrates the professional improvement of staff with an appraisal and peer-review structure, mentoring for academic staff, and an unusual recompense system to help develop their instructional skills and meeting student-achievement goals, (Rogers & Rhodes, 2014). This training should be in line with the university educational programme objectives and all academic staff should have the required academic qualification to effectively teach university students (Hénard & Roseveare, 2012; The University of Ghana Special Reporter 2009; Seniwoliba & Yakubu, 2015). An enthusiastic staff development programme that aims at enhancing pedagogical skills will help academics to clarify and adjust not only their behavior, and attitudes but also value systems, skills and competencies (Hénard & Roseveare, 2012)

### **2.2: Staff qualifications and competences**

The quality of teaching personnel is one of the aspects of quality education and teaching in universities and other institutions. Teachers are thought to consist of one of the most important learning resources to bring about that positive change in the lives of students as regards to skill acquisition, mental and moral development. (Ajayi and Akundayo, 2008; ENQA, 2009) . Quality of teaching and learning in universities need to focus on having highly trained and competent lecturers engaged in the teaching and learning process. One of the most vital assets for quality teaching and learning is a well-qualified and motivated academic staff based on teachers as individuals or on the entire supply of teachers in an institution or country as a whole (UNESCO, 2005). The quality of teacher is looked at in terms of understanding, skills, attitudes and morale that

are relative to overall working conditions in respect to the work situation at any educational institution.

Each individual institution needs to ensure that quality is maintained because each promises the public to offer the best. According to the report by the European Association for Quality Assurance (ENQA, 2009), each institution needs to encompass ways of ensuring that the academic staff is competent and skilled to teach effectively. The study carried out by The National Council for Higher Education (NCHE, 2011) however indicates the number of people with Masters Degree and PhD has been on the increase, but statistics in many institutions show that majority of the academic staff are not fully qualified to handle university education. This has led to the sharing of most PhD holders among the universities, campuses and study centers as full time employees which may have an implication on the quantity and quality of time given to students because only 20% of the academic staff has PhD which is below the acceptable standards by the same Council. This means that there has been no proper manpower planning in Uganda to cater for the increased demand for university education that has occurred as a result of liberalization. This may have implication on the quality of teaching and learning in university given the fact that teaching staff is very key in ensuring quality teaching.

One of the major quality inputs variables that include well qualified and competent academic and support staff should be of sufficient sizes in terms of the mix in qualifications, experience and attitude to give enough time to the learning experience in order to provide for meaningful choices by learners ( IUCEA/ DAAD, 2010).. Many universities have teaching staff with qualifications below the minimum standard set by the government, especially in the upgraded and newly established universities and majority is just beginning graduates with no experience to handle university education (Mulu Nega 2012). There is a need for training in teaching methods for everyone who teaches in higher education and there should be support among faculty members for such training to take place in graduate programs (Robinson and Hope n.d),

Educational liberalization policy in East Africa has led to rapid growth of the number of and enrollment levels in higher institutions of learning in recent times (Boit &Kipkoech, 2012). This expansion led to recruitment crisis to the point that the search for lecturers was extended to Europe and North America in addition to the use of part time staff as a cost cutting measure. This resulted in employment of masters' level staff requiring further training, and in breeding problems that could have a perpetuated effect on quality (Boit &Kipkoech, 2012). Liberalization in Kenya was done in phases and due to the problem of staff shortage in most public universities staff with lower academic qualifications and fresh graduates were recruited (Boit and Kipkoech, 2012).

While it was evident that most universities in East Africa did not have enough teaching staff there was an exodus of qualified staff to find teaching positions in other countries. Bakabulindi ,(2007) revealed that there was a large outflow of staff to other sectors or countries and that the few lecturers who remain are clogged with teaching and marking .As a result these lecturers neither have enough time to do research nor to relate with students and teaching methods are formal, involving rote learning and recall of information on the part of the students, to the neglect of critical thinking, discussion and creativity (Kajubi,2001:). Kajubi further revealed that many of those staff who remain, because of low salaries are moonlighting or teaching in different other institutions which makes it very difficult to inspire commitment especially in private institutions yet quality education defines the number of subjects taught and the time allotted to each subject. This study



intended to investigate whether this situation has been brought about by liberalisation of university education. and the implication on the quality of teaching and learning. .

### **3.0: METHODOLOGY**

How does liberalization of university education influence the quality of academic staff in universities in Eastern Uganda was the research question guiding the study? A seven item survey was engaged to collect data. The current research used a cross-sectional survey design since it sought to get response from the sample only once during the data collection period in addition to seeking opinions, feelings and trends of the situations in a cross section of respondents from different universities over a short period of time (Kothari, 2004). The study employed interview guide in the engagement of qualitative approaches to triangulate the results from the survey and also to provide for an in depth study.

