

An Assessment of Students' Perceptions of the Quality of Teaching in Public Universities in Uganda: the case of Makerere University

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Abstract: This paper examines students' perceptions of the quality of teaching at Makerere University. It is derived from a broader study that examined accountability and service delivery in public universities in Uganda. Specifically, this paper sought to assess students' satisfaction with the study content and coverage, teaching methods, and lecturers' attendance and punctuality. Being the oldest public university in Uganda, the researcher believed that Makerere University represented all other public universities in Uganda. The study adopted a cross-sectional survey design and collect data from 397 students out of the total population of 13,203. The findings largely suggested that students were satisfied with the quality of teaching. In relation to course content and coverage, 68% were satisfied, 73% were satisfied with the teaching methods, while 79% were satisfied with teachers' attendance and punctuality. However, the unsatisfied minority revealed that the study content was too theoretical, and that teaching methods were teacher centred. Students stated that some academics were usually late for lectures, and sometimes they missed lectures without communicating in time one of the reasons being that they had to seek for meals outside the university. The study recommended that to further improve quality teaching, Makerere University should admit students she can adequately provide for, hire more academics, facilitate lecturers to conduct more research, and provide tea and lunch to lecturers while at the university among others. This research carries value to education policy makers and university authorities. The findings can be used by institutions of higher learning to further improve the delivery of quality teaching and learning.

Key words: Students' Perceptions, Study Content, Teaching Methods, Lecturers' Attendance and Punctuality

Évaluation de la satisfaction des étudiants à l'égard de la qualité de l'enseignement dans les universités publiques en Ouganda : le cas de l'université de Makerere.

Résumé: Le présent article, qui examine la perception qu'ont les étudiants en ce qui concerne la qualité de l'enseignement à l'université de Makerere, est issu d'une étude plus large qui a examiné la responsabilité et la prestation de services dans les universités publiques en Ouganda. Plus précisément, elle avait comme but

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d'évaluer la satisfaction des étudiants quant au contenu et à la couverture des études, aux méthodes d'enseignement utilisées, ainsi qu'à l'assiduité et à la ponctualité des professeurs. Étant la plus ancienne université publique d'Ouganda, le chercheur a estimé que l'université Makerere représentait toutes les autres universités publiques du pays. L'étude a adopté un modèle d'enquête transversale pour recueillir des données auprès de 397 étudiants. Les résultats montrent largement que les étudiants sont satisfaits de la qualité de l'enseignement. En ce qui concerne le contenu et la couverture des cours, 68% étaient satisfaits, 73% étaient satisfaits des méthodes d'enseignement, tandis que 79% étaient satisfaits de la présence et de la ponctualité des enseignants. Cependant, la minorité d'insatisfaits a révélé que le contenu des études était trop théorique, et que les méthodes d'enseignement étaient centrées sur l'enseignant. Les étudiants ont également déclaré que certains professeurs arrivaient toujours en retard pour les cours, et que parfois ils manquaient les cours sans les communiquer à temps. L'étude recommande que, pour améliorer la qualité de l'enseignement, l'université de Makerere devrait accepter des étudiants qu'elle peut prendre en charge de manière adéquate, engager plus de professeurs, aider les enseignants à mener davantage de recherches et fournir des repas aux enseignants lorsqu'ils sont à l'université, entre autres. Cette recherche est pertinente pour les décideurs en matière d'éducation et les autorités universitaires. Les résultats peuvent être utilisés par les établissements d'enseignement supérieur pour assurer un enseignement et un apprentissage de qualité.

Mots clés: Satisfaction des étudiants, contenu des études, méthodes d'enseignement, assiduité, ponctualité.

Introduction

The liberalisation of higher education in the 21st Century resulted into rapid social-economic changes in higher education institutions with major challenges to governance systems, curriculum, mission focus, external relations, research, and financing (Jung & Grant 2009). In particular, African universities encounter the necessity to swiftly expand quality education, from the education of the elite few to mass education in spite of limited financial resources (Kanungire 2010). The trend towards privatisation was accelerating with a growing number of policy makers perceiving higher education in terms of private goods, thus applying market principles and consumer expenses as basic principles of higher education and value for money (Joroen & Currie 2004).

