

Facilities Management and Quality of Teaching and Learning in Public Universities in
Uganda: The Case of Busitema University



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Declaration

I, Eden Akategeka, declare that I am the rightful author of this study and that any assistance received in its preparation is fully acknowledgement and disclosed. This dissertation is my original work and to the best of my knowledge has not been published or submitted in any education institution for any award.

Signature:  _____

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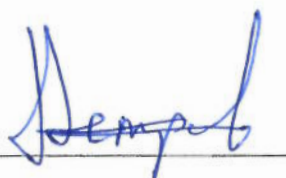


Approval

This dissertation titled "*Facilities Management and Quality of Teaching and Learning in public universities in Uganda, a Multi-Campus Public University in Uganda, the case of Busitema University*" was written by Eden Akategeka under our guidance and supervision and has been submitted with our approval.

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Dedication

I dedicate this work to my lovely wife Mrs. Tusiime Olive Akategeka and our beloved children, Karungi Laura, Birungi Blessing, Murungi Isreal and Akategeka Josiah Emmanuel. May this work be a source of inspiration to all my children.

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Acronyms

| | |
|--------|--------------------------------------------------------|
| ANOVA | Analysis of variance |
| BUFB | Busitema University Fact Book |
| CVI | Content Validity Index |
| ESSAPR | Education and Sports Sector Action Performance Report |
| FM | Facilities Management |
| HE | Higher Education |
| IUCEA | Inter University Council for East Africa |
| MoES | Ministry of Education and Sports |
| NCHE | National Council for Higher Education |
| OECD | Organization for Economic Co-operation and Development |
| PM | Performance Management |
| SPSS | Statistical Package for Social Scientists |

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Abstract

The issue of quality of teaching and learning in the Education sector, particularly in higher education has been a concern to many stakeholders given its importance in fulfilling the goals of Uganda's vision 2040. This study therefore sought to find out the relationship between facilities management and the quality of teaching and learning in public universities in Uganda, the case of Busitema University. The Stage theory of higher education development by Martin Trow (1972) was used to explain this relationship. The study specifically assessed the quality of teaching and learning, examined the effectiveness of facilities management, sought to determine the predictive effect of facilities management on the quality of teaching and learning and examined the challenges faced in facilities management at Busitema University. The study adopted a cross-sectional research design on a sample of 201 respondents. Data was collected using a self-administered questionnaire and an interview guide. Data was analysed using descriptive, correlation and regression analysis. The findings revealed that the quality of teaching and learning was good with a $M = 47.5$ and $SD = 7.45$, facilities management in the university was good with a $M = 40.3$ and $SD = 6.72$, facilities management had a significant relationship with the quality of teaching and learning ($r = 0.577$, $p < 0.05$) with ($R^2 = 0.333$) and that several challenges affected facilities management which included limited funding, questionable staff, unaffordable maintenance costs, delayed response to facilities management among other challenges. It was concluded that the quality of teaching and learning at Busitema University was good, the management of facilities was good, and facilities management was a pre-requisite for quality of teaching and learning and facilities management faced several challenges. It was recommended that managers of universities should; make effort to provide sufficient learning space and private rooms for discussions to promote the quality of teaching and learning, ensure the procurement of appropriate resources and proper installation of facilities to promote the quality of teaching and learning and should work extremely hard to raise more funding, train staff, have a facilities maintenance plan and policies to improve quality of teaching and learning.

Key words: Facilities Management; Quality of teaching and learning; Massification of HE

in the global world (Hawkins, Mok, & Neubaner, 2014). The massification of higher education has resulted in the evaluation of social, cultural, economic, political and technological outcomes and advances as well as trends in the 21st century. The growth and evolution of these higher education systems presents challenges and opportunities.

Conceptual background

A substantial discussion around the meaning of quality took place around 30 years ago within the field of higher education, and views still differ about what quality is and how it should be obtained (Stensaker, 2007). It is probable that the question of what quality in education is has never had a clear, unambiguous answer, although a pragmatic consensus seems to have been reached in practice that quality means “fitness for purpose” as well as “fitness of purpose” (Wittek & Kvernbekk, 2011, p. 672).

Attention to quality is not new; it has always been part of the academic tradition. It is the developed world that now emphasizes Quality because of the question as to whether it is still possible to deliver the same quality within the given frameworks (IUCEA, 2014). While quality, in general, is already a difficult concept in itself, quality in higher education is much more confusing, because in Higher Education it is not always clear what the “product” is and who the “client” is. The notion of quality is of paramount importance today because: All Education Institutions want to train graduates who meet the needs of society and that the labour market expects higher education institutions to provide the students with adequate knowledge, skills and attitude important for the right job fulfillment (IUCEA, 2010).

Nevertheless, the notion of quality is widely used in all educational contexts and increasingly so in the field of higher education. Most often the term is used in combinations such as quality systems, which is used to refer to systems encompassing different functions, aspects and levels of quality in an educational organization as a whole. Some studies of quality in education focus on the notion adoption of institutional evaluation (e.g., Hansen,

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