MANAGEMENT OF STUDENT EVALUATIONS AND ACADEMIC POLICY IMPROVEMENT IN HIGHER EDUCATION INSTITUTIONS:

A CASE OF UGANDA CHRISTIAN UNIVERSITY

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A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER'S DEGREE IN HIGHER EDUCATION MANAGEMENT AND ADMINISTRATION OF UGANDA MANAGEMENT INSTITUTE.

OCTOBER, 2018

DECLARATION

I, Edson Lwanga declare that this dissertation is my original work and has never been submitted to any Institution of learning for any academic award.

Signature: ………………………….   Date: ………………………….

APPROVAL

This dissertation entitled management of student evaluation and academic policy improvement has been written under our supervision and is hereby approved.

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DEDICATION

I dedicate this report to my wife Stella, and our children Caleb, Deborah and Divine and all educationists that have worked assiduously to improve the higher education learning in Uganda generally, and at Uganda Christian University particularly.

May God Bless You

ACKNOWLEDGEMENTS

ABSTRACT

The study examined the relationship between Management of Student Evaluations and Academic Policy Improvement at Uganda Christian University (UCU). Data was collected using questionnaires and interviews with key informants. Both quantitative and qualitative data was collected; quantitative data was analyzed using regression, Pearson's correlations and ANOVA (analysis of variance). Qualitative data was analyzed using thematic analysis. The overall response rate was 86.7%. The study established a moderate positive relationship between planning student evaluations and academic policy improvement with a correlation 0f 0.399. The coefficient of determination (R^2) was 15.9% and probability value was 0.000. Finally the study established a strong positive relationship between reporting student evaluations and academic policy improvement with a Pearson's correlation of 0.7758. The coefficient of determination (R^2) was 57.4% and the probability value was 0.000. The study concludes that all the three independent variables (IV) that included planning student evaluations, organizing student evaluations and reporting student evaluations had a positive effect on academic policy improvement at Uganda Christian University. The researcher therefore recommends that Uganda Christian University and other institutions of higher learning should devote more efforts on Planning Student Evaluations through ensuring Stakeholders' involvement, well established Structures and as well as a Policy direction in place if the University is to attain Academic Policy Improvement in form of quality programmes, quality teaching and learning, quality assessment and quality academic staff. Secondly, the researcher recommends that emphasis should be made on Organizing Student Evaluations through data collection process, data processing and data storage if the university is to attain academic policy improvement in form of quality programmes, quality teaching and learning, quality assessment and quality academic staff. Finally the researcher recommends that more focus should be on reporting student evaluations specifically through ensuring a reporting hierarchy, protection/security and feedback if the university is to attain academic policy improvement in form of quality programmes, quality teaching and learning, quality assessment and quality academic staff.

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LIST OF ACRONYMS

ANOVA	Analysis of Variance
API	Academic Policy Improvement
CVI	Content Validity Index
DV	Dependent Variable
NCHE	National Council for Higher Education
ISBNs	Internal Standard Book Number
IV	Independent Variable
PSE	Planning Student Evaluations
OSE	Organizing Student Evaluations
QM	Quality management
RSE	Reporting Student Evaluations
SPSS	Statistical Package for Social Scientists
UCU	Uganda Christian University
UK	United Kingdom
UMI	Uganda Management Institute
UNMC	Uganda Nurses and Midwives Council

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study sought to investigate the relationship between management of student evaluations and academic policy improvement at Uganda Christian University (UCU). In this study the independent variable (IV) was management of student evaluations and the dependent variable (DV) was academic policy improvement. Management of student evaluations were measured in terms of planning, organizing, reporting and budgeting and academic policy improvement would be measured in terms of quality programmes, quality teaching and learning, quality assessment and quality academic staff.

This chapter presents the background to the study, i.e. the historical, theoretical, conceptual and contextual background, problem statement , general objective, specific objectives, research questions, research hypotheses, conceptual framework, significance, scope of the study, operational terms and concepts.

1.2 Background
1.2.1 Historical background

Student evaluations were traced back to the universities of Medieval Europe. A committee of students was selected by the vice chancellor and reported cases where the lecturer failed to attend to them. The absenteeism would lead to monetary fines that continued each day the lecturer remained off duty (Centra, 1993, citing Rashdall, 1936).

In 1800s, Boston schools began what is seen as modern evaluation practices. Special committees were formed to monitor and inspect schools to determine if instructional goals were being met (Spencer & Fly, 1992).

In 1960 there were protests by students in the US on the quality of teaching which led them to develop their own student evaluation forms. This consequently led universities coming in to provide their own regulated student evaluation forms (Centra, 1993).

In the 1970s the golden age of student evaluations began. The instruments used were tested for validity

and reliability. In the modern age there had been a tremendous in the desire to use student evaluations and this area had been extensively researched

In Africa, at Kwame Nkrumah University of Science and Technology, Ghana, student evaluations has been practiced since 2000. In Ethiopia, student evaluations were conducted for promotions and salary increments and lecturers without student evaluation reports were warned threatened with termination (Urua, 2012). According to Nelson Mandela Foundation (2005), student evaluations enabled lecturers to identify areas of importance and set professional development goals.

Globally, academic policy improvement has been advocated for especially in the areas of curriculum review, formal policy discourse, learner centered pedagogy and assessment (Altinyelken, 2010). At the start of the century academic policies in several countries tended to be subject-based and were often criticized for being generally out of date and overloaded. They were also criticized for being theoretical and paying little attention to the development of competencies and skills (Christolm & Leyendecker, 2008, Dembele & Ndoye, 2005, Dello-lacova, 2009).

In Africa, academic reforms centered on the supremacy of the dominant ethnic /religious groups or cultures. In most cases education systems were / are used as a powerful tool in aiding the assimilation of other cultures and people. In terms of pedagogical practices, in most classrooms they were described as being rigid, authoritarian, teacher dominated and lecture driven (Drange, 2007). Student activities were often limited to memorizing facts and reciting them to the teacher or reproducing such knowledge during exams (Pontefract and Hardman, 2005). Other conditions affecting quality teaching and learning were the unfavourable environment and the type of student assessment. Assessment involved some contested issues such as "who gets tested, what gets tested, when tests occur, how and why a test takes place (Wagner et al; 2012).

In the Ugandan context, in recent years, international donor community has moved away from a primary concern with education quantity and increasingly emphasize academic quality improvement (Wagner, 2010).

1.2.2 Theoretical perspective

The proposed study was under pinned by two theories; the Expectancy Value theory by Martin Fishbein (1967) and the Administrative theory. The Administrative theory was propounded by Henri Fayol (Uzuegbu, 2015) and is based on several principles of management. Management is defined as a set of planning, organizing, training, commanding and coordinating functions. Fayol (2016) proposed 14 principles of which discipline, subordination of individual interests, order and fair treatment greatly impact on the academic policies in institutions.

Fayol (2016) believed that the number of management principles that might help an institution's operation was potentially limitless. Planning requires a forecast of events and based on the forecast, the construction of the operating program. The students being a key stakeholder in all academic institutions, it was imperative that planning activities within the institution should center around the wellbeing of the students and therefore their contributions, ideas and suggestions should be well captured and integrated into the institutions work plan. Organizing which involves staffing, structuring of activities and personnel for the accomplishment of the associated task, management of student evaluations was critical in supporting academic improvement. To co-ordinate means to bind together, unify and harmonize activity and efforts. The management of student evaluations requires thorough co-ordination.

The expectancy – value theory was founded by Martin Fishbein (1967) in the 1970s. According to this theory; behavior was a function of the expectancies one had and the value of the goal toward which one was working.

"The theory asserted that the amount of effort students were willing to expend on a task was the product of the degree to which they expected to succeed at the task and value success on the task" (Green 2002: 990). Student belief concerning the degree to which they were confident in accomplishing an academic task and the degree to which they believed that the academic task was worth pursuing were two critical components for understanding students' achievement behavior and academic outcomes (Liem.et al, 2008). Institutions should endeavor to use all strategies available at their disposal to raise students' expectancies if the students are to attain their academic goal.

The higher the degree of expectancy for quality programmes, teaching and learning, assessment and academic staff, the better the institution's output and the better the quality of students.

1.2.3 Conceptual perspective

In this study, the independent variable was management of student evaluations. Management of student evaluation was a term that included planning of student evaluations, organizing, reporting and budgeting. For the purpose of this study, student evaluations would be used to refer to an information tool used by students to evaluate all aspects of the learning experience provided by the institution including teaching, library, information technology, through to the facilities and catering services (Valsceanu, Grunberg & Parlea, 2014). Management as an activity according to Henri Fayol was concerned with planning, organizing, commanding, coordinating and controlling (Koontz, 2010).

The dependent variable in this study was academic policy improvement. According to the free online dictionary, policy was a course or principle of action adopted or proposed by a government, institution or individual. Academic policy improvement would be measured by the betterment of quality programmes, quality teaching and learning, quality assessment and quality academic staff. Students' evaluations had been widely used in North America and the UK as a means of documenting and improving teaching quality (Hammond, et al, 2016).

1.2.4 Contextual perspective

Uganda Christian University's main campus is located in Mukono Town, 20 miles from the capital city of Uganda, Kampala. Uganda Christian University traced its roots to the Bishop Tucker Theological College (Grifiths et al, 2013). The College was established by the British missionaries in 1913. In the 1990's, the Church of Uganda hatched a plan to establish a University on the site of Theological College of Mukono.

In 1997, the University began offering non- theological courses of study, and later became one of the first private Universities in Uganda to receive a charter in 2004 from the government of Uganda (Kasozi, 2017).The University had a population of 13,000 students in 2015 in six faculties and two

schools. The faculties were: law, Education and Arts, Health sciences, Business Administration, Social Sciences and Science and Technology. The schools were; Bishop Tucker Theology and Divinity School and the School of Research and Post Graduate Studies.

Management of student evaluations and academic policy improvement remained core elements in institutional management at Uganda Christian University. The university's strategy to manage student evaluation was on track from the manual management form to a digital one in which the students filled evaluation forms online. The electronic form would improve efficiency, analysis and dissemination of findings.

Planning student evaluations were undertaken by the directorate of quality assurance which ensured that the programme of student evaluations was indicated in the calendar of events. The data was organized through coding and analysis. The quality assurance unit analyzed and disseminated the data to the directorate of teaching and learning which conveyed the information to faculties and departments. The Dean effected the changes that were affecting the student. In the event that the changes required the replacement of the staff, the human resource department was consulted. (UCU, Human Resource Manual, 2016).

