
**VFM AND EFFICIENCY IN HIGHER
EDUCATION:**

**Resources Management and Management of
Higher Education in Uganda and its
implications for quality education outcomes**

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Introduction

- The role of higher education in the national development of any country is now unquestionable and Uganda cannot be an exception
- The sub-sector usually faces a complex set of challenges which blend themselves to the internal and external environments

Some challenges in Uganda

- Management of the higher education
- Funding challenges
- Increasing enrolments
- Declining quality education
- Political interference
- Lack of adequate Infrastructure
- Inadequate resources Management

What is higher education in Uganda?

- Higher education includes ‘all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities’.
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Higher education in Uganda cont'd

- Higher education in Uganda refers to all forms of training beyond a full course of secondary school (Advanced) level (Kasozi, 2003).
- The terms higher and tertiary education are used interchangeably to mean the same thing.
- Higher education in Uganda is provided through both public and private providers

The Higher education legal and institutional framework in Uganda

- All public and private higher educational institutions are currently managed under the Universities and Other Tertiary Institutions Act, 2001.
- It created the National Council for Higher education whose mandate to:

Legal Framework

- Regulate and guide the establishment and management of institutions of higher learning
- Regulate the quality of higher education, equate qualifications and advise government on higher education issues

Legal framework

- The major functions of the National Council for Higher Education (NCHE) are:
- To advise the Minister of Education on higher education issues
- To establish an accreditation system for institutions and programmes
- To investigate complaints in higher education institutions and take remedial action

Legal framework

- To evaluate national human resource requirements
- To set national admission, teaching and research standards
- To ensure that institutions of higher learning have adequate physical structures and education facilities
- To publish information on higher education

Legal framework

- To determine equivalences of academic and professional awards
- To help set up a system for credit accumulation and transfer between institutions and programmes

Institutional Management structures

- Within each institution, the law provides the following management structures:
- The Chancellor-the titular and ceremonial head
- The University Council-the policy making body
- The Vice Chancellor-the chief executive of the institution, head of the administrative and implementation organ of the institution

Mgt structures

- The senate-the academic decision making body in the institutions designing and regulating academic policy including research, transmission of knowledge, admission's examinations, the conferment of degrees and certificates, rules pertaining to academic standards etc
- The faculty-a grouping of academically related departments

Mgt structures

- The academic department-it focuses on the study and teaching of a single discipline
- Institutes, schools and colleges-with the same status as the faculty

Mgt structures

- The academic staff association-to defend their interests
- The Non-academic staff-who support the academic process
- The students guild-to champion the interest of the students

Quality assurance framework

- In order to carry out its mandate the NCHE decided in collaboration with other stakeholders to develop a quality assurance framework in accordance with the provisions of the Universities and Other Tertiary Institutions Act

Quality framework

- The quality assurance framework has been developed in an institutional, national, regional and international but rapidly changing context
- The aim is to ensure that NCHE and higher educational institutions work together to achieve and enhance the quality of higher education
- The framework comprises two major components:

Quality framework-cont'd

- The regulatory framework at the level of the National Council For Higher Education
- The institutional component at each individual institution level

Component of the quality assurance framework

- Overall, the regulatory component of the quality assurance framework components in Uganda's higher education system consists of mechanisms at ensuring quality through:
 - Institutional accreditation
 - Accreditation of individual programme
 - Encouragement of Merit-based admissions into higher education institutions

Components of the Quality framework- cont'd

- Credit accumulation and transfer
- Enhancement of the quality of teaching staff
- Streamlining of examination regulations
- Emphasis on student's assessment of academic staff
- Emphasis on adequate institutional infrastructure
- Collaboration with professional bodies
- Regulating cross-border higher education

Historical developments of the higher education system

- Historically, Uganda's higher education systems have developed in phases and at different historical times.
- The 1920s were formative years in the development of Uganda's present educational system.

History

- It was during this period that Makerere University Kampala (MUK) was founded initially as a technical college to serve students from the British East African territories of Kenya, Tanganyika, and Uganda.
- Following the Asquith Report in 1949, the college obtained a semi-autonomous status and became affiliated to London University.

History

- In 1953, students at Makerere College first gained London degrees.
- In 1956, the founding of the Royal Technical College in Nairobi ended Makerere's pre-eminence as the only institute of higher education in East Africa.

History

- A few years later, in 1961, the University College of Dar es Salaam was founded.
- In 1963, the three colleges merged to become the constituent colleges of the University of East Africa.
- By 1967-68 academic year, Makerere had achieved 20% east Africanisation of its academic staff.
- By 1970-71, the number of Ugandans studying at Makerere had increased to 2638.

History

- Beginning in 1971, Uganda was plunged into the most turbulent years of its history with the coming to power of Idi Amin ; and this for a reasonable period had its adverse effects on the entire education system and more so the higher education sub sector.