The plethora of challenges in public universities has led to a constrained terrain for effective service delivery (Mamdani 2007; Kasozi 2005). In this context, the liberalisation of higher education in Uganda resulted into a rise in the number of public universities from two, in 1992, to nine in 2021. In addition, over 30 private universities have since been established. The growth of university education in Uganda has come with a number of challenges. Specifically, public universities have experienced stiff competition from private universities, and consistent decline in government funding that has negatively impacted their capacity to deliver quality educational services.

Before the privatisation policy, Makerere University, the oldest public university in Uganda, enjoyed a relatively strong bond with government through funding. However, she has encountered government steady retreat in funding and has opened up a ring for greater autonomy and market mechanisms (Joroen & Currie 2004). Further, the increasing students' numbers at the university, in addition to establishment of new universities, has inevitably led to the stakeholders' higher demand for efficiency and effectiveness. Specifically, parents and students are increasingly challenging the presumed quality of higher education in terms of value for money. Since parents and students are now confronted with increased private costs for higher education, they have become more critical of the services delivered in exchange (Joroen & Currie 2004).

In addition, competition among universities has further been fuelled by the increasing technological possibilities which have hastened the globalization processes because technology now aids teaching and learning. Thus, the actual location of a higher education institution has become less relevant as currently,

technologies allow institutions to work globally and easily across national boundaries. As a result, questions regarding legal and political control over less tangible or virtual institutions have become more urgent and complex. With these developments, efficiency and value for money are the growing trends in higher educational governance. Thus, traditional quality assurance mechanisms like accreditation, regarding quality teaching are proving inadequate; and the global trend is focusing on quality review processes in the context of strategic management efforts to refocus institutions (Joroen & Currie 2004).

Globally, the liberalisation of higher education has intensified competition among higher educational institutions. This in turn has forced universities to largely pursue two major goals: provision of high quality programs and ensuring students' satisfaction with such programs. In Uganda, available evidence (Makerere University 2014; Makerere University, 2017) suggests that public universities, Makerere University in particular, have come under scrutiny regarding the quality of teaching. The same evidence also suggests that Makerere University is encountering numerous service delivery challenges including declining quality of teaching amongst others. This seems not only to be affecting the integrity of the teaching and learning processes, but also tends to cast doubt on the quality of qualifications awarded by the university. Consequently, such trends seriously undermine the university's competitiveness in the globalised education amphitheatre. Although Makerere University has adopted and implemented various administrative interventions such as training of lecturers and lowering of student-staff ratio (Makerere University, 2017), little is known on the students' perceptions about the quality of teaching and learning they receive as service consumers. Therefore, this study sought to explore students' perceptions of the quality of teaching and learning at Makerere University. Specifically, the study explored students' satisfaction with (i) the study content and coverage, (ii) teaching methods, and (iii) teacher attendance and punctuality.

Review of Related Literature

Over the years, a number of scholars world-wide have contributed to the understanding of quality teaching (Felder *et al.* 2002; Kaniz & Shahed 2016; Mamdani 2007; Mohidin *et al.* 2009; Wambugu & Changeiywo, 2007). Generally, the attributes of quality teaching include teachers' mastery of the subject matter, encouragement of learners' participation in learning, enhancement of comprehension of course content, sensitivity of individual differences among learners and pedagogical creativity. Others are, the utilisation of learners' pre-course competencies, professionalism, relation of theory to practice, conduciveness of the teaching environment, utilisation of teaching aids, and evaluation of learning (Azam 2018; Mamdani 2007; Ozdemir *et al.* 2019; Salmi 2009). This study explored students' satisfaction with course content and coverage, the teaching methods used, and teacher attendance and punctuality as elements of quality teaching in higher education.

