

The Quality of Higher Education in Developing Countries Needs Professional Support

Sarah Bunoti

Lecturer, Department of Psychology, and Member of the Proficiency in General Education Committee,
Kyambogo University, Kampala, Uganda

Acronyms:

OBE – Outcome Based Education

FGDs – Focus Group Discussions

NCHE – National Council for Higher Education

Abstract

In developing countries, higher education, and particularly university education is recognized as a key force for modernisation and development. This has caused an increase in the demand for its access, accompanied by a number of challenges. This paper explains the learners' purpose of acquiring university education, the basis for selection of course of study, the assessment of the quality of higher education, the challenges faced by learners, as well as suggestions for improvement.

The paper is based on a case study of one public university in Uganda. Data was collected through i) Focus Group Discussions with students in the various faculties, ii) In-depth interviews with officials in the Uganda National Council for Higher Education (NCHE), lecturers, counselors, management and administrative staff and iii) Document analyses of Conference papers and journal articles.

Findings show that the quality of higher education in developing countries is influenced by socio-cultural, academic, economic, policy, political and administrative factors all of which are inextricably interwoven. This also applies to choice of course. The discussion of the findings is backed up by desk research on a wide range of related literature on learners' challenges in other universities in the developing world, especially Africa.

The paper concludes that the quality of higher education in developing countries is influenced by complex factors that have their roots in commercialization, general funding, and human population growth. Appropriate policies and home-bred professionals (both academic and administrative) are necessary for improving the quality of higher education in developing countries.

Background

Higher education is perceived as an important form of investment in human capital development. Higher education institutions are charged with formation of human capital through teaching, building knowledge base through research and knowledge development, and dissemination and use of knowledge by interacting with the knowledge users. (Okwakol 2009)

Higher education is becoming increasingly competitive in terms of students, staff and resources. Because of the increasing demand for access to it by the masses, it has shifted from being the service of elite that it was, to a service open to the masses. Until 1987, for instance, there was only one public University in Uganda with about 10,000 students; today there are five public and about 24 private Universities with a total of over 300,000 students. (Okwakol 2009)

Quality is an issue that cannot be avoided in education at present and what institutions do to ascertain quality turns out to be most important and effective of all efforts and initiatives. However, the entry of "private" providers of high education, coupled with crying voices of declining government funding to public institutions is a response to the

increasing demand for higher education that has caused decline in the quality of graduates. (Basheka, Muhenda and Kittobe 2009)

The quality of higher education is affected by the 4 Cs forces: i) The changing University customs characteristics, ii) Increasing competition, iii) Rising costs, and iv) The impending crises. To understand these forces, institutions of higher education need to continuously improve and strengthen themselves or else they cease to be centres of academic excellence (Mpaata 2010)

Until 1987, higher education in Uganda was entirely a public venture. But because of the numbers of students who qualify for higher education, the public sector could not meet the demand; public private partnerships (PPPs) were introduced in the 1990s with a hope of improving the provision of services, quality and accessibility of higher education. Despite the existence of PPPs in the Higher Education sector, the quality and accessibility of higher education has continued to fall short of the stakeholders' expectations in many sub-Saharan countries including Uganda. (Kasenene 2010)

In Uganda, the National Council for Higher Education was established by an Act of Parliament, and it has developed administrative and operation structures to regulate higher education, to guide the establishment of institutions of higher learning, as well as ensure that quality and relevant education is delivered. The higher education system is now under the University and Other Tertiary Institutions Act 2001, which is a new legal and institutional framework.

The higher education institutions are either private or public. Private institutions generate money from fees and external aid, while public institutions get government grants as well as generating funds from fees and donors.