On the quality programmes, the university endeavored to accredit courses with NCHE before they were taught. However, the administration admitted that the Nursing degree students were admitted with one subject less than the minimum requirement (Biology or Chemistry). The university however held several meeting with the Uganda Nurses and Midwives Council (UNMC), whose mandate is to regulate Nursing degrees and the National Council for higher education (NCHE) to solve the problem. UCU attempted to make up for the deficiency in Chemistry by offering remedial courses and seeking permission from NCHE to set up a bridging course (UCU Response Report, Sept 20th, 2016).

Quality staffs were one of the major prerequisite for quality teaching. The university had recruited many competent faculty Deans at professorship level. However many heads of departments were not PhD holders (UCU staff profiles, 2018).

Instructional resources like library books in higher education institutions in Uganda were generally unimpressive. UCU had 10 books per student against the standard set by the NCHE of 40 books per student (The State of Higher Education Report, 2010).

Quality teaching and learning was recorded at UCU with most of the students in practical disciplines like agriculture carried out field practice in the communities. The university also actively engaged its students in civil society and religious activities in various parts of Africa (UCU Development Plan, March 2016).

1.3 Problem statement

Management of student evaluations in Higher Education Institutions was intended to provide a working environment that improved the quality of teaching and learning, create critical friendship between students and facilitators, support teacher competences, and investigate the overall efficiency of the programme, policy or a product in order to decide on its suitability and further implication (Patton, 2002). Higher Education Institutions continuously tried to develop plans to manage student evaluations to help achieve an improvement in academic policies. Uganda Christian University for a long time managed student evaluations diversely including but not limited to integration of student evaluations in a year planner for timely dissemination of student evaluations forms to the students, provision of feedback to the students and other key stakeholders about their findings and the representation of students on various university committees to allow them share their ideas and contributions for the improvement of the academic wellbeing to the institution. These strategies were an endeavour to give students a sense of belonging and consequently secured their participation to improve academic policies, UCU has recruited tutorial assistants to support the number of current academic staff, constructed new class room blocks and introduced new academic programmes despite the endeavour to support academic improvement challenges still persist. In spite all these endeavours UCU still demonstrated a need for academic policy improvement.

According to Kakoza & Dennison (2016), large class sizes, heavy work load for academic staff, poor teaching methods, limited instructional resources, minimal incentives for the lecturers to reflect on academic assessment, lack of flexible timetabling process and financial constraints in UCU are some of the challenges affecting academic policy improvement. If this situation was left unattended to there might be continued cases of reduced commitment of students to engage in evaluations and a decline in student involvement to various academic programmes at UCU. This research therefore set out to investigate the impact of management of student evaluations on academic policy improvement, with UCU as a case study.

1.4 General objective

To establish the relationship between management of student evaluations and academic policy improvement at UCU.

1.5 Specific objectives

The study objectives sought to establish:

  i.   The relationship between planning of student evaluation and academic policy improvement at UCU.

 ii.   The relationship between organizing of student evaluations and academic policy improvement at UCU.

iii.   The relationship between reporting of student evaluations and academic policy improvement at UCU.

1.6 Research questions

  i.   What is the relationship between planning of student evaluations and academic policy improvement?

 ii.   What is the relationship between organizing student evaluations and academic policy improvement at UCU?

iii.   What is the relationship between reporting student evaluations and academic policy improvement at UCU?

1.7 Research hypotheses

  i.   There is a significant positive relationship between planning of student evaluations and academic policy improvement.

 ii.   There is a positive relationship between organizing of student evaluations and academic policy improvement.

iii.   There is a positive relationship between reporting of student evaluations and academic policy improvement.

1.8 Conceptual framework of Management of student evaluations and academic policy improvement.

Figure 1.1: Conceptual framework showing the relationship between management of student evaluations and academic policy improvement.

IV: Management of Student Evaluations   DV: Academic Policy Improvement

Planning - Policy direction - Management structures - Stakeholders' involvement		- Quality programmes - Quality teaching and learning - Quality assessment - Quality academic staff
Organizing - Data collection process - Data processing - Data storage		
Reporting - Reporting hierarchy - Protection/security - Feedback		
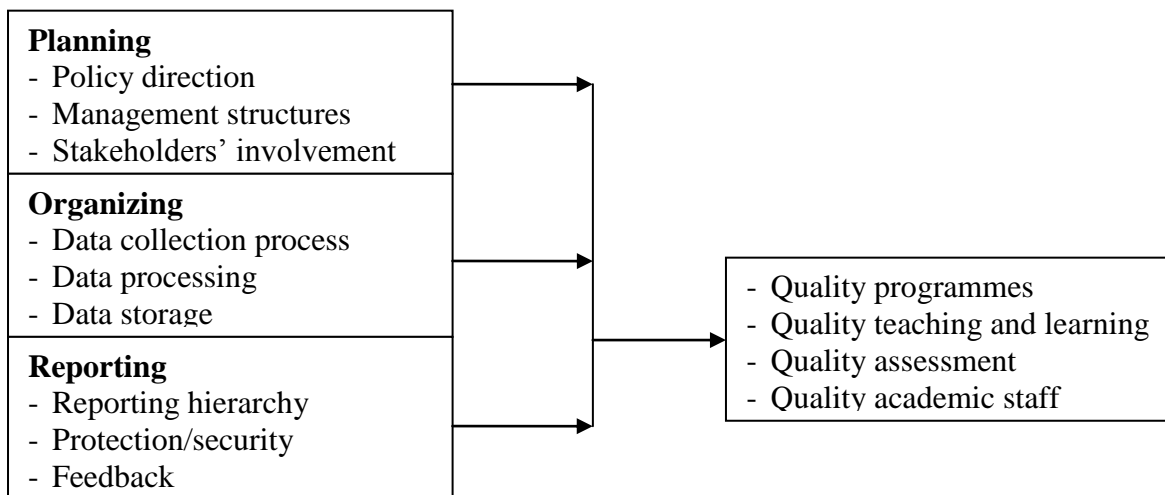
Source: Adopted and modified by the researcher from Greenleaf, 2008.

The conceptual framework shows the relationship between management of student evaluations and academic policy improvement. Management of student evaluations was operationalized under planning, organizing, reporting and budgeting while academic policy improvement indicators were quality of; programmes, teaching and learning, assessment as well as quality of academic staff. The conceptual framework showed the relationship between management of student evaluations and academic policy

improvement. Management of student evaluations was operationalized under planning, organizing, reporting and budgeting. The indicators were stakeholders' involvement, structure and policy direction for planning, data collection, data processing and storage for organizing, reporting hierarchy, protection / security, feedback for reporting; availability of funds, allocation of funds, and accounting for budgeting. The indicators for academic policy improvement on the other hand were quality programmes, quality teaching and learning, quality assessment and quality academic staff.

1.9 Significance of study

The findings of this study will continue to the benefit of institutions of higher learning considering that academic policy improvement plays an important role in supporting institutional performance today. The greater the demand for higher education justifies the need for more effective ways of utilizing student evaluations results. Thus universities that apply the recommendations derived from this study will be able to improve academics. Top university administrators will be guided on what should be emphasized when managing student evaluations to improve the academic well being of the institutions. For the researchers, the study will help them uncover critical areas in the institutional management process that many researchers were not able to explore.

1.10 Justification of the study

Several studies have established that the failure or success of institutions depends on how well policies were designed and implemented (Prakash & Potoski, 2014). The reason for this study was to investigate the management of student evaluations and academic policy improvement at Uganda Christian University. This also included bridging the gap between administrators, faculty and students in as far as the student evaluation data was concerned to inform academic policy. According to Kakooza & Dennison (2015), the number of students' population was soaring at Uganda Christian University which calls for relevant teaching methodologies to be used in order to improve academic performance of the students. With the increase in student numbers, it is imperative that academic policy improvement is addressed based on the concerns of the students hence the need for such a study.

1.11 Scope of the study

The study was limited to the following scope:

1.11.1 Content scope

The study focuses on the management of student evaluation (IV) and academic policy improvement (DV). The Indicators of management of student evaluations were planning, organizing, reporting and budgeting, while those of academic policy improvement were: quality programmes, quality teaching and learning, quality assessment and quality academic staff.

1.11.2 Geographical scope

The study focuses on Uganda Christian University, main campus. This was because the main campus at Mukono was strategically located and accessible from the capital city. The main campus has many University administrators and students who responded to interviews. It also provided the necessary documents like the evaluation forms. It is also where all university policies are documented and archived.

1.11.3 Time scope

The study covered the period from 2014 to 2017, because this is when most academic challenges related to academic policy improvement based on management of students' evaluations were experienced (UCU Self-Assessment Report, 2018)

1.12 Operational Definitions of Terms and Concepts

In this study some words were defined the way they were used to avoid double meaning. These included:-

Management: refers to an administrative process in higher education that includes planning, organizing, reporting and budgeting of student evaluations to ensure the accessibility, reliability and timelines of the data for its users.

Planning: the process of making plans for student evaluations within an institution of higher learning.

Organizing: the making of arrangements or preparation for student evaluations.

Reporting: refers to a spoken or written account of information regarding student evaluations that one

had observed, heard, done or investigated to any stakeholder within the institution of higher learning.

Higher education institutions: a certified post-secondary education offered in a formal setting

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study focused on theoretical and empirical review of related literature on management of student evaluations, and academic policy improvement and a summary of literature reviewed.

2.2 Theoretical Review

The theories underpinning the study were expectancy – value theory and administrative theory. According to the expectancy value theory, a learners' motivation is determined by how much they value the goal and whether they expected to succeed. Institutions should motivate the learners by considering their ideas and suggestions that are indicated in the student evaluation forms. This motivation fosters academic improvement within an institution. The administrative theory of Henri Fayol (2016) focuses on the management aspects of institutions. According to Fayol (2016) there are five primary functions namely: planning, organizing, staffing, directing, and controlling. Improving academic policy within an intuition based on the management students' evaluation requires thorough planning, staffing, directing and controlling.

In an educational context, students who believe they were capable of mastering their school work typically had positive expectations for success and, hence, high motivation and achievement. What further contributes to students' motivation and achievements is their value for an academic task, as well as their interface of their expectancies and task values. Institutions provided a platform to address concerns of students in order to raise their motivation to excel. In managing student evaluations feedback to the student was critical in transforming the attitudes, beliefs and behaviours of the learners to value the academic tasks they were assigned to (Wigfield & Tonks, 2002).