In relation to course content and coverage, a study conducted at the University of Zaragoza in Spain found that although students were largely satisfied with the course content, their levels of satisfaction varied according to their field of study (Guolla 2015). This means that, students' satisfaction was determined by the courses pursued. In Bangladesh, Kumar and Godaraa (2021) found that students were dissatisfied with Open Distance Learning programs because both the study content and learning materials were not updated. Earlier in Brazil, Hirsch *et al.* (2015), in trying to establish predictive and associated factors with nursing students' satisfaction in a public university found that younger students and those who had children intensely appreciated the study content and the teaching dimension. The scholars above also found that the grade level variable did not have statistical significance on students' satisfaction. At Mawlana Bhashani Science and Technology University in Bangladesh, Kaniz and Shahed (2016) explored students' satisfaction levels in the department of Business Administration. Their findings suggested that 82% of the students were satisfied with the syllabus coverage. Although syllabus coverage is essential in the provision of quality teaching, the study content in terms of relevance and updated knowledge are key to students' satisfaction, and were thus given primacy in the current study unlike the previous studies above. For instance, this study intended to build on the previous studies above to determine whether Makerere University students are satisfied with the course content and coverage and whether their satisfaction levels were related to their age, gender and years of study.

Regarding teaching methods, previous studies such as Felder *et al.*, (2002) and Wambugu & Changeiywo (2007) argue that the learner centred approach is more effective in the teaching and learning processes. However, in a study conducted at Islamia College, Pakistan, Keleem, *et al.* (2017) found that majority of the students were satisfied with the teaching methods used. Similarly, at the University of Minnesota, Jung *et al.* (2017) researched on students' satisfaction with their learning process. They found that majority of the students were satisfied with the teaching methods, but their sex and course levels were not related to their satisfaction. At Oxford College of Engineering and Management in Nepal, Basanta (2019) reconnoitred factors influencing students' satisfaction with teaching methods. He found no statistically significant difference in satisfaction in relation to the use of technology in teaching and learning activities between male and female students. Besides, at the University of Mauritius, Harvey *et al.* (2017) explored students' gender differences in satisfaction with the online learning environment. Their findings suggested that whereas students were generally satisfied with online learning, there were no significant differences based on gender. Building on the above studies, the researcher sought to understand whether Makerere University students were satisfied with the teaching methods, and whether their satisfaction was related to their age, gender, and years of study.

In relation to the concept of teachers' attendance and punctuality, scholars have contributed to the understanding of the concept. Sutherland *et al.* (2019) focussed on factors influencing students' satisfaction with module quality in the United Kingdom Business School. They found that contact time was the most determinant factor influencing students' satisfaction. Their findings further demonstrated that students' satisfaction can be determined by the helpfulness of the lectures and seminars involving direct student-teacher interaction. As for Kaniz and Shahed (2016), they explored students' satisfaction levels in the department of Business administration of Mawlana Bhashani Science and Technology University. They found that majority of the students were satisfied with the teachers' availability and timeliness, although the minority were of the view that their teachers were not that much available and accessible. Griffith (2017) researched on teacher absenteeism in charter and traditional public schools in the United States. He found that compared to their counterparts in other industries, teachers seemed to have a poor attendance record. The findings further suggested that nationally, teachers in traditional public schools were almost three times likely to be chronically absent compared to teachers in charter schools: 28.3% versus 10.3%. Given that Makerere University is the oldest public institution, it is important to establish whether students are contented with academics' lesson attendance and availability for guidance at the university. The critical question raised in the current study was: Are Makerere University students satisfied with their teachers' attendance and punctuality. Little research has been conducted to establish whether Makerere University students were satisfied with their lecturers' lesson attendance and punctuality.

