

Accountability and Service Delivery in Public Universities in Uganda: The Case of Makerere University

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Abstract

This study investigated students' satisfaction with the quality of teaching, examination and field attachment programs they received at Makerere University. It also examined academic staff's accountability mechanisms and how these relate to the quality of delivery of teaching, examination, and field attachment programs at the University. Following a cross-sectional survey design, data were collected from 397 undergraduate students at the College of Education and External Studies (CEES) and the College of Humanities and Social Sciences (CHUSS). Data were also collected from 30 key informants, who included 20 academic staff and 10 administrators. The University's teaching, examination, and field attachment policies were also reviewed. The findings suggested that, for the greater part, the students were satisfied with the quality of teaching, examinations and field attachment programs. However, the academic staff's accountability mechanisms relating to the provision of the programs were found to be ineffectual in determining quality. This was found to be due to the sagging student numbers, inadequate facilitation of academic staff, and constraints in the areas of infrastructure and equipment. However, with the exception of invigilation, the academic staff's accountability mechanisms in relation to examinations were found to be effective. It is recommended that the University reviews its admission policy and admits only students she can adequately provide for. Alternatively, the University may consider recruiting more academics, building more teaching and learning facilities, facilitating academic staff to conduct research and giving the supervisors of intern students more support.

Keywords: Accountability, service delivery, and satisfaction.

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