As the demand for higher education increases, it presents educational entrepreneurs and managers with a challenge of making investment decisions by which they can attain desired financial goals without setting fees structures that are so exorbitant as to scare away potential customers. (Kayongo 2010)

Higher education is quite liberalized with many students coming from the neighboring countries such as Kenya, Tanzania, Sudan and beyond with the majority being in the private universities and tertiary institutions. Diversity of nationality of consumers of higher education is good progress towards globalization. (Okwakol 2009)

According to her, globalization is enhanced by increasing mobility of people, increased demand for university education access to knowledge across borders and growing worldwide interest in higher education. Universities therefore need to constantly reposition themselves and improve their capacity to meet the need of globalization.

The Government of Uganda has re-affirmed its commitment to improving the quality of higher education. It has introduced two policy instruments to transform the country's higher education system: i) The education strategic investment plan 1998 – 2003, and ii) The education sector strategic plan 2009 – 2015, with the aims of modernizing, diversifying and making Uganda's education more competitive, attractive, service oriented and relevant to society and to Uganda's development goals. This paper discusses the quality of higher education in Uganda in particular and generally in the developing countries.

Methodology

The paper has been developed from a case study of one public university in Uganda. Data was collected through i) FDGs with students, ii) In-depth interviews with teaching staff, finance department, counselors, administrative staff and officials from the National Council for Higher Education and iii) Document analysis of conference papers and reports on HE in developing economies as well as articles in journals.

The responses have been thematically arranged and described from students' perspectives and discussed by backing up with information from in -depth interviews and document analysis.

The paper explains the state of, the determinants, and the challenges of higher education in developing countries and what needs to be done to improve it.

The students' responses have been the basis for compiling findings because they are the main stakeholders, they are informed, curious, their participation often surpasses the four walls of the University and the world over, there is a wide and positive attitude towards increasing student influence in higher education governance. (Basheka, Muhendo and Kittoba 2009)

Findings and discussion

Students' choice of programme/course

A number of factors influence students' choice of courses. These include: fees structure – they choose what their parents can afford, ii) based on their performance in relation to Universities' cut-off points and what their subject combination offers, iii) Peer influence and parent's choice, iv) The government sponsored students are compelled to do what PJAB (Public Joint Admission Board) offers them regardless of their choice, v) Prestige and public image also influence choice of course. For instance, law is perceived as a prestigious course, while education is one of the courses taken up as last resort because of poor remuneration and the tasks associated with teaching such as marking, disciplining learners, and preparation of lessons. It was found that very few students have career guidance before joining University. Also, only a few choose what their future dreams are.

The choice of programmes by students therefore is not guided or influenced by the socio-economic needs of the country but rather by a desire to complete the education ladder and get a degree. For example, agriculture is the principal source of livelihood of 80% of the Ugandan population but only 26% of students enroll in agriculture-related courses both at the degree and diploma level. (Kasozi 2006)

Generally, the number of students taking science and technology courses is on the increase because of the government's affirmative action to fund subjects key to economic development although the percentage is still below the recommended 40%. Science and technology are believed to catalyze economic development.

Why students are attaining higher education

Generally students have a clear understanding of their purpose of attaining higher education. They view it as a means to creating a new generation of the elite that will understand and solve problems in society, and transform it from ignorance and perpetual poverty. At the individual level, they view higher education as a means of getting knowledge, skills and qualifications that will enable them to get jobs to transform their families, the majority of which are peasants or with low income.

Assessment of the quality of higher education

Many students of the humanities feel higher education has little value for money paid because of a number of factors: There are too many graduates which results in unemployment even of those who excel and do "good" courses. They think the content and teaching approach are too theoretical, resulting in training job seekers and not job makers. But the engineers, teachers and vocational students have a hope of competing quite favorably on the job market or being self employed.

Facilities: All respondents agree that the number of students admitted is not proportionate to the facilities available. Libraries are not modern; they are too small for the number of students and not well stocked, a majority of the books being out-of-date. The students compete for space in the libraries and often forego meals especially during the peak period of assignments and examinations

Although the computers are quite modern, they are too few for the number of students. One category of students has done IT (Information Technology) as a course theoretically for a whole year without an opportunity to touch a computer.

The students also reported having limited access to the internet.