Methodology

This study adopted a cross-sectional survey design (Connely 2016; Stockemer 2019). The target population comprised of undergraduate second and third year students enrolled in the academic year 2018/2019 in the College of Education and External Studies (CEES) and in the College of Humanities and Social Sciences (CHUSS) due to their highest students' population of 13,203 (Makerere University, 2017). A modified Leslie Kirsh formula (Kirsh 1965) was used to obtain a randomly selected sample size of 397 participants. Data was collected through qualitative and quantitative methods, using a semi-structured questionnaire (Appendix A). In order to ensure validity and reliability, the questionnaire was composed of carefully constructed questions to avoid ambiguity. The instrument was also pretested to avoid respondent contamination after which, corrections and adjustments were made. Qualitative data from the survey was first cleaned, edited, coded and entered into the Statistical Package for Social Sciences (SPSS) to determine Pearson correlation index results. Quantitative data was organised and analysed using descriptive statistics. Descriptive statistics were used for analysis of respondents' background information as well as quantifiable information from the questionnaires such as age, sex and year of study. Quantitative data was then calculated in form of frequencies and percentages in such a way to allow interpretation and analysis. For correlation analysis, data were analysed with the help of SPSS (Version 24) to determine Pearson

correlation index results. This package was used because of its convenience in data analysis (Ruane 2005; Stockemer 2019). Subsequently, data were presented using simple percentages for purposes of easy comparison of the study findings and discussion with related literature reviewed under the study. In order to keep within the confines of acceptable ways of doing research, voluntary and informed consent were sought from individual respondents/informants. Furthermore, the researcher ensured participant confidentiality and privacy at all times of the study.

Findings

A total of 397 respondents participated in the survey. Table 1 below presents the socio-demographic characteristics of the participants.

Table 1: Socio-Demographic Characteristics of the Respondents

Variable	Description	Frequency	%
Age group	21-25	260	66
	26-30	119	30
	31-35	11	3
	36+	7	2
Gender	Male	141	36
	Female	256	65
Year of study	Year 2	145	37
	Year 3	252	63
Course of study	BA(SS)	190	48
	BAE	137	35
	B. Educ	64	15
	BACE	6	2
Total		397	100

As illustrated in Table 1 above, a total of 397 respondents participated in the survey. Of these, the majority, 260 (65.5 percent) were aged between 21 and 25 years and a relatively large number 119 (30 percent) were aged between 26 and 30 years. Only a small proportion of the respondents 18/397 (18 percent) were aged 31 years and above. The dominance of respondents aged between 21 and 25 years suggests that within this age range, this cohort was transitioning into gaining skills and knowledge at the university as an entry point into the labour market. The low representation of respondents aged between 31-40 years could be attributed to the need for increased marketability and value addition in the labour market.

In terms of sex, majority of the respondents, 256 (64.5 percent) were females while 141 (35.3 percent) were males. The higher proportion of female respondents compared to males indicates an increase in their admission in the courses offered at the two colleges, a phenomenon that can be attributed to the impact of the government affirmative action that provides for 1.5 extra points added to every female applicant joining tertiary training in Uganda. In terms of year of study, nearly two thirds (252, 63%) of the respondents were third-year students, and the rest (146, 37%) were second-year students. The dominance of third year students suggests that this category had gained more confidence than their counterparts in second year, and would freely participate in the study. About half (190, 47.9%) of the respondents pursued Bachelor of Arts in Social Sciences (B.A. SS), while just over a third (137, 35%) pursued Bachelor of Education-BAE. There were fewer students (6, 1.5%) pursuing Bachelor of Adult and Community Education (BACE). The dominance of students pursuing B.A. (SS) may be attributed to the fact that it is one of the courses with the highest number of students at Makerere University.

Descriptive Statistics on Students' Satisfaction with the Quality of Teaching

This study focused on establishing the extent at which students were satisfied with the quality of teaching. Three aspects of quality teaching were measured against a five-satisfaction scale. These were: study content and coverage, teaching methods used, and teacher attendance and punctuality. The results are summarised in table 2 below.

Table 2: Students' Satisfaction with Quality of Teaching

Variable	Description	Frequency	%
Satisfaction with the study content and coverage	Very satisfied	22	22
	Satisfied	46	46
	Somehow satisfied	32	32
Satisfaction with the teaching methods	Very satisfied	27	27
	Satisfied	46	46
	Somehow satisfied	25	25
	Unsatisfied	2	2
Satisfaction with lecturers' attendance and punctuality	Very satisfied	29	29
	Satisfied	51	51
	Somehow satisfied	19	19
	Unsatisfied	2	2
Total		397	100