#### **3.1: Questionnaires:**

Two questionnaires were designed for teaching staff and students' leaders and dealt with liberalisation and the indicators of quality teaching staff which included minimum qualification of lecturers, the department headed by PhD holders, support by teaching assistants, engagement in research and publications, training and mentorship among others. The close ended items on the questionnaire on the quality of teaching staff were presented on a five-point Likert-like scale ranging strongly agree to strongly disagree. The reliability for the instrument was found to accepted at ( $\alpha = .86$ ) so the instrument was considered reliable.

#### **3.2: Interview guides**

Structured interview guides which included the presentation of oral-verbal questions for personal face to face interviews (Kathori 2004) for top university Administrators and NCHE officials were also designed. The inter-judge coefficient of validity was applied for each item in the instrument by submitting it to two expert researchers and an average was computed for the overall instrument (Amin, 2005). The study then employed the Content Validity Index formula by Amin (2005) to determine the level of accuracy of the instrument which was found to be 0.799.; the interpretation was made on the basis of rule of thumb advocated by George and Mallery's (2003) that indicated that the CVI value is accepted.

#### **3.3: Sample and Sampling Procedures**

Participants were drawn from in five universities in Eastern Uganda of Islamic University, Busitema University, Livingstone, Uganda Christian and Kumi Universities and officials from the NCHE. The study population for this study comprised of Deputy Vice Chancellors Academic Affairs, Academic registrars, Deans and Heads of Departments, academic staff and Guild Officials as well as other categories of students' leaders in the universities and university Colleges in Eastern Uganda plus National Council for Higher education officials.

The total population was 1028 and using Krejcie and Morgan 1970 table of sample size determination, a sample of 279 was selected to include in the study. The population was divided in strata and then proportionate sample selection method was used. The total number of questionnaires distributed was 283 and the number of questionnaires returned was 232 which represent a 83% return rate and all questionnaires returned were fully filled by the respondents. A survey response rate that is above 80% is good enough and helpful in ensuring representation (Cassell and Symon, 2004; Mugenda and Mugenda 2003) The top administrators were contacted through the offices of

University Secretaries, the academic staff through the Academic Registrars' offices while student leaders were contacted through the office of the Deans of students and guild offices. The NCHE officials were contacted through the Directorate of Quality Assurance at the Council offices.

### 3.4: Data collection Procedures:

After securing permission and approvals from the relevant authorities questionnaires were distributed by the researcher to different institutions and appointments top administrators and NCHE officials were made. After collecting the data, the completed answered questions were coded, edited and entered in the statistical packages for processing and analysis. Analysis and interpretation were done and discussions and recommendations made and finally a report was written and submitted to the supervisors.

### 3.5: Data analysis

After the collected data was sorted and coded and entered into a computer for examination done by using SPSS version 20. Descriptive statistics like frequencies, percentages, mean, and standard deviation were used to generate reports that were later discussed. Inferential statistics such as correlation analysis were used to determine the relationship between liberalization of university education on the quality of teaching staff and the implication on teaching and learning in universities in Eastern Uganda. Regression analysis was engaged to establish the degree of the effect of liberalization of university education on the quality of teaching and learning in universities in Eastern Uganda.

## 4.0: FINDINGS AND DISCUSSION

Quality teaching demands teaching staff with appropriate qualifications, professional competences, inspiration and dedication that is relevant to the level of programs they are assigned (Mulu Nega 2012). In this section, analysis, presentation and interpretation of study findings were done regarding the liberalization and the quality of teaching staff.

### 4.1: Opinions of Respondents Showing the Effect of Liberalization on the Quality of Teaching Staff.

In order to determine the influence of liberalization of university education on the quality of teaching staff in the universities in Eastern Uganda, the respondents were required to give their opinion on six constructs as provided for in a questionnaire. Descriptive statistics obtained from the analysis of the responses appear in the table 4.8 below:

**Table 4. 1: Opinions of Respondents Showing the Effect of Liberalization on the Quality of Teaching Staff.**

Statement	SA	A	UD	D	SD	Mean	SD	Comment
	5	4	3	2	1			
University lecturers have Masters as the minimum qualification.	19.4	40.5	12.5	19.4	8.2	3.4	1.2	Common
Every department in these universities is headed by a PhD holder	12.1	20.7	16.8	37.1	13.4	2.8	1.25	Moderate

Lecturers are supported by teaching assistants.	16.4	34.5	21.1	17.2	10.8	3.28	1.24	Common
Lecturers are engaged in research and publications.	14.7	46.1	17.2	17.7	4.3	3.47	1.07	Common
Lecturers undergo skills training every semester	3.9	26.3	22.0	32.3	15.5	3.28	1.158	Common
All lecturers belong to mentorship groups	7.8	25.9	25.0	26.3	15.1	2.85	1.191	Moderate