There is an increasing number of students which is unmatched by facilities, which has impacted adversely on the quality of higher education. (Kasozi 2005)

The lecture rooms are too small for the number of students and insufficient seats. Students lose time by transferring seats from one room to another and occasionally attend lectures standing up with an overflow on the verandas. In addition, the lecture rooms are not sound proof; therefore lecturers are interrupted by heavy rain, Guild campaigns and mowers. Quite often lecturers are put off because of unbearable noise.

The lecturers use dusty chalk on chalkboards which is a health hazard. There are no public address systems for classes as big as 500 students. Where they are available, they are unreliable because of power cuts.

There are no standby generators yet lectures go up to 10: 00 pm. Consequently lectures end as soon as power goes off and this occurs quite often because Uganda is faced by insufficient supply of electricity resulting in frequent load shading and power cuts especially in the early hours of the night which Umeme (the sole distributors of hydro electricity in the country) refers to as peak hours.

The students complain of lack of constant flow of water with barely enough even for lecturers to wash hands after teaching. This affects the sanitation especially of the students' toilets as student numbers are too high for the available facilities.

Programmes are fragmented. Because of commercialization of higher education, courses have been fragmented leading to very early specialization yet students get attracted to courses by name and not content. For instance, at undergraduate level Psychology has been fragmented into guidance and counseling, community psychology, organizational psychology, while the Bachelor of commerce has been fragmented into accounting and finance, procurement and logistics, business studies, international business, business administration, banking, and entrepreneurship.

Kasozi (2006) agrees that the majority of the some 1800 programmes offered at higher institutions of learning are theoretical and irrelevant to the job market. Mamdani (2007), in his book *Scholars in the Marketplace*, accused universities of duplicating courses for the sake of generating revenue from private students

Economic factors

Higher education has increasingly become expensive in terms of tuition, resulting in high rates of attrition students who drop out half way. High cost of accommodation, feeding and transport compel a majority of the students to reside in slums neighbouring the institutions, going without meals which causes some to faint especially during examinations. They buy cheap food (kikomando) from unhygienic places that put their health to risk. They engage in cross generation sex and prostitution as a means of meeting financial demands. This results in disease, unwanted pregnancy, and psychological stress.

General funding: The financing of higher education remains the major problem of the sector. Institutions get less than 30% of unit costs for each student per year. Because of failing to get the 70%, they cut down on education facilities, quality of staff as well as building and repair of infrastructure. The solution would be raising fees but in many countries, to raise fees is a political issue, particularly in public Institutions and has often resulted in riots and protest. As the politics of fees rages, institutions continue to rot. (Kasozi 2006)

Data collected from the NCHE shows that the fees paid by the privately sponsored students and grants from government for the government-sponsored students is 29% of what would be the actual cost and this has an effect on the quality of higher education. (NCHE 2008) Fees at universities are lower than what is paid at some of the secondary and primary schools. Consequently higher education in Uganda is attracting many students, both local and foreign.

According to the Uganda state of income per capita, it takes 7-8 income earners to support one student at the university. Uganda compared to Tanzania, Kenya and South Africa is spending less on higher education. Only 9–11% of the government education budget is for this sector.

Peasants' children cannot afford higher education. Many resort to selling off land which is a sole source of income given the fact that Uganda is 80% agricultural. It is the children of the rich who go to good primary and secondary education and consequently qualify for government scholarships.

At a national conference of graduate studies and research, Professor Mamdani said that privatization and monetization has led to decline in the quality of higher education. He gave the example of commercialization, which has reduced the 80-year-old oldest institution to a mere non-government organization. Since the introduction of private sponsorship in the early 1990s a lot has gone wrong. Academicians read less and intellectual life at the university has been reduced to bare-bones classroom activities. Academic papers have turned into corporate style power point presentations.

Political factors

Insecurity within and outside University is bad, with many cases of students killed or injured, especially those who go home after the 10:00 pm lectures. Students' property is stolen at the university, especially the laptops. Often students lose bags with their valuables while they are sitting examinations.