The engagement of students through evaluations was important in indicating a discipline of actively participating in learning process. It was imperative that a quality programme addresses the requirements of the learners. Even with the best academic staff, the value of active student engagement promoted

student achievement and there was proof that expectancy value theory could be used to boost student perception towards learning thereby improving academic performance.

2.3 Review of related literature

2.3.1 Management of Student Evaluations and Academic Policy Improvements

Management involves planning, organizing, reporting and budgeting of student evaluations.

Managing an institution of higher education was a very difficult task. It required attention to many administration details. When possible, higher education administrators used sound professional judgment to make decision and policies about institution. On the other hand, they must combine this judgment with timely student evaluation data to inform these decisions. Institutions are able to provide excellent academic policies if they have up to date resources to aid in planning and deliberating decisions beforehand (Secolsky & Denison, 2012)

2.3.2 Planning of student evaluations and academic policy improvement

Planning is the function of management that involves setting objectives and determining a course of action to achieving those objectives (Quinn, 2010). Planning required that administrators in higher education institutions be aware of environmental conditions facing their institutions and forecasted future conditions. It also required that administrators be good decision makers in order to improve academic policy in their institutions.

Planning is a process consisting of several steps; beginning with environmental scanning which simply means that planners must be aware of the critical contingencies facing their institutions in terms of economic conditions, their competitors and their customers (Harnes, 2016). Planners must then attempt to forecast future conditions. These forecasts form the basis for planning which boosts academic policy.

In order for institutions to improve on their academic policy, planners need to establish objectives, which are statements of what needs to be achieved and when. Planners need also to identity alternative courses of action for achieving objectives. (Fitzpatrick, et al, (2004). They must then formulate

necessary steps and ensure effective implementation of plans. Finally, planners must constantly evaluate the success of their plans and take corrective action when necessary.

Strategic planning involves analyzing competitive opportunities and threats, as well as the strengths and weaknesses of the institutions, and then determining how to position the Institutions to compete effectively in their environment (Abraham, 2012). Strategic planning has a long time frame, often three years or more. Strategic planning generally includes the entire institution and includes formulation of objectives. Strategic planning is often based on the institution's mission, which is its fundamental reason for existence. Institutions' top management most often conduct strategic planning for better academic policy.

Tactical planning is intermediate-range (one to three years) planning that is designed to develop relatively concrete and specific means to implement the strategic plan. Administrators often engage in tactical planning. Operational planning generally assumes the existence of institutions- wide or subunit goals and objectives and specifies ways to achieve them. Operational planning is short-range (less than a year), planning that is designed to develop specific action steps that support the strategic and tactical plans for better academic policy (Kurfman, et. al, 2002).

Policy Direction

In the policy implementation of student evaluations, it is imperative that policy makers who are seeking to understand both the potential and the limitation inherent in using such practice to evaluate teachers, move forward with caution, especially if high stakes areas are attached to the results. Such stakes can involve promotion of the faculty members, termination of the services of the individual and a total review of the teaching methodology (Rodin & Rodin, 1972).

There is a remarkable rise in the regulation of public services and servants, education being a case in point. Eternal evaluation and inspection has been a common element but due to the several limitations involving in using such evaluation systems especially in terms of cost, it has become clear that the

concept of self-evaluation through students has grown in importance and practice (McNamara, & O' Hara, 2008).

In universities where student evaluations are a policy, a survey conducted among faculty revealed that such mandatory policy leads to a definite reduction in morale and job satisfaction. As a result of this policy, counterproductive actions also emerged (Ryan & Birchler, 1980).

Higher education institutions as a policy are required to set up quality assurance units to oversee quality of academics within institutions. They are also required to conduct student evaluations, in which case the assessments of the students should contribute to the standing of the course/module staff as well as help the individual staff to identify his/her weaknesses and strength (QA Framework, 2014).

According to Thoyib (2008) as cited in Suhaemi and Aede, (2015) notes that although policy is critical in institutional management if all major stakeholders are not involved in the implementation process of the planned activities, the policy with all its good intention will not work.

In view of the expectancy, value theory in which behavior is a function of the experiences one has and the value of the goal toward which one is working. This implies the behavior chosen by any stakeholder like a lecturer will largely depend on that behavior with the largest combination of expected success and value.

According to Adams (2013), involving lecturers at initial planning stage of any academic activity helps them to attach value to the exercise and increase the level of ownership and participation. This study agrees with the above academic policy improvement.

Management structures for planning

A number of researches have empirically examined the effects of both organic and mechanistic structure on academic performance. The communication patterns within organic and mechanistic institutional structures vary. Communication patterns within mechanistic structures tend to be authoritative and command oriented while patterns of communication within organic structures tend to be consultative. Bucic and Gudergan (2004) found that within medium to large institutions, high amounts of centralization had negative effects on team's level of creativity and learning. They did not find a

significant relationship between formalization and creativity. It therefore seemed that implementing a mechanistic structure negatively affected an academic performance of students.

Similarly, Meadows (1980), discovered that implementation of an organic structure was positively related to an increase in the job satisfaction among employees working in small groups. He also found that students who are high on personality variables such as a need for dominance, a need for achievement and a need for autonomy displayed a stronger correlation between organic structures and job satisfaction than the students who are low on the personality variables. Another study conducted by Pillai and Meindl (1998) reviewed the relationship between institutional structure and leadership. They specifically examined the role of charismatic leadership which refers to the distinct characteristics of a leader. Charismatic leadership is an important variable because charismatic leaders have ability to positively influence job satisfaction and institutional performance (PilIai, & Meindl 1998).

This study is in agreement with the statement that mechanistic structures negatively affect the academic performance of students.

Stakeholders' involvement in planning

According to Daley (2002), the motives for participatory management can broadly be classified into two kinds: the first might be labeled humanistic or democratic. Essentially, this rationale argues that students have the right to participate in decisions that affect their life. It assumes that students have the ability, or at least the potential to participate intelligently. The second major kind of rationale has been labeled pragmatic or human relations. It suggests that participatory management is an instrumental way to achieve productivity, efficiency, or other valued institutional goals. In addition and in specific reference to educational settings, Duke & Gansneder, (1990) report that during the past three decades, the rationale for principals to increase lecturers' involvement in institution decision making has ranged from the pragmatic arguments that educational innovation is unlikely to succeed without lecturers' support to the philosophical view that lecturers have a right to be involved, regardless of the outcome.

From the pragmatic perspective, participation is thought to improve the quality of educational decision making (Black & Greyersen, 1997). Teacher participation is thought to give administrators

access to critical information close to the source of any problems of institution, namely the classroom. Increased access to and use of this information are thought to improve the quality of curricular and instructional decisions. Moreover, the involvement of diverse professions can improve the quality of the decisions through utilization of varieties of expert knowledge.

Most educational scholars focused on the decision domain in exploring possible dimensions of participative management and described participation as composed of two domains. These are a technical core, dealing with students and instructional policies, classroom discipline policies, and resolving learning problems. They also deal with managerial issues, such as institution operations and administrative issues such as setting institution goals, hiring staff, allocating budget, and evaluating lecturers improved instruction, better learning, and enhanced institution effectiveness or institutional efficiency arc the most commonly cited reasons for implementing collaborative institution practices such as institution councils, collegial instructional leadership and parental or community involvement. This is achieved because moving the institution closer to the community and listening to the sentiments of concerned parties create a synergy and interdependence or connectedness that promote a learning institutions towards better decisions (Somech, 2002). Other scholars believe that collaborative institution practices bring about higher levels of employee motivation, morale and commitment (Hansen, et al., 2011).

Allowing lecturers to take part in decision-making yields salutary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision-making and implementation. Similarly employee commitment and loyalty are fostered by collaborative institution management practices (Locke, 2007). Better decisions are reached and greater efficiency is achieved as issues are discussed extensively via open communication among students having varying viewpoints involved in the participatory management. Another observation that is noteworthy is the impact that participatory management has on participants as they tend to have a sense of ownership of change initiatives and eventually extend stronger support in order to realize the goals of such efforts (Gamage & Pang, 2003).

Universities ought to involve all key stakeholders like lecturers, students and the community for proper institutional management. There is however evidence that many universities do not involve their staff in managing their institution to improve the quality of programme (Nakajubi, 2016; NCHE, 2016). It is imperative that university leadership involve academic staff in planning, organizing and reporting student evaluations in order to improve the decisions made at policy level to improve academics.

Henry Fayol (2016) as one of the forerunners of management practice postulated several management principles one of which is that staff within an organization. Perform a specific task not only at a single time but as a routine duty also (Uzuegbu, 2015). In view of management of student evaluations, it improves effectiveness and efficiency as duties and responsibilities are given to different persons. One group of individuals will be involved in planning, the other in organizing and reporting thereby improving the productivity and consequently quality of teaching. This study agrees with the fact that individual involvement in planning student evaluation is important in academic policy improvement.

2.3.3 Organizing Student Evaluations and Academic Policy Improvement

Organizing is the function of management that involves developing an institutional structure and allocating human resources to ensure the accomplishment of objective. The structure of the institutions is the framework within which effort is coordinated. The structure is usually represented by an institutions chart, which provides a graphic representation of the chain of command within an institution. Decisions made about the structure of an institution are generally referred to as institutional design decisions used to improve of academic policy.

Organizing students' evaluation also involves the design of individual jobs within the institutions. Decisions must be made about the duties and responsibilities of individual jobs as well as the manner in which the duties should be carried out to improve academic policy. Many 1arger institutions use multiple methods of departmentalization to improve on the quality of staff in universities.

Data Collection

Data is collected manually or electronically. Response rate comparisons of E-mail and Mail-distributed student evaluations are a practice in several European and American Universities. In Africa, most universities distribute student evaluations during a classroom session, which is the most common form of data collection (Paolo, et al., 2000). The instruments for data collection have sections for qualitative and quantitative information. The qualitative description is used for validation and the quantitative data sets are used for quantitizing during analysis (Sandelowski, 2000).

Technological advances have enabled institutions of higher education to administer student evaluations online, forgoing the traditional paper and pencil methods, the challenge however is the former method of data collection, has a low rate of response (Adam & Umbach, 2012). In the case of UCU, traditional paper and pencil methods are still used with transition to the online method, which is not in line with the current technological trends of managing student evaluations to improve the academic environment of institutions.

Data Processing

Data processing involves a sequence of operations performed to convert raw data into a usable form either electronically or manually. Institutional managers who use and interpret the numbers provided by student evaluations must be able to know what the numbers mean and how to use them correctly. Comprehensive processing of student evaluation data can help assess the quality of the teaching in a partial department (Franklin, 2001). Incorrect data or summaries of data processing errors are misleading and uninformative. Data processing errors cause wrong information to be printed in reports. Data processing errors cause wrong information to be printed in reports. This has not happened in UCU and should be avoided.