Respondent observed that most teaching staff in these universities have Masters Degrees as the minimum qualifications and the results indicated that majority of the teaching staff have Masters degrees. The calculated mean ( $M= 3.4$ ,  $SD= 1.2$ ) implies that university lecturers have masters degrees as minimum qualification. The chi-square results revealed that there is a significant difference in the responses given by respondents from different universities ( $X^2 =42.847$ ,  $df =16$ ,  $p=0.000$ ). To triangulate these quantitative data from the questionnaires structured interviews were conducted with the Deans, Academic Registrars, deputy Vice chancellors and NCHE officials. The results were consistent with these findings from questionnaires regarding minimum qualifications of majority of the teaching staff. This means that in universities in Eastern Uganda majority of the lecturers hold Masters Degrees as expected by the regulatory body of national Council for Higher Education (NCHE) with a few PhD holders. This agrees with Ajayi and Akundayo, (2008) who argued that the quality of teaching personnel is one of the aspects of quality education in universities. This is consistent with the report by the European Association for Quality Assurance (ENQA, 2009), alludes that each individual institution is expected to have policies and guidelines to ensure quality and standards of and to have ways of ensuring that the teaching staff is competent and qualified to teach effectively.

However one of the Vice Chancellors (AD1) revealed that; Private universities do not have enough funds to hire competent staff so majority of the teaching staff are part timers who teach in other institutions'. He confessed that 'much as it is ideal to have enough full time staff to handle all the different specific areas, the dependence on fees to finance all their undertaking does not allow them to engage qualified staff on full time basis. Much as indeed the majority of the staff has Masters degree there is a crisis in recruitment in most universities in East Africa (Boit &Kipkoech, 2012)

. The results revealed that much as it is a requirement to have departments headed by PhD holders in Universities it is not a common occurrence in Eastern Uganda. ( $M= 2.8$ ,  $SD= 1.25$ ). However the Chi – Square analysis computed revealed that there was a significant difference in the responses given by respondents from different universities ( $X^2 =42.847$ ,  $df =16$ ,  $p=0.000$ ) and different qualifications ( $X^2 =27.581$ ,  $df =16$ ,  $p=0.035$ ). Although liberalisation has led to an increase in the number of people with Masters Degree and PhD holders in Uganda, statistics in many institutions show that majority of the academic staff are not fully qualified to handle University Education (NCHE, 2011). Top administrators and NCHE officials are in agreement with the above assertion. Senior lecturers and PhD holders are not easy to find and those available prefer to teach in public universities. These results imply that quality of teaching based on the qualification of teaching staff



in the universities in Eastern Uganda is endangered by scarcity of capable and qualified teaching staff.

It was also observed by respondents that it is rare to have teaching assistants supporting lecturers in their teaching ( $M=3.2$ ,  $SD=1.24$ ) The opinions given by different respondents from different universities ( $X^2=47.624$ ,  $df=16$ ,  $p=0.000$ ), different qualifications ( $X^2=28.576$ ,  $df=16$ ,  $p=0.027$ ) and different designations ( $X^2=44.705$ ,  $df=24$ ,  $p=0.006$ ) according to Pearson Chi – Square analysis computed were statistically significant. Analyses of interview data indicated that top administrators and NCHE officials are in agreement with the finding that liberalization of university education has not encouraged the provision of teaching assistants to assist lecturers in their teaching engagements as one of the Academic Registrars put it (AD8);

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

As regards the issue that “lecturers are engaged in research and publications” majority of the respondents were in agreement that lecturers engage in research and publication. ( $M=3.4$ ,  $SD=1.07$ ) Pearson Chi – Square test analysis indicated that there is a significant difference in the responses given by respondents from different universities ( $X^2=39.646$ ,  $df=16$ ,  $P=0.001$ ) and different designations ( $X^2=42.847$ ,  $df=16$ ,  $p=0.013$ ).

Top Administrators confessed that Engagement in research and publication is low but all deans have published and the rest are being encouraged through regular research trainings and only done by PhD holders teaching staff are encouraged to publish. The NCHE officials held the same view that teaching staff averagely gets involved in research and publication because they are hampered by other factors like incentives’. This has to a number of academic staff to move to find educational opportunities overseas which leads to ‘brain drain’ because the universities cannot afford to facilitate their research and publication requirements (Reisberg & Rumbley, 2011).

As a way of ensuring quality lecturers are supposed to undergo regular skills training however the results indicate that it is not commonly ( $M=3.2$ ,  $SD=1.158$ ) done in Eastern Uganda universities. The Chi- square analysis revealed that there is a statistically significant difference in the responses given by respondents of different designations ( $X^2=48.127$ ,  $df=16$ ,  $p=0.002$ ) and different universities ( $X^2=56.026$ ,  $df=16$ ,  $p=0.000$ ) on the fact that lecturers undergo skills training.