National political parties were reported to indulge in the politics at institutional levels causing instability.

Quality of students who enroll for higher education: The students are aware of the examination oriented primary and secondary education that does not adequately prepare them for higher education. They generally have poor communication skills and poor comprehension and cannot make notes. They consequently expect lecturers to dictate notes.

They enter university when immature in character and they are exposed to a lot of freedom and independence without being prepared for responsibility. This is coupled with very brief orientation for only one week which in reality is missed by many; consequently, for many students it takes time to understand the system, especially those from rural schools who are coming to the city for the first time.

The continuing students are reported to bias the fresh students against orientation and the entire university life. Also, the difference in financial background of students is a factor. Some are well provided for and some struggle to survive. Either way the financial background distracts their concentration.

Administrative factors: The students complain of bureaucratic tendencies where getting one's problem attended to is a very long and frustrating process. They quote the process of paying fees where students pick up bank slips, line up at the bank, line up to get receipts, and line up to get registered. All these consume much valuable time.

They also complain of overcrowded and bureaucratic medical services; consequently, students end up in self-medication or going to private clinics to save time.

Poor record-keeping where some records of results cannot be found results in students re-sitting examinations which is also very frustrating. This is coupled with lack of confidentiality; for instance results are pinned up on notice boards.

In addition, the students are not satisfied with information flow. It is limited to only a few notice boards and some of it passes unnoticed.

Academic factors: The students agree that the reading culture among students and lecturers is poor and this is coupled with lack of computer skills and computer facilities.

They also reported that failure rates are quite high in some departments and students are devastated by the way they are handled. There are unexplained delays in releasing results; sometimes results are released at the end of the following semester which causes anxiety and uncertainty among students. The examination results are pinned on notice boards in small font where students cannot easily get the details. Consequently students often get to know about the failed papers years after the paper had been done.

The lecturers attribute the delay of release of results to the number of scripts they have to mark. Students do at least one test and one coursework as progressive assessment then an examination at the end of the semester. The number of scripts per course offered in a semester is therefore three times the number of students. Lecturers of Professional Studies that bring together all teacher trainees have between 800 and 1,200 students per academic year which means marking up to 3,600 scripts per semester. Lecturers view marking as the hardest task of their job. Those who handle big classes reported marking scripts from the beginning to the end of the semester including the semester breaks. Compilation of the results is another time consuming factor.

The delay of release of results is also attributed to the long process they have to go through: the department, the faculty, external examination, humanities, senate, being released.

Strikes by students and lecturers as means of communicating their grievances causes waste of a lot of valuable time and resources. And students vandalize the limited facilities available. They also complain of missing lectures due to clashes in the timetable for rooms, lecturers' absenteeism, power cuts, strikes. Examinations timetables have 3 sessions a day and run from Monday to Sunday due to lack of space. This makes the examination session very stressful

Assessments of learners' performance: The institutions use both summative and formative evaluation. However there have been cases of dishonesty among students in form of cheating during examinations and duplicating each other's assignment and course works. Plagiarism in research reports and paying a commercial research bureau to write up research reports are also common among students.

The institutions take stringent measures to deal with students who cheat during exams which include facing the disciplinary committee and discontinuation if proved beyond doubt.

Work pressure: The semesters are too short with too much content which causes extension of the timetable for both students and lecturers. Lecturers teach a minimum of 8 hrs a week (normal load) but take up extra load for both day and evening programmes because of the course:lecturer ratio and financial benefits. The tutorials are sub-standard due to the numbers of students. On the other hand, students have 26 hours of lectures plus 4 hours of tutorials making it a total of 30 hrs. Timetables run seven days a week from 7:00 – 5:00 for day students and 5:00 – 10:00 pm for evening students. The running of the lecture and examination timetable for seven days a week leaves students with no time for leisure or religious involvement.