In relation to students' satisfaction with the study content and coverage, the table above shows that 22% of the respondents were very satisfied, 46% were satisfied while 31% were somehow satisfied. Respondents attributed their satisfaction to teachers' provision of up dated notes, giving relevant examples and relating theory to practice. In addition, teachers always completed the study modules as provided. Regarding the teaching methods used, about half of the respondents (46%) were satisfied with the teaching methods used, while 27% were very satisfied. Only two percent of the respondents were unsatisfied with the teaching methods used. Those who were satisfied stated that lecturers used participatory teaching methods that eased learning, provided enough handouts; and that they were also engaged in research in the areas taught. Unsatisfied respondents reported lack of enough practical exercises among others. In relation to teachers' attendance and punctuality, half of the respondents (51%) were satisfied, followed by those who were very satisfied (28%). A sizable number (19%) were somehow satisfied with lecturers' attendance and punctuality; but a small proportion (02%) were very unsatisfied in this regard. Respondents' satisfaction was attributed to lecturers' punctuality and proper utilization of their time with students. Relatedly, the respondents' dissatisfaction was attributed to late turn up by some lecturers, while others stated that some lecturers dodged lectures without communicating to them (students) on time.

Correlation Results of Students' Satisfaction with the Quality of Teaching

In attempting to establish students' levels of satisfaction with the quality of teaching by age, gender and year of study, the researcher used a Pearson product-moment correlation test on three items including satisfaction with study content and coverage, teaching methods, and teachers' attendance and punctuality. The results are shown in the proceeding tables.

Correlation between Students' Satisfaction with Quality of Teaching by Age

As illustrated in table 3 below, there was no significant relationship between students' satisfaction with study content and coverage with age group ($p=0.433 > 0.05$), although satisfaction levels across the scale reduced with higher age. Student satisfaction was highest among respondents aged 21-25 years (32%, for satisfied, 21% for somehow satisfied, and 13% for very satisfied), and were lower among respondents aged more than 35 years, that is 1% for somehow satisfied, 0.5% for very satisfied and 0.3% for satisfied. Similarly, there was no significant relationship between students' satisfaction with teaching methods and

age ($p=0.325 > 0.05$). Despite the fact that satisfaction levels across the scale decreased with higher age, satisfaction was highest among respondents aged 21-25 years (31% for satisfied, 17% for very satisfied, and 16% for somehow satisfied). Satisfaction levels in this regard were lower among respondents aged more than 35 years (1% for satisfied, 0.5% for very satisfied). Relatedly, there was no observed relationship between respondents' age and their satisfaction with lecturers' attendance and punctuality, ($p=0.146 > 0.05$). Whereas respondents' satisfaction in this regard reduced with higher age, it was higher among respondents aged 21-25 years across all satisfaction scales, including 33% for satisfied, 20% for very satisfied, and 11% for somehow satisfied. Satisfaction levels were lower among respondents aged more than 35 years, represented by 1% (for satisfied), and 1% for very satisfied. This may be explained by their marginal participation in the study.

Table 3: Correlation between Students' Satisfaction with the Quality of Teaching by Age Group

Variable	Description	Frequency	Very Satisfied	Satisfied	Somehow Satisfied	Unsatisfied	Very unsatisfied	x², p-value, r
Study content and coverage	21- 25	260	12.8	31.7	20.9			x ² =5.91 p=0.433 r=-0.033
	26 -30	119	8.1	13.1	8.8			
	31 -35	11	0.8	1.3	0.8			
	36+	7	0.5	0.3	1.0			
Teaching methods	21 – 25	260	17.1	31.0	16.1	1.3		x ² = 10.3 p=0.325 r=-0.032
	26 -30	119	8.3	12.3	9.1	0.3		
	31 -35	11	1.0	1.3	0.3	0.3		
	36+	7	0.5	1.3	0.0	0.0		
Teachers' attendance and punctuality	21-25	260	19.6	33.2	10.8		1.8	x ² =13.38 p=0.146 r = 0.016
	26-30	119	7.8	14.6	7.6		0.0	
	31-35	11	0.0	2.3	0.5		0.0	
	36+	7	0.8	0.8	0.3		0.0	
Total		397	100					