Data Storage

Data storage can be manual or electronic and in whichever way it is dealt with, it is important that its storage, retrieval and data reduction analysis is readily achievable when the institutional stakeholders

need it. One must be able to record, block, file and index data so that it can be retrieved in a way that helps analysis of the topics or themes being investigated. Data storage primarily is involved in data reduction (Levine, 1985). This study agrees with the above statement that data storage is critical in organising student evaluations.

2.3.4   Reporting of Student Evaluations and Academic Policy Improvement

Reporting of student evaluations creates constancy of purpose for improvement of teaching service and the purpose of the institution system must be clear and shared by all stakeholders who include: institution board members, administrators, lecturers, support staff parents, community, and students (Kuh, et al, 2011). The aims of the system must be to improve the quality of education for all students for better academic improvement.

In reporting of student evaluations there is adoption of new philosophy. Implementation of Deming's second principle (Jenkins, 2003) requires a rethinking of the institution's mission and priorities with everyone in agreement on them where by existing methods, materials, and environments may be replaced by new teaching and learning strategies where success of every student is the goal and individual differences among students are addressed.

Reporting student evaluations eases dependence on inspection to achieve quality (Mishra, 2007). In universities this was called service inspection. It always costs more to fix a problem than to prevent one. Reliance on remediation can be avoided if proper intervention occurs during instruction. Institution development program, parent involvement strategies and long-standing intervention approaches help to improve academic performance of students in higher institutions of learning. Through institution programs and other remedial interventions, these intervention strategies can help students avoid learning problems later. There is need to end the practice of awarding business on the basis of price alone. The lowest bid is rarely the most cost-efficient. Institutions need to move toward a single supplier for any one time and develop long-term relationships of loyalty and trust with that supplier on the basis of quality and reliability of the product. Reporting of students evaluations improve constantly and forever every activity in the institution. To improve quality and productivity, the focus of improvement in

education is to develop strategies, which must be attempted, evaluated and refined as needed and should be consistent with the learning style theories.

Reporting Hierarchy

The findings of student evaluations are disseminated to the stakeholders who vary from institution to institution depending on the policy. Some institutions allow faculty staff and not students to access the results of the student evaluation data. It is important that the findings are reported correctly since the feedback is used in instructional improvement, personnel decisions such as annual reviews, merit raises, tenure, promotion, hiring and re-appointment (Linse, 2017).

According to one student Evaluation Handbook (2015), institutions of higher learning collect student evaluations of courses each term/semester. Their primary uses are in the assignment of teachers, the improvement of teaching and in the evaluation of teaching personnel. Therefore, access to the course evaluations follows the tree of responsibility for assigning faculty to classes and for developing and evaluating faculty as it pertains to teaching. For instance each faculty member has access to his/her own student evaluations. While the chair has access to all evaluations of courses taught in the department.

Data Protection

Student evaluation data must be secure and its access must be under authorization. Basic security principles must be adhered to by the institution. Accessibility and use of such data varies widely and generates a lot of debate on especially who should gain access or not (Rowley, 2003).

According to Bonneau & Preibusch (2010), many organizations have poor data security practices although institutions that provide social networks are making efforts to implement privacy enhancing technologies with substantial diversity in the amount of privacy control offered. This study agrees with the above statement that many institutions have poor security practices yet in organizing student evaluations this is critical for academic improvement.

Feedback

There have been debates on whether feedback from student evaluations improves teaching (Marsh, 1984). Scholars like Aultman (2006) and Cohen (1980) argue that student evaluation feedback improve

teaching effectiveness. Wachtel (1998); asserts that student evaluations are a valid, authentic, reliable and a worthwhile means of evaluating teaching. On the other hand, many stakeholders are not convinced of the usefulness and validity of student evaluations for both formative and summative purposes (Spooren, et. al, 2013). This study disagrees with a statement that the validity of student evaluations positively affects academic policy improvements in institutions of higher learning.

Academic Policy improvement

Quality Programme

The global increase in access to higher education has led to a raise in demand of information on quality academics. The improvement in academics does not only promote an increase in student enrolment but also improves the ranking of the higher education institution (Dill & Soo, 2005).

Academic improvement in an institution requires compliance of both staff and students to the policies of the institution. Institutions handle academic dishonesty very seriously, for instance plagiarism is considered a serious breach of academic policy and many warrant disciplinary action (Weinberg & Gould, 2007). This study agrees with the statement that quality programmes are critical in academic policy improvement

Quality Teaching and Learning

The use of technology in teaching is fundamental for quality delivery of content. Technology catalyzes various changes in the content and methods of teaching (Culp et al, 2005). Instructional process in institutions of higher learning requires the use of educational media to unite the teacher and the learner (Grandzol, 2004).

Quality Assessment

The potential continuous improvement in teaching and learning requires an appreciation of assessment. Assessment involves the collection of data about the performance or work product, what it does with the data in all academic endeavors is critical to supporting student learning (Parker et al, 2001). Traditionally, assessment has been conducted in higher education to test whether students can recall content. This however is currently not enough, skills acquisition is even more important (Shepard,

2000). This study agrees with the statement that quality assessment goes hand in hand with skills acquisition for academic policy improvement

Quality teaching and learning environment

Quality learning environment refers to pedagogy that creates classrooms where students and teachers work productively in an environment. Clearly focused on learning, the students form the focus of such learning environments. Institutions must create authentic, student-centered realistic and effective learning environments (Herrington, 2006).

According to Nabaho et al (2016); institutions of higher learning like Makerere University employ five practices to assure the quality of teaching, namely, recognition of teaching, student evaluation of teaching, pedagogical training, monitoring and supervision of teaching, competence based deployment and interfacing. This study agrees with the statement that diverse methodologies of ensuring quality teaching should be used in institutions of higher learning for academic policy improvement

Quality academic staff

The rise in educational global competition, access to higher education, challenges of funding, governance, autonomy, management related problems, quality of academic staff are some of the challenges facing African Universities in this millennium (Teferra & Altbachi, 2004). A number of faculties are not engaged in research and publication. Less than twenty books exceeding 200 pages with ISBNs were produced in Uganda in 2005 (Kasozi, 2006).

Qualified lecturers are limited due to lack of affordable opportunities for further study, a poor pay of about US$ 400 per month and the fact that so many of them teach in more than one institution. This compromises the amount of time they devote to research and teaching (Basaza, et. al, 2010) in uganda. According to Okwakol (2009), quality teaching is fostered by the expertise of the academic staff.

Universities are required to meet the standards set by the NCHE, some of the recommended qualifications for academic staff in universities include lecturers who should poses a masters degree but on PhD track, senior lecturers should possess a PhD and professor should have a PhD, teaching experience of at least 7 years and must have published (QA Framework, 2014). Although this study

agrees with the statement that quality academic staff should be employed to support academic policy improvement on contrary many institutions of higher learning are grappling with the problem of recruiting and retaining highly qualified academic staff.

2.4 Summary of Literature Review and gaps identified

In this chapter, two theories called the Administrative theory of management by Henri Fayol (2016) and expectancy-value theory of Fishbein (1967) were used. It was noted that situations that foster academic policy improvement are closely linked to the theories. After reviewing other literature on the issues or factors that determine academic policy improvement, the researcher noted that it is imperative to study the management of student evaluations and academic policy improvement.

CHAPTER THREE

METHOLODOGY

3.1 Introduction

This chapter describes the methodology that the researcher used in the study. It covers the study design, study population, sample size and selection, sampling technique and procedure, data collection methods, data collection instruments, pre-testing the data collection instruments, procedure for data collection, validity, reliability and data analysis.

3.2 Research Design

A research design according to Walker (1997) is a set plan that describes how, when and where data is to be collected and analyzed. The design of study defined the study type (descriptive, correlation, semi experimental, review, meta-analytic) and sub-type (e.g. descriptive – longitudinal, case study) and, data collection methods. Research design was the framework that had been created to find answers to the research questions.

The study adopted a case study design. A case study is defined as an intensive study about a person, a group of people or a unit, which is aimed a generalizing over several units (Heale, 2018).This design was justified by its ability to provide the researcher an opportunity for intensive analysis of many specific details often ignored by other approaches (Amin, 2005; Kothari,2003 & Sarantokos,2005). More so, the researcher would not be able to cover all the private universities in Uganda due to resource constraints and a limited time factor. As suggested by Oso and Onen (2009), a case study allows intensive, descriptive and holistic analysis of a single entity in-depth in order to gain insight into larger cases, described and explained rather than predict a phenomenon. This approach was justified by its ability to serve a larger transformative purpose and advocated for marginalized groups of stakeholders such as people with disabilities, women and children (Amin, 2005).

3.3 The Study Population

A study population is the subject of the target population available for study (Banerfee, 2010). The entire population was not used because it would practically require a lot of money and time to collect

data, hence the use of target population. A target population is the total group of individuals from which the sample might be withdrawn (Creswell, 2003). The target population of 454 elements was used out of which the researcher picked a sample size totalling to 244.the researcher sampled faculties of education and arts, social sciences and theology. The categories included top management, faculty deans, heads of departments, lecturers and students as illustrated in table 3.1.

3.4 Sample size and selection

The sample was interviewed in order to elicit the required responses that were in turn used for data analysis and therefore made the research study a success. It was argued that a sample size that was usually over 50 respondents was adequate enough to enhance desirable findings about the phenomenon under study Schostak (2002). The sample size was selected using a table of Krejcie and Morgan, (as cited in Amin 2005) for determining sample size from a given population. According to Morgan, a sample size of 50% and above was appropriate. The sample was prepared because of its greater accuracy, being less time consuming and cost effective.

The table below shows the different categories of respondents, their sample size, sampling techniques and data collection tools

Table 3.1: Illustration of the type of sampling techniques and specifications per category

Category	Study population	Sample size	Sampling techniques	Data collection instruments
Top management	3	3	Purposive	Interview guide
Faculty Deans	3	3	Purposive	Interview guide
Heads of department	8	8	Purposive	Interview guide
Lecturers	40	30	Simple random	questionnaire
Students	400	200	Simple random	questionnaire
Total	**454**	**244**		

Source: Researcher's construct of UCU staff and student lists (2017)

The selection of sample sizes was based on the Krejcie and Morgan (as cited by Amin, 2005) table and the target population was derived from the institution's data bank which bore all details of personnel in the institution.