Student high numbers vs. intake capacity

Institutions of higher learning have become overwhelmed by the large number of applicants, which have forced many of them to admit students beyond their intake capacity. (Buzindadde 2000)

Overwhelming numbers beyond the intake capacity affect quality delivery because of limited resources such as library, furniture, computer laboratory, lecture rooms.

Intake capacity of higher education is determined in terms of student enrolment size admitted into institutions of higher learning. However while the student enrollment should ideally be determined based on the institution's resource and infrastructural absorption capacity, many institutions in the developing world have tended to admit fewer or more than the optimum number of students thereby compromising the optimal quality and accessibility of higher education.

In fact some institutions set higher while others lower than the nationally prescribed minimum points for admitting applicants into higher education. In practice this has a dual effect on the quality and accessibility of higher education. While institutions that set higher entry points may maintain their desired education quality, they limit access to higher education since more students are left out. On the contrary, institutions that set lower entry points may compromise the quality of higher education by taking up more students than their intake capacity, but they increase accessibility.

Also achieving the desired educational quality assurance through setting entry points has been compromised by the higher demand for education. For instance while the law course at a public university may have a minimum cut off point of 20, private universities admit students with as low as 12 points.

Students' assessment of the lecturers

“No education system can be better than the quality of its teachers”. (Senteza Kafubi 1998)

The students generally appreciate that the lecturer:student ratio is overwhelming. However, their assessment of the quality of education in relation to lecturers was as follows: While some lecturers are doing their best with limited resources, are knowledgeable and have a good relationship with students, many exhibit tendencies of absenteeism, sluggishness, inability to give valuable time, and lack of concern for students' challenges.

They are concerned about unprofessional behavior among lecturers and other staff resulting in rudeness and use of threatening abuse of students. According to the students, some lecturers do not prepare notes; instead they download articles and assign text book chapters for students to make copies, which is very costly.

The students reported that they prefer lecturers who dictate summarized notes as they save them the cost of photocopying and the hassles of competing for the library. Consequently students have remained highly dependent on those notes and reproduce the same during examinations. This is an indicator of the poor reading culture of both the lecturers and students.

They reported having limited opportunity for consultation; they meet lecturers only during lecturer time and therefore cannot obtain guidance and counseling or other forms of support, but appreciate that the lecturer:student ratio is high.

Students noted that many lecturers are not highly qualified; very few hold PhDs and there are no professors teaching the students who took part in the FGDs, apart from those at top management level.

The universities are dealing with this by focusing on academic staff development with many taking up courses at home and abroad. However, the general observation is that those who go abroad get good quality education but often do not come back, and those who come fail to cope with the working conditions at home.

The lecturers lack practical pedagogical skills to effectively facilitate the development of higher order thinking skills through appropriate methodology. Consequently, the students are not empowered to apply and transfer knowledge so as to transform themselves and society as is their wish.

According to Prof. Mamdani, a renowned educationalist, the “publish or perish” philosophy reduces the quality of instruction at higher education; academicians spend time doing research and not teaching.

Remuneration of the teaching and non teaching staff at institutions of higher education is far below the living wage. Given the cost of living the academic staff take up extra hours of teaching load, teach at other private universities, or engage in other money making activities to “make ends meet” at the expense of the quality of the service they ought to offer. Poor remuneration results in brain drain, which is the international migration of skilled human capacity which is common and a symptom of deeper problems in Africa and developing countries in general. (Dzvimbo 2006)

The official average teaching load is 8 hours and any extra hours are paid for. This compels lecturers to take up extra load teaching.

In responses the academic staff appreciate that there has been an effort to make their living conditions better but this is not matching the increasing cost of living. They are also concerned that there is no staff performance appraisal apart from when one obtains higher qualifications and that the process of promotion takes time, which demoralizes them. But according to Baligide (2006), higher institutions' top managers must consider the needs of their subordinates and particularly how they can facilitate the satisfaction of those needs. They need to consider the context in which the needs occur and the capabilities of their academic staff.