Table 4: Correlation between Students' Satisfaction with Quality of Teaching by Gender

Variable	Description	Frequency	Very Satisfied	Satisfied	Somehow Satisfied	Unsatisfied	Very unsatisfied	χ^2 , p-value, r
Study content and coverage	Male	141	8	14	13			$\chi^2=3.33$, p=0.189 r = - 0.035
	Female	256	14	32	19			
Teaching methods	Male	141	7	15	13	2		$\chi^2=28.28$ p= 0.000
	Female	256	20	31	13	0		
Teachers' attendance and punctuality	Male	141	8	21	5	2		$\chi^2=20.45$ p=0.00 r = -0.82
	Female	256	20	30	14	0		
Total	397		100					

Table 5: Correlation between Students' Satisfaction with Quality of Teaching by Year of Study

Variable	Description	Frequency	Very satisfied	Satisfied	Somehow satisfied	Unsatisfied	Very unsatisfied	χ^2 , p-value, R
Study content and coverage	Year 2	145	10	12	15			$\chi^2=14.71$ p=0 .001 r= -0.047
	Year 3	252	13	34	17			
Teaching methods	Year 2	145	14	14	9	0		$\chi^2=16.15$ p= 0.001 r= 0.142
	Year 3	252	13	32	16	2		
Teacher's attendance and punctuality	Year 2	145	9	18	8		10	$\chi^2=3.245$ p=0.355 r= 0.089
	Year 3	252	19	33	11	1		
Total		397	100					

Correlation between Students' Satisfaction with the Quality of Teaching by Gender

Table 4 above shows that there were no significant variations in satisfaction across gender of respondents in relation to study content and coverage ($p=0.189 > 0.05$). Yet, satisfaction levels were higher among females compared to male respondents, shown by 14% as compared to 8% (for very satisfied), 32% as compared to 14% (for satisfied) and 19% compared to 13% (for somehow satisfied). Further, table 4 shows existence of a significant relationship between gender and satisfaction with quality of teaching methods ($p=0.00 < 0.05$). Satisfaction levels were higher among females compared to males, represented by 31% compared to 15% (for satisfied), 20% compared to 7% (for very satisfied), and 13% for both sexes (somehow satisfied) among others. Table 8 further shows existence of a significant relationship between gender and satisfaction with lecturer's attendance and punctuality ($p=0.00 < 0.05$). Cross tabulation findings show that satisfaction levels were higher among females compared to males, represented by 30% compared to 21% (for satisfied), 20% compared to 8% (for very satisfied), 14% compared to 5% (for somehow satisfied) among others.

Correlation between Students' Satisfaction with Quality of Teaching by Year of Study

As illustrated in table 5 above, a significant relationship existed between year of study and student satisfaction with the course content and coverage, ($p=0.00 < 0.05$). Third-year students had higher satisfaction levels, as these reported being more satisfied (34%) compared to second year students (12%), somehow satisfied (17% compared to 15%), and very satisfied (13% compared to 09%). This means that, third year students appreciated their study content and coverage than their counterparts in second year probably because in third year, they had substantially covered their courses and participated in field attachment programs which helped them to link their courses to employability.

Also, a significant relationship exists between students' year of study and their satisfaction with teaching methods ($p=0.001 < 0.05$). Satisfaction levels were significantly higher among third years compared to second years, represented by 32% compared to 14% (for satisfied) and 16% compared to 9% (for somehow satisfied). However, a slightly higher proportion of year three students (14%) compared to second-year students (13%) were very satisfied in this regard. Generally, higher satisfaction levels among third years as compared to their counterparts in the second year may be attributed to third years having had enough university experience, and therefore used to the teaching methods employed. This is not the case with second years with less university experience. However, no relationship existed between students' satisfaction with lecturers' attendance and punctuality with year of study ($p=0.355 > 0.05$), despite the fact that respondents in their third year showed higher satisfaction levels across the various satisfaction scales. Their satisfaction ranged from 33% (for satisfied) compared to 18% (for second year- students), 19% for very satisfied, compared to 9% (for second year students), 11% (for somehow satisfied), compared to 8% (for second-year students). The discussion of the study results is presented in the next section.