3.5 Sampling techniques and procedures

The sampling techniques depended on the research designs which were both qualitative and quantitative. Therefore, both random and non-random techniques were used or probability or non-probability based on sampling.

3.5.1 Probability sampling

Probability sampling method was used method of sampling that used some form of random selection by setting up a process to ensure that the different units in the population had equal chances of being chosen. It allowed the researcher to select a reasonable number of Uganda Christian University respondents that represent the target population (Mugenda & Mugenda, 2003).

Random sampling, where every sample of the given size in the accessible population had an equal chance of being selected was used. This technique was chosen because the category of these respondents had a large population size and as such enabled simple random sampling to minimize bias (Mugenda & Mugenda, 2003).

3.5.2 Non probability sampling

From the existing non probability sampling techniques, purposive sampling was employed to select top management, faculty deans and heads of department who were targeted due to their perceived knowledge arising out of known experience that they had regarding the management of student evaluations at Uganda Christian University (UCU). This technique was employed following the fact that sampling had to be done from smaller groups, there was need to collect very informative data, and thus the researcher selected the sample purposively at his discretion (Sekaran, 2003). It was argued that sampling saves time and money, labour and the research findings were generalized to the populations from which samples are selected (Kothari, 2000).

3.6 Data Collection Methods

3.6.1 Interviews

Interviews were one of the data collection methods were used. An interview is a verbal conversation between two people with the objectives of collecting relevant information for the purpose of research (McNamaara, 1999) the selection in this method was justified by the nature of data to be collected, the time available as well as by the objectives of the study. Interviews were carried out by the top managers, faculty deans and lecturers. This enabled the acquisition of firsthand information and probing since it involved a face to face interface with respondents which are justified by high response rate. Respondents who qualified for this method were the top managers, faculty deans and lecturers. This method provided in-depth data which was not possible to get using other methods, besides, data collected using this method met specific objectives, where questions were clarified by the interviewer through more information by using probing questions (Mugenda & Mugenda, 2003). This method was chosen because of its ability to guard against confusing the questions since the interviewer can clarify the questions thereby helping the respondents to give relevant responses (Refer to table 3.1).

3.6.2 Questionnaire survey

Questionnaire survey was another mode of collecting primary data from top managers, lecturers and students of UCU. The choice of this method was because it is less expensive to administer, produced quick results in a short time, provided for convenience and anonymity and allowed for extensive coverage (Amin, 2005 & Sekaran, 2003). Questionnaires also enabled respondents to answer without bias. Each item shall relate with the research question and hypothesis and the response was in an immediate usable form. Sekaran (2003) recommended questionnaires for efficient and convenient collection of qualitative and quantitative data which enabled triangulation.

3.6.3 Documentary Review

This was used to collect secondary data and was guided by a documentary review checklist particularly concerning management of student evaluations and academic policy improvement. Documents from the University files, minutes, staff lists, annual reports, human resource manual, quality assurance reports and newspaper articles related to the topic. It was important because it helped the researcher discover

more important information about the topic under investigations. This enabled the researcher access secondary data which concerned students in Uganda Christian University.

3.7 Data Collection Instruments

3.7.1 Interview Guide

Interview is a tool rationalized on its flexibility, high response rate, opportunity to observe non-verbal behaviour and ability to provide for concurrent analysis (Sarantakos, 2005). The researcher carefully designed semi-structured interview guide as an instrument for collecting data in accordance with the specifications of the research questions and hypotheses. The instrument was justified by getting on the spot responses from respondents from UCU who included top managers, faculty deans, lecturers and students. The researcher constructed open-ended questions. Open-ended questions called for free responses about management of student evaluations and academic policy improvement in the respondents' own words. Apart from giving freedom and spontaneity of expression to the respondents and consequent rapport, the choice for open-ended questions was due to its ability to provide for greater depth of response where respondent gave their personal views and attitudes about management of student evaluations and academic policy improvement (Amin, 2005). The researcher also constructed close-ended questions that required short responses. The rationale for close-ended questions was to elicit specific responses which were easy to analyze. The questions were easy to fill-in which took little of the respondents' time and that of the researcher in administering and analyzing (Appendix III)

3.7.2 Questionnaires

The researcher used close-ended questions in the questionnaires. The use of questionnaires enabled the collection of data from a large number of respondents and enabled respondents give sensitive information without fear of revealing their personal identity (Bordens and Abbott 2011). The instrument comprised questions requiring responses based on Rensis Likert's (1932) scale statement having five category response continuum through one (1) to five (5) from strongly disagree to strongly agree, that is 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral, 4 = Agree (A), 5 = Strongly Agree (SA). These were distributed to top managers, lecturers, faculty deans and students (Appendix I).

3.7.3 Documentary Review Checklist

Relevant UCU documents such as magazines, annual and management reports, and quality assurance reports were reviewed. Items to be included on the checklist for review included: administrative structures, policies, minutes of committee meetings and other legal documents (Appendix II).

3.8 Data Quality Control

Pre-testing of the research instruments was done at Uganda Christian University-Mukono Campus using 3 University lecturers and 3 administrators.

3.8.1 Validity

Validity means that one's findings truly represent the phenomenon claimed to be measured (Messick, 1998). Content Validity Index (CVI) was computed by dividing the number of relevant questions in the instrument and the total number of items in the research instrument (Lynn, 1986).

$$\mathbf{CVI} = \frac{\text{Number of relevant questions in the instrument}}{\text{Total number of items in the instrument}} = \mathbf{0.82}$$

The number of respondents pre-tested was 10% of the sample size as proposed by Mugenda and Mugenda (1991).

The researcher therefore considered 20 respondents while pre-testing the instrument which represented 10% of the sample size of 204 respondents of the study.

The validity of the instruments was tested using the Content Validity Index (CVI) as proposed above through expert judgment, taking only variables scoring above 0.7 accepted for social sciences (Amin, 2005). In this study the Content Validity Index was 0.82, it was actually considered to be excellent since its way above the benchmark of 0.7 proposed by Amin, (2005).

3.8.2 Reliability

Reliability refers to constancy or consistency in measurement. It means repeatability of findings (Bartlett & Frost, 2008). Reliable instruments followed procedures that were repeatable and replicable.

The reliability of the instrument was measured using the Cronbach's alpha coefficient because it provides internal consistency of the set items in the questionnaire.

The **Cronbach alpha** formula is:

$$Alpha = \frac{N \cdot c}{V + (N - 1) \cdot c}$$

Where: N = the number of items

c= average covariance between items in pairs and

V= average variance

The study questionnaire was pilot tested on a sample of 20 respondents. Cronbach and alpha was computed in terms of the average inter-correlation among the items measuring the closer Cronbach alpha is to 1 the higher the internal consistency reliability (Sekaran 2003:308).

In this case reliability was computed using SPSS and determined using the Cronbach's Alpha. The response results were confirmed to be reliable as reflected in the table3.2 below. Sekaran (2003) asserts that Cronbach Alpha Coefficient that ranges between 0.6 − 0.8 is more acceptable. From the table below the Cronbach Alpha Coefficient was 0.7635 implying that the findings of the pilot study reflected that the study instruments were reliable.

Table 3.2: The presentation of the reliability test results

Narrative summary	Cronbach Alpha coefficient	Number of items
Planning Student Evaluations	0.7134	7
Organizing Student Evaluations	0.7803	8
Reporting Student Evaluations	0.7358	8
Academic Policy Improvement	0.8243	15
Average	**0.7635**	**10**

Source: *Primary Data, (2018)*

3.9 Procedure for data collection

After a successful defence and approval of the proposal, the researcher obtained permission from Uganda Management Institution (UMI) to commence field work. The researcher sought permission from Uganda Christian University Management to carryout research. The researcher piloted the instruments and refined them where there was need, then went on ahead to train research assistants who delivered

questionnaires and proceeded to the field to carry out the research. A typical field day involved the researcher visiting different faculties for the respondents. The researcher did the interviews and carried out documentary reviews. After collecting data, the researcher analyzed, interpreted it and produced a report.

3.10 Data Analysis

3.10.1 Analysis of Quantitative Data

Quantitative data was collected by use of questionnaires after which it was converted into numerical codes. A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents and the numbers generated were analyzed using the computer package, the Statistical Package for Social Scientists (SPSS) version 1.8, where percentages and frequency tables were also be sued to present results. Descriptive statistics, correlation, regression and analysis of variance (ANOVA) were used in the study.

Quantitative technique is justified by its ability to process data very fast and analyze in huge amounts reliably and accurately. Simple regression analysis was used to find out the extent to which the independent variables explained the dependent variable; that is to say the linear regression analysis was used to find out how the dependent variable (academic policy improvement) depend on the four independent variables namely planning, organizing, reporting and budget student evaluations. Correlations were used to test the strength of the relationship between variables and those variables that were highly correlated with management of student evaluations. Editing was done to avert confusion as recommended by (Sekaran, 2003). Data was classified and reduced from a detailed form to a summarized and more easily understandable form. In data analysis, order, structure and meaning to the mass information collected was done.

3.10.2 Analysis of Qualitative Data

Qualitative data obtained from interviews and documents was reviewed thoroughly, interviews transcribed, sorted and classified into themes and categories in support of the hypotheses. This aimed at bringing order, structure and meaning to the mass of narrative and descriptive information collected

(Sekaran, 2003). Sarantakos (2005) states that, concurrent analysis of data yields reliable results so this was carried out. Kothari (2005) recommends and Amin (2005), data was placed under different themes and sub-themes which was given codes. The code category was written in the margin and assembled accordingly for ease of analysis and validation. Data was conceptually organized, interrelated, analyzed and evaluated which formed a basis for further data analysis. The choice of these approaches was because they enabled the researcher to easily depict the findings of the study and to interpret them in depth and in an appropriate manner so as to come up with valuable conclusions from the data gathered.

3.11 Measurement of Variables

The researcher intended to use nominal, ordinal and likert type of rating scales of measurement as stated in Mugenda and Mugenda (2003) that the use of nominal, ordinal and likert type rating scales during questionnaire design and measurement of variables was more appropriate. The nominal scale was used to measure background variables such as gender and marital status. The ordinal scale was used to measure such variables as age, level of participation in policy formulation. The five point likert type scale (1 - strongly disagree, 2 - disagree, 3 - not sure, 4 - agree and 5 - strongly agree) were used to measure the independent variable (management of student evaluations) and the dependent variable (academic policy improvement). The choice of this scale of measurement was that each point on the scale carries a numerical score which was used to measure the respondent's perception and it was the most frequently used summated scale in research.