The academic staff also reported that while many of them are proud to be part of such a high caliber profession, they lack the morale and job satisfaction to perform effectively. Morale is the mood enthusiasm to work while job satisfaction is the overall effective state resulting from appraisal of all aspects of one's job. According to Mpaata (2010),

there is empirical evidence of the relationship between employee morale and goal congruence and this is likely to come from management and professional settings rather than teaching alone.

He goes ahead to say that because of low morale and lack of job satisfaction, staff in higher education institutions who have alternative employment opportunities consider leaving and it is the best employees who often have the most opportunities. Therefore widespread dissatisfaction can cause dysfunctional turnover; the best employees moving on and the worst staying on and engaging in other forms of withdrawal behavior.

In the worst scenario the better employees go to work to the company's competitors. In addition to the loss of time and money the institution has invested in the disgruntled employees, they may also take sensitive information with them to their new jobs. The teaching staff for instance have been said to be duplicating the curricula for upcoming universities

When dissatisfied employees are unable to change their situation or remove themselves they may psychologically "disengage" themselves from the job with their minds somewhere else. They may display a very low level of job involvement and commitment, reduce identifying themselves with their jobs, and consider their work unimportant and not mind whether they perform well or poorly.

The staff also complain of the bureaucratic tendencies but Baligidde (2006) believes that a University without some basic bureaucratic structure is unimaginable and certainly a recipe for chaos, although he agrees that bureaucratic systems can discourage innovativeness which is so vital in making a university relevant to the needs of a society.

The academic staff issues are articulated through the Academic Staff Association but these are often perceived as criticisms.

Student supervision: Research, field work, Internship, school practice, community work and industrial training are a one to one supervision process. On average a lecturer may have 20–24 students under her supervision and students sometimes complain that they are not given ample time and guidance.

Research at institutions of higher education

A number of researches are done by both lecturers and students but no publications made. "NGOrisation" of research where NGOs come with specific themes and topics is another factor affecting research. Because of poverty, researchers jump on the band wagon regardless of their areas of specialization which undermines the quality of research output.

Transnational higher education

Because of the demand for higher education many Ugandans are taking up the option of transnational higher education. This education delivered by foreign countries or their agencies is in the form of online programmes, franchises, courses given at University centres, correspondence courses which are often of dubious quality. It has been observed that poor and developing countries are the major consumers of transnational higher education. (Kasozi 2006)

Education experts have pointed out that unregulated transnational education is in most cases of low quality, insensitive to recipients' national development priorities and social needs, has adverse impact on national regulatory authorities, and subjects domestic higher education institutions to unfair competition.

Transnational higher education providers usually reduce the minimum entry requirements to attract consumers and they do not invest adequately in receiving countries, yet the consumers of their programmes are paying a lot of money.

Conclusions

The quality of higher education in developing countries is influenced by complex factors that have their roots in commercialization, general funding, and human population growth. Appropriate policies and home-bred professionals (both academic and administrative), are necessary for improving the quality of higher education in developing countries.

Recommendations

The curriculum and general educational pedagogy

There is need to regularly renew and design the curriculum to make it more practical and market oriented to produce skilled and highly educated graduates for the private sector both at home and abroad instead of traditional civil services. Uganda is known for exporting its graduates to external markets for economic development which is embraced by the government.

Higher education institutions need to concentrate on delivering programmes which are consistent with the institutional goals, strategic vision and mission rather than diversifying for the purpose of competition and income generation. (Basheka, Huhenda and Kittobe 2009)

The institutions should make deliberate efforts to communicate their goals, mission, and vision to students so that they are part of the goal achievement process during their course; communicating goals is likely to have a significant influence on the achievement of learning outcomes.

Basheka, Muhenda and Kittobe (2009) strongly advocate for Outcome-Based Education (OBE) for all higher education institutions. OBE's learner centered approach focuses on what learners actually learn and how well they learn it and not on what they are supposed to learn. Emphasis is not on what teachers want to achieve but rather on what the learners should know, understand, demonstrate and become. The teachers and learners focus on predetermined outcomes to be achieved by the end of each teaching-learning process and the outcomes are determined by real life needs and ensure integration of knowledge, competence and responsibility. The formulated outcomes of the OBE model emphasize the development of critical, investigative and future-oriented citizens.