Discussion

This study focused on establishing the extent at which students were satisfied with the quality of teaching at Makerere University. Three items were used to assess the quality of teaching on a five satisfaction scale including course content and coverage, teaching methods, and teacher attendance and punctuality. Regarding students' satisfaction with the course content and coverage, the findings suggested that majority (68%) were satisfied. However, 31% were noncommittal, while 1% were not satisfied. Satisfaction was attributed to teachers' provision of updated notes and relating theory to practice. The findings support Kaniz & Shahed (2016), and Guolla's (2015) study conducted at Mawlana Bhashani Science and Technology University, and at the University of Zaragoza Spain respectively. However, my findings contrast the view by Kumar and Godaraa (2021), who have argued that both the study content and learning materials were not updated to suit the open distance learning programs in Bangladesh. The plausible explanation for the incongruity of Kumar and Godaraa (2021) argument with my study may be attributed to the fact that, whereas my study explored the traditional teaching methods, Kumar and Godaraa (2021) explored

satisfaction with Open Distance Learning which necessitates use of ICT that requires continuous up-date as compared to the traditional classroom approaches.

Regardless, the correlation results suggest that there is no significant relationship between students' age and satisfaction with the study content and coverage ($p=0.433 > 0.05$), although satisfaction levels across the scale reduced with higher age. The findings reinforce Hirsch *et al.* (2015) who posited that in Brazil, younger nurses were more satisfied with the study content. The correlation results further suggested no significant variations in satisfaction across gender of respondents in relation to the course content and coverage ($p=0.189 > 0.05$) which contrast Jereb *et al.* (2018) argument that at the University of Maribor in Slovenia, females were more satisfied with program issues than men. The findings also demonstrate that a significant relationship existed between year of study and student satisfaction regarding course content and coverage ($p=0.00 < 0.05$). In particular, third-year students had higher satisfaction levels compared to second year students. These results contrast Hirsch *et al.* (2015) who argues that students' study level in Brazil has no relationship with the study content. The differences in findings of my study and that by Hirsch *et al.* (2015) may be attributed to differences in course design between Brazil and Uganda. Moreover, in my research, higher satisfaction of third year students as compared to second years may be ascribed to the fact that in third year, students have undergone longer university experience, including participating in field attachments and other programs. Such experience may enable them to appreciate more, the study content and course coverage as compared to second year students.

In relation to students' satisfaction with the teaching methods used, the results demonstrated that majority (73%) were satisfied while 25% were undecided, and only 2% were unsatisfied. Satisfied respondents attributed their satisfaction to participatory teaching methods that eased learning, provision of enough hand-outs, and engaging them in research. Unsatisfied respondents reported lack of enough practical exercises among others. These findings were in tandem with Keleem, *et al.* (2017) who reasons that in Islamia College, Pakistan, majority of the students were satisfied with the teaching methods used. Note-worthy, interviews with lecturers revealed that due to high teacher-student ratios, the appropriate teaching method used at Makerere University is the lecture method, and according to the responses above, the consumers are satisfied and attaching their satisfaction to supplementary student centred teaching approaches used by lecturers including research and other practical exercises.

Relatedly, the correlation results suggested that no significant relationship existed between satisfaction with teaching methods and age ($p=0.325 > 0.05$). The correlation results further suggested existence of a significant relationship between gender and satisfaction with quality of teaching methods ($p = 0.00 < 0.05$). These results are consistent with those of Basanta (2019) and Harvey *et al.* (2017) who have argued that there exists a relationship between gender and satisfaction with quality of teaching methods. My results further suggested existence of a significant relationship between students' year of study and satisfaction with teaching methods ($p = 0.01 < 0.05$). These findings contrast those of Jung *et al.* (2017), who have argued that year of study does not significantly influence learners' preference for the teaching methods. Moreover, Felder *et al.* (2002) observed that a more involving, collaborative, exploratory, adventurous, reflective and peer tutoring approach enhances the learners' passion for the subject and enables them to surmount phobia. This argument seems to suggest that regardless of students' age, gender and year of study, participatory study approaches enhance the learning process.