3.12 Ethical Considerations

The researcher put the following ethical considerations before carrying out the study.

An introductory letter was obtained from Uganda Management Institute granting permission to proceed with data collection after the proposal was approved.

The researcher then proceeded to Uganda Christian University Mukono Campus and sought consent from all respondents participating in the study and encouraged them to volunteer at their will.

The researcher guaranteed the respondents of confidentiality during data collection and handling of the responses in order to encourage freedom to express themselves. According to Sekaran (2003), when

handling information given by respondents, secrecy, confidentiality and giving privacy is primary responsibility of the researcher.

Questionnaires were structured in such a way that the interviewees' names were optional. Findings were reported anonymously and were not attributed to any participant. A statement as to the strict confidentiality with which data was held is expressly stated in the questionnaire.

Interviews were carried out in a space that was most convenient for the respondents. All interviews, their recording and related notes were given individual identifiers, and their identifiers were kept separately from the data.

Any communication in relation to the research was done with honesty and transparency. The information provided was only used for purposes for which it was collected.

The respondents were be further notified that this information helped them in fostering academic policy improvement based on the information obtained from management of student evaluations.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETRATION OF RESULTS

4.1 Introduction

This chapter analyses and interprets the study findings arising from the field information collected from respondents on management of student evaluations and academic policy improvement at Uganda Christian University (UCU). The first sub-section presents the response rate, followed by presentation and analysis of the study findings in relation to the specific objectives of the study.

4.2 Response rate

A total of 230 questionnaires were distributed to 200 students and 30 lecturers but 204 filled-up questionnaires were returned as reflected in the response rate table 4.1 below. A total of 14 interviews were scheduled but only 8 were successfully conducted since at the 8th key informant the saturation point was realized (The point where no new idea was being generated).

Table 4.1: Response rate

Particulars	Sample	Returned questionnaires	Percentages
Questionnaires	230	204	88.6%
Interviews	14	**Saturation point** 8	57.1%
Over all **Source**: *Primary Data*	244	212	
The Overall Response Rate			**86.9%**

The table 4.1 above shows a resultant response rate of 86.9% suggesting that the results contain substantial information and the survey results were representative of the survey on management of student evaluations and academic policy improvement at Uganda Christian University (UCU). The proportionately high response rates of 86.9% suggested more accurate survey results (Amin, 2005).

4.3 Demographic Characteristics

In this section the demographic characteristics of the respondents are presented. The presentation is based on all the respondents totaling to two hundred and twelve. The section presents gender and nationality.

4.3.1 Respondent Gender

The table below shows the summary of gender distribution of the respondents in UCU and was later used in analyzing the relationship between management of student evaluations and academic policy improvement

Table 4.2: Gender of the Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	147	69.3	69.3	69.3
Valid	Female	65	30.7	30.7	100.0
	Total	212	100.0	100.0	

Source: Primary Data, (2018*)*

The above table 4.2 depicts that, 147 of the respondents were male representing a valid percentage of 69.3%. 65 respondents out of the 212 total numbers of respondents were female representing a valid percentage of 30.7%. This implies that the respondents were proportionately distributed among both male and female implying that the study is not biased with regard to gender.

Figure 4.1: Distribution of respondents by gender
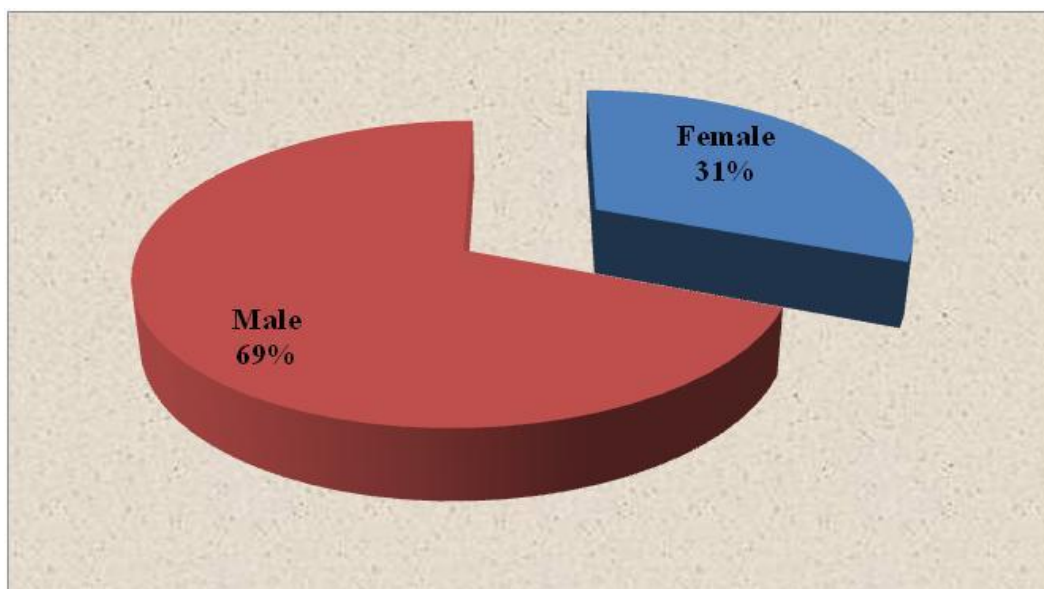
Source: *Primary Data, (2018)*

The illustration in figure 4.1 above clearly reflects the distribution of the respondent's gender, the green slice representing 30.88% represents the female participants. The blue portion representing 69.12% represents the male respondents.

4.3.2 Nationality of the respondents

This aimed at finding out the nationality of the respondents used in the study. The findings are summarized in the table below.

Table 4.3: Nationality of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Ugandan	183	86.3	86.3	86.3
Valid	International	29	13.7	13.7	100.0
	Total	212	100.0	100.0	

Source: Primary Data, (2018)

The above table 4.3 depicts that, 183 of the respondents were Ugandan nationals representing a valid percentage of 86.3%. The remaining 29 respondents out of a total of 212 respondents were international students representing a valid percentage of 13.7%. This implies that the respondents were

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proportionately distributed among both male and female implying that the study is not biased with regards to gender.

Figure 4.2: Nationality of respondents
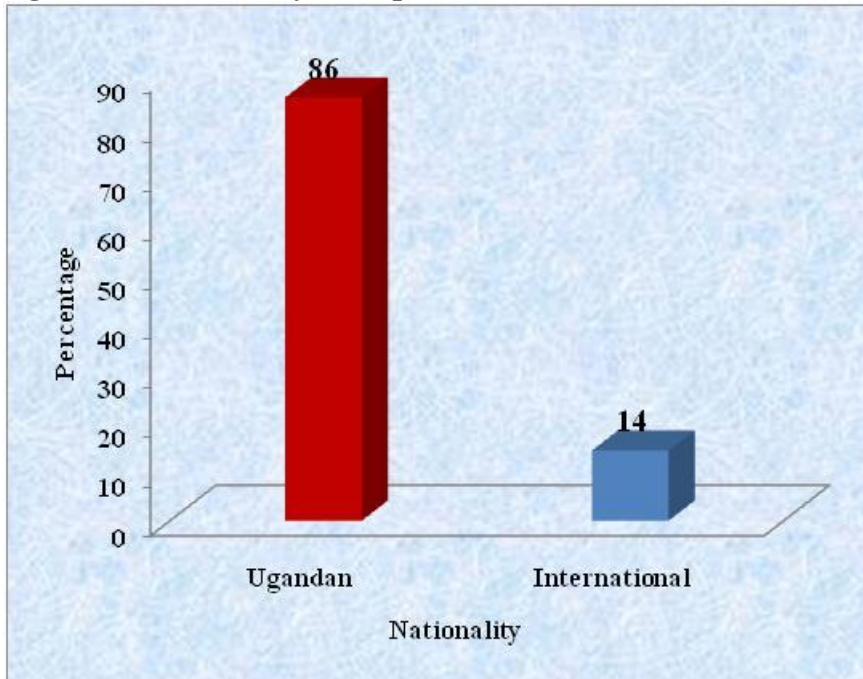
Source: Primary Data

The illustration in figure 4.2 above clearly reflects the nationality of the respondent's, it's reflected from the bar graph that the highest bar represents the students who are Ugandan nationals, represented by 86.3%.The short bar represents the international students represented by 13.7% as reflected in the bar graph above. Therefore, the study findings are unbiased with regards to nationality of students' response.

4.4 Descriptive statistics

The study sought the views of respondents on planning, organizing, reporting of student evaluations and academic policy improvement in terms of quality programmes, quality teaching, quality assessment and quality academic staff. A summary of their responses is presented in the tables 4.5, 4.6, 4.7 and 4.8 below.

4.4.1 Planning Student Evaluations

The findings of planning student evaluations are summarized in the table below.

Table 4.4: Descriptive Statistics of Planning Student Evaluations

No.	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean	Stddev
1	The University involved students in planning student evaluations	57 27.9%	125 61.3%	17 8.3%	5 2.5%	0 0%	204 100%	4.15	0.664
2	The course lecturer delivers students evaluations himself to the students	113 55.4%	80 39.2%	9 4.4%	2 1.0%	0 0%	204 100%	4.49	0.632
3	After filling students' evaluations, a student representative collects them	112 54.9%	65 31.9%	9 4.4%	18 8.8%	0 0%	204 100%	4.33	0.918
4	Student evaluations are part of the University policy at UCU	14 6.9%	115 56.4%	57 27.9%	18 8.8%	0 0%	204 100%	3.61	0.744
5	Student evaluations are well planned and integrated in the year planner at UCU	8 3.9%	68 33.3%	74 36.3%	48 23.5%	6 2.9%	204 100%	3.12	0.913
6	Student evaluation planning for the university is done at least twice a year	24 11.8%	63 30.9%	83 40.7%	34 16.7%	0 0%	204 100%	3.38	0.899
7	Students advise/contributions are integrated into the evaluation form	89 43.6%	100 49%	11 5.4%	4 2%	0 0%	204 100%	4.34	0.673
Average mean and standard deviation:								3.917	0.778
Key: SA = Strongly Agree, A = Agree, N = Neutral D = Disagree and SD = Strongly Disagree									

Source: *Primary data*

For purposes of interpretation note that scores for SA and A are grouped to represent agree while D and SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion was undecided. The mean < 3.00 reveals disagree scores and that above >3.00 reveals agree.