There is need for higher education Institutions to be flexible in the modes of delivery from the traditional full time day programmes to embrace increasingly popular evening programmes, weekend arrangements and online and distance learning programmes.

General funding

At policy level it should be realized that higher education is not cheap and therefore give it more resources. Also, Government should devise means of strengthening capacity of universities to come up with solutions to the problems facing society today.

Universities should not have to focus on widening access to higher education by increasing student numbers but should ensure that the quality of higher education improves. Also the Government should increase funding for university education and research so as to spur economic development. (Swedish ambassador to Uganda Anders Johnson)

Improve remuneration to staff in order to increase the valuable time and the quality of services given to students and their formal jobs.

Address the problem of funding through operationalising the loan scheme for students, especially those from poor families, to access higher education, and for staff personal economic development. Also private and public institutions should solicit grants for facilities and infrastructure as well as research.

There is need for constructive engagement of University with the donor community, other Universities, the local community if they are to become more efficient. The partnership may be in the form of knowledge networks, or transferring academic knowledge into industrial and socially relevant applications. (Okwakal 2009)

African Governments should set up PhD and Masters degree centres to enable Africans to get home based professionals who can appropriately deal with African problems. (Deputy Minister of Education Mozambique, at the Ministerial conference on 16th November 2010, Kampala, Uganda)

Student suggestions for improvement of the quality of higher education

There should be effective supervision of all institutional services and facilities: the teaching process, medical, water and power supply, handling power supply, handling of results and other records. Create more teaching space and recruit more staff so that students are put in small manageable groups

The universities should come up with alternative ways of delivering services: Overhaul the entire system and have computerized and well-monitored structures and system of students' personal information, fees payments, examination results and registration. Examination records should be communicated to individuals by internet instead of pinning them up on notice boards.

Orientation should be more meaningful and not a mere one-week process. Also, payment of fees, registration, and issuance of receipts and other documents should be using modern facilities such as electronic money transfers.

Revise remunerations for teaching and other staff so that they can give valuable and friendly services, and hold regular seminars on student welfare for university staff in order to improve their services

There is need for research to influence policy on higher education. There is also need to translate research into practice in the role of higher education for social transformation.

Mandatory counseling should be encouraged to help students cope with the social, academic and bureaucratic challenges.

References

Altbach, G. P. (2006) *The Private Higher Education Revolution: An introduction*. NCHE, Kampala

Basheka B.C., Muhenda M.B., and Kittobe J. (2009) *Programme Delivery, Quality Benchmarks and Outcomes Based Education at Uganda Management Institute: A correlational approach*. NCHE, Kampala

Dzvimbo P.K. (2006) *The International migration of skilled human capital from developing countries*. NCHE, Kampala

Kabeba M.R. (2010) *Budgetary and Financial Reforms and the Crisis in Research in Africa. A case study of Uganda*. NCHE, Kampala.

Kasenene E.S. (2010) *Improving the effectiveness of public and private education in Sub-Sahara Africa: The case study of Uganda*. NHCE, Kampala

Kasozi A.B.K. (2006a) *Regulating Transnational Higher Education in Uganda; consumers should be cautious*. NCHE Kampala

Kasozi A.B.K. (2006b) *The State of Higher Education 2005: Executive summary*. NCHE

Kayongo P. M. (2010) *E-learning Services vs. Physical Education Institutions; which way to go in financial terms?* NCHE, Kampala.

Makereere University News Magazine (January – June 2011)

Mamdani M. (2007) *Scholars in the Marketplace*. CODESRIA, Senegal.

Mpaata A. K. (2010) *University Competiveness through Quality assurance; The Challenging Battle for Intellectuals*

Okwakol M.J.N. (2009) *The Need for Transformative Strategic Planning in Universities in Uganda*. NCHE Journal Kampala.