History

- A number of other institutions (public and private) have since been established in the country.
- For example Mbarara University of Science and Technology (MUST) was founded in 1989 when the National Resistance Council passed a Statute establishing the University started as the second public university in Uganda after Makerere University.

History

- Kyambogo University (KYU), as Uganda's third public university was established by the Universities and Other Tertiary Institutions Act 2001 as a merger of Uganda Polytechnic Kyambogo (UPK), the Institute of Teacher Education, Kyambogo (ITEK), and the Uganda National Institute of Special Education (UNISE).

History

- In 2007, another public university, Busitema University was established by an act of parliament, making a total of five public universities
- There are a number of 'mushrooming' number of private institutions in all regions of the country

VALUE FOR MONEY?

- Systems of education in all parts of the world are in a state of change with increasing interest in upholding the notions of accountability, value for money and greater access.

VFM

- Increasingly, the scrutiny of higher education resources and more so financial resources is moving from mere 'balancing' of books of accounts and missing documents to value for money audits.

VFM

- The demands on higher education blend themselves to internal and external forces.
- Externally, global forces continue to shape the higher education environment and internally, the growing demands from a variety of stakeholders increase the momentum for efficiency in resource utilization.



VFM

- Schools, universities, and other learning institutions now encounter far more challenges and are subjected to unprecedented level of external scrutiny (Jones, 1998).



VFM

- Increasingly, measurement of educational outcomes is a core ingredient of assessing the value offered in any higher educational system.



Outcomes

- Moore (1995) proposed a model of public value which opines that to create public value executives must address three key areas:
 - Services-There should be cost effective delivery and provision of high quality services
 - Outcomes-This entails achievement of desirable end results
 - Trust-this is about development and maintenance of a high level of trust between citizens and government

The current study

- With the challenges to higher education and the demands for quality education a study relating resources management and management of higher education was undertaken

The study sample

- The sample for this study consisted of senior administrators and management of seven higher educational institutions (4 public and 3 private), policy makers from the National Council for Higher education (NCHE), the Ministry of Education and Sports (MOES), the selected students leaders, and members of the academic staff.

Sample

- A total of 384 respondents were the desired sample size and out of these 296 respondents filled in the self-administered questionnaires (a response rate of 77%).

The study

- To assess the effect of resource management on the management of higher educational institutions in Uganda, a list of 7 items measuring resources management with a reliability $\alpha = 0.450$ was extracted from a survey instrument of 134 items and used as indicators of resource management (as the predictor variable) in Uganda's context.

The study

- On the side of dependent variable, four management functions that had been extracted using exploratory factor analysis were used as measures of management.

Results and interpretations

- Planning was the first management function with a total of four items ($\alpha = 0.737$) and a total variance of 26.55%
- The second management function was found to be staffing and had a total of three items ($\alpha = 0.779$) and a total variance of 17.09%

Results

- The third function was found to be leading which had a total of four items ($\alpha=0.672$) and a total variance of 12.73% and finally,
- The fourth function controlling had a total of two items ($\alpha=0.997$) and a total variance of 9.64%.

Results

- The factor analysis output generated the KMO which measures the sampling adequacy and it was 0.719, above the acceptable figure of 0.6, with the Bartlett's test of sphericity being equally strong and the results were significant ($\text{sig.}=0.000$).

Results

- This study indicates that overall, Resources management was found to have $R^2=0.271$ (27.1%) and the adjusted R-Squared was found to be 0.245 (24.5%) with $p\text{-value}=0.000$.
- This implies that resource management accounts for a total variation of 27.1% in effective management of higher education in Uganda and the results are statistically significant at 99% confidence level.

Regression results for individual management functions

Management function	R ²	sig.
Planning	0.208	0.000
Leading	0.040	0.310
Staffing	0.271	0.000
Controlling	0.604	0.000

CONTRIBUTIONS OF THE STUDY

- This study, supported by the prevailing local and international literature has confirmed that higher educational institutions in Uganda should manage their resources in consideration of the prevailing environment in which they operate.

Contributions

- All higher educational institutions the world over operate in an environment in which they should do 'more with less'.
- Increasingly, value for money and attainment of quality educational outcomes are twin expectations of higher educational institutions.

Contributions

- This study has validated that there are at least four core management functions critical in the management of a higher education system in a developing country perspective which can contribute; if well undertaken, to attainment of quality education and higher education outcomes. These functions are planning, staffing, leading and controlling.

Contributions

- The study has confirmed that effective management of the various resources in higher education significantly impacts on the planning, staffing, and controlling functions of higher education.

Implications of the study

- Critical resources which higher educational institutions need to manage have been identified
- The resources have to be managed in the context of the environment in which they operate
- Increasing demands of accountability amidst declining government funding
- Managers to take the initiative of how resources are managed in their institutions

Implications

- Quality education will remain the undisputed measure of efficiency of a higher education system
- It requires the participation and involvement of all stakeholders

THANK YOU