Concerning lecturers' attendance and punctuality, 79% of the students were satisfied; a small proportion (2%) were very unsatisfied while 19% were undecided. This means that, a significant number of clients, one in every five students were unhappy with lecturers' attendance and punctuality. They attributed their dissatisfaction to lecturers' missing of lessons and not communicating in time. Moreover, Sutherland *et al.* (2019) argued that student-teacher contact time is the most determinant factor that leads to students' satisfaction. Thus, to promote students' satisfaction, Makerere University ought to institute mechanisms to ensure teacher attendance and punctuality. The correlation results of this study demonstrated that there was no relationship between students' age and satisfaction with lecturer's attendance and time keeping ($p=0.146 > 0.05$). Besides, the findings revealed that there was a significant relationship between gender and

satisfaction with lecturer's attendance and time keeping ($p = 0.00 < 0.05$). These results support Dawit *et al.* (2017), who have argued that there exists a significant variation in students' satisfaction across sex regarding student-instructor interaction and support in favour of females.

Conclusions and Recommendations

Whereas majority of the students were largely satisfied with the quality of teaching at Makerere University, to make further improvements, the views of the dissenting minority cannot be under looked. Thus, the university ought to initiate appropriate interventions aimed at augmenting students' satisfaction with the course content at lower levels. Such interventions may involve furnishing students with modules in time and clearly explaining their aims and objectives. Academics too, ought to continuously update their knowledge in their respective disciplines to ensure relevance of the courses taught in the current situation. Further, interventions should be initiated to ensure that both male and female students are equally satisfied with the teaching methods used. For instance, investing more resources in the provision of appropriate teaching aids, and emphasising learner centred approaches to teaching and learning. Other interventions may include maintaining appropriate teacher-students' ratios, and ensuring that all academics undergo pedagogical training. The university may further improve on her infrastructure, buildings and equipment which may aid students' centred teaching and learning. Lastly, the university should ensure that academics attend their lessons as scheduled, by strictly enforcing the teaching and learning regulations. Equally, the university ought to be facilitate lecturers in terms of transport as well as considering to provide them with tea and lunch at campus premises to reduce on time wasted as they access meals outside campus.

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APPENDIX

Questionnaire

Dear informant

You are kindly requested to participate in the ongoing study entitled “Accountability and service delivery in institutions of higher learning: The case of Makerere University” by answering questions in this instrument. Your contribution will lead to the successful completion of this study which may improve the management of Makerere University and other institutions of higher learning.

Section A: Demographic characteristics

- 1) Age group: a) 21-25 b) 26-30 c) 31-35 d) 36+
- 2) Sex: a) Male b) Female
- 3) Year of study: a) Second b) Third
- 4) Course offered: a) BA (A) b) BA (SS) c) B (Swasa) d) BED e) BA
(educ.)

Section B: Questions about satisfaction with the quality of teaching

5a) How satisfied are you with the study content and coverage?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5: Very
unsatisfied

b. Briefly explain.....

6a) How satisfied are you with the teaching methods used by lecturers?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain.....

7a) How satisfied are you with your lecturers' attendance and punctuality?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain.....

Section C: Questions about satisfaction with the quality of examinations

8a) How satisfied are you with the examinations content and coverage?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain.....

9a) How satisfied are you with the invigilation of examinations?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain.....

.....

10a) How satisfied are you with examination assessment and grading?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain

Section D: Questions about satisfaction with the quality of field attachment programs

11a) How satisfied are you with the pre-field attachment preparations made?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain.....

12a) How satisfied are you with the guidance and mentorship offered to you during field attachment by your academic supervisor?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain.....

13a) How satisfied are you with the relevance of your previous field attachment program to the theory you have so far acquired and your future career?

1: Very satisfied 2: Satisfied 3: somehow satisfied 4: unsatisfied 5:
Very unsatisfied

b) Briefly explain.....