Interview data analyzed from top administrators, and NCHE indicates that universities make effort to promote training for skills enhancement. Academic Registrar AD3 said that;

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

However skills training are more in public universities and the others only minimum efforts are made like one Academic Registrar confessed that ‘so far minimum attempts have been made’.

Respondents were asked to about the measures the university had in ensuring that skills training is enhanced given the liberalization of university education; dean AD7 revealed that ‘the major skills

training undertaken are research training a year'. He however said that 'every semester each department is encouraged to organize at least one training'. Dean AD 11 said that skills' training are enhanced thorough workshop and seminars held every semester'. NC1 said that 'all private universities have well laid down staff development programs. However they lack the funds to train'. While NC 2 said that 'it is to a very small extent that skills enhancement training is done in universities'. This is in agreement with (Nantege, 2007) that generally teachers at higher institutions especially universities are not well-motivated and not facilitated to develop professionally, something that is of great concern as regards the quality of teachers. Ajayi and Akundayo's, (2008) argued that to ensure quality teaching and learning, a highly-qualified staff together with a range of staff development programmes are crucial. Failure to provide for professional development opportunities in Ethiopian universities, academic staff are on the move to find it abroad (Reisberg & Rumbley, 2011).

The results further indicated that majority of the respondents observed that that all lecturers belong to mentorship groups. The calculated mean ( $M=2.85, SD=1.191$ ) implies that not all the lecturers belong to mentoring groups. The chi- square results revealed that there is a significant difference in the responses given by respondents from different universities ( $X^2=46.789, df=16, p=0.000$ ). The interview data analyzed indicated that there is no proper mentoring provision in the universities as pointed out by one of the Academic Registrars;

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

. This is in conformity with Reisberg and Rumbley (2011) who affirmed that though there is growth of university education, most universities in Ethiopia do not have the funds to successfully oversee or mentor the many new and inexperienced lecturers. Given that most universities have teaching assistants, the need for mentoring is very crucial yet it lacking even in public universities in Eastern Uganda

#### **4.3: Regression Analysis the relationship between liberalization of university education and the quality of teaching staff in universities in Eastern Uganda**

In determining the effect of liberalization of university education on the quality of teaching staff in universities in Eastern Uganda a regression analysis was done and the results are indicated in Table 4.8.2 below:

**Table 4.2: Model summary showing the relationship between liberalization of university education and the quality of teaching staff in universities in Eastern Uganda**

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

a. Predictors: (Constant), Liberalize

The results show that liberalization of university education contributes the 35.0% to the quality of teaching staff in the universities in Eastern Uganda. The results further indicated that liberalization of university education affects the quality of staff in universities in Eastern Uganda by 12.1%. This implies that a unit increase in liberalization of university education enhances the quality of teaching staff in the universities by 12.1 % and this effect is significant ( $P= 0.000$ ) meaning that is liberalization is a significant determinant of the quality of teaching staff in the universities. Therefore the null Hypothesis ( $H_0$ ) which stated that “Liberalization of university education does not affect the quality of teaching staff in universities in Eastern Uganda” was rejected.

## **5.0: CONCLUSIONS and RECOMMENDATIONS**

### **5.1: Conclusions**

The objective of the study was to establish the effect of liberalization university education on the quality of academic staff in universities in Eastern Uganda. The subsequent research question was: how does educational liberalization affect the quality of academic staff in universities in Eastern Uganda?

The findings from the study are concluded that liberalization of university education leads to a statistically significant effect (0.000 at  $p < 0.005$  level) on the quality of teaching staff in the universities in Eastern Uganda. From the findings of the current study universities in Eastern Uganda do not have enough qualified academic staff that would enhance quality teaching though liberalization has the capacity to improve the quality of teaching staff in universities, liberalization of university education should be enhanced.

The findings in both Tables 4.1 and 4.2 are in harmony with both local and global empirical studies correlated to the effect of liberalization of university education on the quality of teaching staff in the universities in Eastern Uganda. Thus for any need to improve the quality of teaching staff in universities, government may enhance the level of liberalization of university education since it creates some level of competition and the need to remain in the market.

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

### **5.2 Recommendations;**

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

There is a great need for PhD holders because there is a critical shortage in all universities and so all institutions should make a good percentage of their budget to cater for staff development focusing mainly on PhD. The National Council for Higher Education and the Minister of state for Higher education should monitor universities more closely on the staff qualifications and competences in their areas of specialization and should require that there is a program to meet the required standards of staff with PhDs in the specific areas.

University administrators need to provide for mentoring because most lecturers come from universities and start teaching with no measure of competences apart from the fact they attained good classes of degrees. Mentoring groups should be established to help enhance competences through training in pedagogy for all faculty because teaching is not a profession in which people, however intelligent and accomplished they are to automatically be skilled (Robinson & Hope, n.d).

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

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