On the question of planning student evaluations, 89.2% (182) of the total number of respondents agreed with the fact that the university involved students in planning student evaluations while only 2.5% (5) of the total number of respondents disagreed with the statement that the University involved students in planning student evaluations and the remaining 8.3% (17) of the total number of respondents were not sure whether the university involved students in planning for student evaluations or not, while the mean was 4.15 and the standard deviation of 0.664. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are not in line with the qualitative findings from a respondent's comment who said:

"The university does not involve the students when planning for student evaluations"

Another respondent noted that:

"Students do not have the capacity to evaluate staff or let alone a programme"

When the question of planning student evaluations was put to respondents, 94.6% (193) of their total number agreed with the fact that the course lecturers deliver student evaluations themselves to the students. Only 1% (2) of the total number of respondents disagreed with the statement that the course lecturer delivers students evaluations himself to the students and the remaining 4.4% (9) of the total number of respondents were not sure whether the course lecturer delivers students evaluations himself to the students or not, while the mean was 4.49 and the standard deviation of 0.632. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

"Lecturers of particular course/modules find it easy to deliver student evaluation forms to the students themselves".

Another respondent noted that:

"It is the mandate of the university administration to deliver student evaluations and not the lecturers".

According to table 4.4 above, 86.8% (177) of the total number of respondents agreed with the fact that after filling students' evaluations, a student representative collects them.Only 8.8% (18) of the total

number of respondents disagreed with the statement that after filling students' evaluations, a student representative collects them and the remaining 4.4% (9) of the total number of respondents were not sure whether after filling students' evaluations, a student representative collects them or not, while the mean was 4.33 and the standard deviation of 0.918. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

> *"Most times the student representatives collect the filled forms but at times the administrators pick them"*.

Another respondent noted that:

> *"In the event that student representatives are not in class there have been cases of lecturers collecting the filled forms and delivering them to the university administrators"*.

On the question of planning student evaluations, 63.3% (129) of the total number of respondents agreed with the fact that student evaluations are part of the university policy at UCU. 8.8% (18) of the total number of respondents disagreed with the statement that student evaluations are part of the university policy at UCU and the remaining 36.3% (57) of the total number of respondents were not sure whether student evaluations are part of the university policy at UCU or not, while the mean was 3.61 and the standard deviation of 0.744. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

> *"NCHE requires all universities to conduct student evaluations as a policy"*.

Another respondent commented that:

> *"I have never seen a policy document on student evaluations"*.

When the question of planning student evaluations was put to respondents, 37.2% (76) of the total number of respondents agreed with the fact that student evaluations are well planned and integrated in the year planner at UCU.Only 26.4% (54) of the total number of respondents disagreed with the statement that student evaluations are well planned and integrated in the year planner at UCU and the

remaining 36.3% (74) of the total number of respondents were not sure whether student evaluations are well planned and integrated in the year planner at UCU or not, while the mean was 3.12 and the standard deviation of 0.913. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

"It is mandatory to schedule student evaluations in the year planner!!"

According to table 4.4 above, 42.7% (87) of the total number of respondents agreed with the fact that student evaluation planning for the university is done at least twice a year. 16.7% (34) of the total number of respondents disagreed with the statement that student evaluation planning for the university is done at least twice a year and the remaining 40.7% (83) of the total number of respondents were not sure whether student evaluation planning for the university is done at least twice a year or not, while the mean was 3.38 and the standard deviation of 0.899. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

"Student evaluations are done thrice a year".

On the question of planning student evaluations, 92.6% (189) of the total number of respondents agreed with the fact that students' advice/contributions are integrated into the evaluation form. 2% (4) of the total number of respondents disagreed with the statement that students' advice/contributions are integrated into the evaluation form and the remaining 5.4% (11) of the total number of respondents were not sure whether students' advice/contributions are integrated into the evaluation form or not, while the mean was 4.34 and the standard deviation of 0.673. This implied that the majority of respondents were in agreement with the above statement. Whereas many respondents agreed to the above statement; others agree that:

"Student evaluations are not integrated in the student evaluations even when there is need for improvement".

Considering the average mean and standard deviation of 3.917 and 0.778 respectively, the majority of respondents asserted that planning student evaluations positively affects academic policy improvement at UCU.

4.4.2 Correlation results on planning student evaluations

Table 4.5: Correlation between Planning Student Evaluations & Academic Policy

		Academic policy Improvement	Planning Student Evaluations
Academic Policy Improvement	Pearson Correlation	1	.399**
	Sig. (2-tailed)		.000
	N	204	204
Planning Student Evaluations	Pearson Correlation	.399**	1
	Sig. (2-tailed)	.000	
	N	204	204

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2018)

The results in table 4.5 above depict the Pearson's correlation between planning student evaluations and academic policy improvement, the correlation value of 0.399 implies that there is a moderate positive relationship between Planning Student Evaluations and Academic Policy Improvement, implying that an improvement in planning student evaluations may lead to an increase in the academic policy improvement and a decrease in the planning student evaluations may lead to a deterioration in academic policy improvement. The level of significance of the results in table 4.5 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), there is a significant relationship between planning student evaluations and academic policy improvement.

4.4.3 Regression results on planning student evaluation and Hypothesis Testing

Table 4.6: Coefficients of Planning Student Evaluations and Academic Policy Improvement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.050	.268		7.647	.000
	Planning Student Evaluations	.420	.068	.399	6.181	.000

a. Dependent Variable: Academic Policy Improvement

Source: Primary Data, (2018)

Hypothesis

H$_1$: There is a significant positive relationship between planning of student evaluations and academic policy improvement.

The p-value of Planning Student Evaluations is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that we accept the alternative hypothesis "There is no relationship between Planning Student Evaluations and Academic Policy Improvement" and accept the alternative hypothesis which states that "There is a significant positive relationship between Planning Student Evaluations and Academic Policy Improvement". Therefore, the researcher concluded that there is a significant positive relationship between planning student evaluations and academic policy improvement.

The standardized beta coefficient 0.399, which is positive, reflects a direct relationship between planning student evaluations and academic policy improvement. This implies that an improvement in planning student evaluations leads to a higher likelihood of academic policy improvement and where there is low level of planning student evaluations there is usually a low likelihood of academic policy improvement.

Equation 1: Model of Academic Policy Improvement and planning student evaluations

Academic Policy Improvement = **2.050 + 0.399** Planning Student Evaluations …………. (1)

Furthermore the **coefficient of 0.399** implies that a unit increase in Planning Student Evaluations may lead to a 0.399 increase in Academic Policy Improvement and a unit decrease in Planning Student Evaluations will lead to a 0.399 decrease in Academic Policy Improvement.

Model Summary

Regression analysis was further used to establish the extent to which planning student evaluations affect academic policy improvement. The coefficient of determination (R square) was used and the results are presented in the table below.

Table 4.7: Model Summary of Planning Student Evaluations & Academic Policy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399[a]	.159	.155	.47920

a. Predictors: (Constant), Planning Student Evaluations

b. Dependent Variable: Academic Policy Improvement

Source: *Primary Data, (2018)*

The model summary in table 4.10 above reflects the results of a bivariate regression between planning student evaluations and academic policy improvement. The adjusted R square of 0.155 (15.5%) implies that the independent variable (planning student evaluations) accounts for 15.5% of the variance in the academic policy improvement.

4.4.5 Analysis of Variance

The findings of analysis of variance (ANOVA) of planning student evaluations and academic policy improvement are presented in the table below.

Table 4.8: ANOVA of Planning Student Evaluations and Academic Policy Improvement

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	8.774	1	8.774	38.209	.000[b]
1	Residual	46.386	202	.230		
	Total	55.160	203			

a. Dependent Variable: Academic Policy Improvement

b. Predictors: (Constant), Planning Student Evaluations

Source: Primary Data, (2018)

From the above results in table 4.8, the estimates of variability are 8.774 and 0.230 under mean Square column and their ratio is 38.209 under the column labelled F (F (1, 203)) =38.209. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 38.209 is 0.000 (P-value) which is very small compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05. Therefore, the researcher accepted the alternative null hypothesis and concluded that there is a significant relationship between planning student evaluations and academic policy improvement.

4.5 Organizing Student Evaluations

The findings of organizing student evaluations are summarized in the table below.

4.5.1 Descriptive statistics of organizing student evaluations

Table 4.9: Descriptive Statistics of Organizing Student Evaluations

No.	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean	Stddev
1	Student evaluation data is well processed and utilized at UCU	46 22.5%	117 57.4%	33 16.2%	8 3.9%	0 0%	204 100%	3.99	0.739
2	Student evaluations data is safely stored at UCU	53 26%	76 37.3%	70 34.3%	5 2.5%	0 0%	204 100%	3.87	0.829
3	Faculty and administrators only have access to summary reports of student evaluations after examination results are submitted	44 21.6%	94 46.1%	32 15.7%	23 11.3%	11 5.4%	204 100%	3.67	1.099
4	Student evaluations schedule follow particular guidelines described in the university prospectus.	14 6.9%	140 68.6%	43 21.1%	7 3.4%	0 0%	204 100%	3.79	0.612
5	The Student evaluation data is collected by the administrator	35 17.2%	120 58.8%	33 16.2%	14 6.9%	0 0%	202 99%	3.87	0.775
6	There is evidence that student evaluation data is well stored	73 35.8%	104 51%	23 11.3%	4 2%	0 0%	204 100%	4.21	0.714
7	The student evaluation data is received by the quality assurance department for processing and analyzing	18 8.8%	96 47.1%	56 27.5%	32 15.7%	2 1%	204 100%	3.47	0.896
8	UCU has a well-organized structure of who administers student evaluations	29 14.2%	101 49.5%	52 25.5%	22 10.8%	0 0%	204 100%	3.67	0.851
Average Mean and standard deviation:								**3.818**	**0.814**

Key: SA = Strongly Agree, A = Agree, N = Neutral D = Disagree and SD = Strongly Disagree

Source: *Primary data*

For purposes of interpretation note that scores for SA and A are grouped to represent agree while D and

SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion

was undecided. The mean < 3.00 reveals disagree scores and that above >3.00 reveals agree.

When the question of organising student evaluations was put to respondents, 79.9% (163) of the total

number of respondents agreed with the fact that student evaluation data is well processed and utilized at

UCU whereas only 3.9% (8) of the total number of respondents disagreed with the statement that student evaluation data is well processed and utilized at UCU and the remaining 16.2% (33) of the total number of respondents were not sure whether student evaluation data is well processed and utilized at UCU or not, while the mean was 3.99 and the standard deviation of 0.739. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in agreement with observation of one of the respondents who was of the view that;

> *"UCU has a very good system of data processing and utilisation which greatly contributes to academic policy improvement"*

On the question of organising student evaluations, 63.3% (129) of the total number of respondents agreed with the fact that student evaluations data is safely stored at UCU. Only2.5% (5) of the total number of respondents disagreed that student evaluations data is safely stored at UCU and the remaining 34.3% (70) of the total number of respondents were not sure whether student evaluations data is safely stored at UCU or not, while the mean was 3.87 and the standard deviation of 0.829. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.9 above, 67.7% (138) of the total number of respondents agreed that faculty and administrators only have access to summary reports of student evaluations after examination results are submitted. On the other hand, 16.7% (34) of the total number of respondents disagreed with the statement that faculty and administrators only have access to summary reports of student evaluations after examination results are submitted and the remaining 15.7% (32) of the total number of respondents were not sure whether faculty and administrators only have access to summary reports of student evaluations after examination results are submitted or not, while the mean was 3.67 and the standard deviation of 1.099. This implied that the majority of respondents were in agreement with the above statement.

On the question of organising student evaluations, 75.5% (154) of the total number of respondents agreed with the fact that student evaluations schedule follow particular guidelines described in the

university prospectus. 3.4% (7) of the total number of respondents disagreed with the statement that student evaluations schedule follow particular guidelines described in the university prospectus and the remaining21.1% (43) of the total number of respondents were not sure whether student evaluations schedule follow particular guidelines described in the university prospectusor not, while the mean was 3.79 and the standard deviation of 0.612. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.9 above, 76% (155) of the total number of respondents agreed that the student evaluation data is collected by the administrator. 6.9% (14) of the total number of respondents disagreed that the student evaluation data is collected by the administrator and the remaining 16.2% (33) of the total number of respondents were not sure whether the student evaluation data is collected by the administrator or not, while the mean was 3.87 and the standard deviation of 0.775. This implied that the majority of respondents were in agreement with the above statement.

When the question of organising student evaluations was put to respondents, 86.8% (177) of the total number of respondents agreed student evaluation data is well stored whereas only 2% (4) of the total number of respondents disagreed with the statement that there is evidence that student evaluation data is well stored. The remaining 11.3% (23) of the total number of respondents were not sure whether there is evidence that student evaluation data is well stored or not, while the mean was 4.21 and the standard deviation of 0.714. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.9 above, 55.9% (114) of the total number of respondents agreed with the fact that the student evaluation data is received by the quality assurance department for processing and analyzing. 16.7% (34) of the total number of respondents disagreed with the statement that the student evaluation data is received by the quality assurance department for processing and analyzing and the remaining 27.5% (56) of the total number of respondents were not sure whether the student evaluation data is received by the quality assurance department for processing and analyzing or not, while the mean was

3.47 and the standard deviation of 0.896. This implied that the majority of respondents were in agreement with the above statement.

On the question of organising student evaluations, 63.7% (130) of the total number of respondents agreed that UCU has a well-organized structure that administers student evaluations. 10.8% (22) of the total number of respondents disagreed with the statement that UCU has a well-organized structure of that administers student evaluations and the remaining 25.5% (52) of the total number of respondents were not sure whether UCU has a well-organized structure that administers student evaluations or not, while the mean was 3.67 and the standard deviation of 0.851. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in agreement with observation of a respondent's comment who said;

> *"The university is well facilitated with computer hardware and software in the concerned administrative office evaluations"*

Considering the average mean and standard deviation of 3.818 and 0.814 respectively, the majority of respondents said that organising student evaluations positively affects academic policy improvement at UCU.

4.5.2 Correlation results on organizing student evaluations

Table 4.10: Correlation between Organizing Student Evaluations and Academic Policy

		Academic Policy Improvement	Organizing Student Evaluations
Academic Policy Improvement	Pearson Correlation	1	.833[**]
	Sig. (2-tailed)		.000
	N	204	204
Organizing Student Evaluations	Pearson Correlation	.833[**]	1
	Sig. (2-tailed)	.000	
	N	204	204

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2018)

The results in table 4.10 above depict the Pearson's correlation between Organizing Student Evaluations and Academic Policy Improvement, the correlation value of 0.833 implies that there is a very strong positive relationship between Organizing Student Evaluations and Academic Policy Improvement, implying that an improvement in Organizing Student Evaluations will lead to an increase in the Academic Policy Improvement and a decrease in the Organizing Student Evaluations will lead to a deterioration in Academic Policy Improvement. The level of significance of the results in table 4.10 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Organizing Student Evaluations is significant at 5% level of significance, therefore the researcher accepted the alternative hypothesis that there is a significant relationship between Organizing Student Evaluations and Academic Policy Improvement.

4.5.3 Regression results on organising student evaluations and Hypothesis Testing

Table 4.3: Coefficients of Organizing Student Evaluations and Academic Policy

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.423	.154		2.738	.007
	Organizing Student Evaluations	.857	.040	.833	21.380	.000

a. Dependent Variable: Academic Policy Improvement

Source: Primary Data, (2018)

Hypothesis

H$_1$: There is a significant positive relationship between Organizing Student Evaluations and Academic Policy Improvement.

The p-value of Organizing Student Evaluations is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that there is a significant positive relationship between organizing student evaluations and academic policy improvement.

The standardized beta coefficient 0.833, which is positive, reflects a direct relationship between Organizing Student Evaluations and Academic Policy Improvement. This implies that an improvement in Organizing Student Evaluations leads to a higher likelihood of Academic Policy Improvement and where there is low level of Organizing Student Evaluations there is usually a low likelihood of Academic Policy Improvement.

Equation 2: Model of Academic Policy Improvement and Organizing Student Evaluations

Academic Policy Improvement = **0.423** + **0.833** Organizing Student Evaluations …….…. (1)

Furthermore the **coefficient of 0.833** implies that a unit increase in Organizing Student Evaluations may lead to a 0.833 increase in Academic Policy Improvement and a unit decrease in Organizing Student Evaluations leads to a 0.833 decrease in Academic Policy Improvement.

 Model Summary

Regression analysis was further used to establish the extent to which organising student evaluations affect academic policy improvement. The coefficient of determination (R square) was used and the results are presented in the table below.

Table 4.4: Model Summary of Organizing Student Evaluations & Academic Policy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833	.694	.692	.28930

a. Predictors: (Constant), Organizing Student Evaluations

b. Dependent Variable: Academic Policy Improvement

Source: Primary Data, (2018)

The model summary in table 4.12 above reflects the results of a bi-variant regression between Organizing Student Evaluations and Academic Policy Improvement. The Adjusted R Squared of 0.692 (69.2%) implies that the independent variable (Organizing Student Evaluations) accounts for 69.2% of the variance in the Academic Policy Improvement.

4.5.5 Analysis of Variance

Table 4.13: ANOVA of Organizing Student Evaluations and Academic Policy Improvement

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	38.254	1	38.254	457.084	.000[b]
1	Residual	16.906	202	.084		
	Total	55.160	203			

a. Dependent Variable: Academic Policy Improvement

b. Predictors: (Constant), Organizing Student Evaluations

Source: Primary data, (2018)

From the above results in table 4.13, the estimates of variability are 38.254 and 0.084 under mean Square column and their ratio is 457.084 under the column labelled F ($F_{(1, 202)}$) =457.084. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 457.084 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05. Therefore, the researcher accepted the alternative hypothesis and concluded that there is a significant relationship between Organizing Student Evaluations and Academic Policy Improvement.

4.6 Reporting Student Evaluations

The findings of reporting student evaluations are summarized in the table below.

4.6.1 Descriptive statistics on reporting student evaluations

Table 4.14: Descriptive Statistics of Reporting Student Evaluation

No	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean	Stddev
1	Results of student evaluations are shared with faculty (lecturers) and academic unit administrators like the Dean	62 30.4%	113 55.4%	27 13.2%	2 1%	0 0%	204 100%	4.15	0.674
2	Results of student evaluations may be used in faculty annual performance reviews	28 13.7%	128 62.7%	44 21.6%	4 2%	0 0%	204 100%	3.88	0.648
3	Student evaluation data is securely stored	28 13.7%	73 35.8%	80 39.2%	17 8.3%	6 2.9%	204 100%	3.49	0.934
4	There is feedback on student evaluations to the learners	10 4.9%	67 32.8%	67 32.8%	54 26.5%	6 2.9%	204 100%	3.10	0.949
5	Student evaluations are used to improve teaching and learning in the institution	47 23%	119 58.3%	22 10.8%	8 3.9%	8 3.9%	204 100%	3.93	0.920
6	Feedback from the results of student evaluations is readily available to key stakeholders like students	24 11.8%	100 49%	38 18.6%	34 16.7%	8 3.9%	204 100%	3.48	1.029
7	Results of student evaluations are disseminated in a timely manner	28 13.7%	67 32.8%	67 32.8%	34 16.7%	8 3.9%	204 100%	3.36	1.039
8	The results of student evaluations are used to inform decisions at UCU	16 7.8%	75 36.8%	69 33.8%	44 21.6%	0 0%	204 100%	3.31	0.898
	Average Mean and standard deviation:							**3.588**	**0.886**
	Key: SA = Strongly Agree, A = Agree, N = Neutral D = Disagree and SD = Strongly Disagree								

Source: *Primary data*

For purposes of interpretation note that scores for SA and A are grouped to represent agree while D and SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion was undecided. The mean < 3.00 reveals disagree scores and that above >3.00 reveals agree.

On the question of reporting student evaluations, 85.8% (175) of the total number of respondents agreed with the fact that results of student evaluations are shared with faculty (lecturers) and academic unit administrators like the Dean. Only 1% (2) of the total number of respondents disagreed with the statement that results of student evaluations are shared with faculty (lecturers) and academic unit

administrators like the Dean and the remaining 13.2% (27) of the total number of respondents were not sure whether results of student evaluations are shared with faculty (lecturers) and academic unit administrators like the Dean or not, while the mean was 4.15 and the standard deviation of 0.674. This implied that the majority of respondents were in agreement with the above statement.

When the question of reporting student evaluations was put to respondents, 76.4% (156) of the total number of respondents agreed with the fact that results of student evaluations may be used in faculty annual performance reviews. only 2% (4) of the total number of respondents disagreed with the statement that results of student evaluations may be used in faculty annual performance reviews and the remaining 21.6% (44) of the total number of respondents were not sure whether results of student evaluations may be used in faculty annual performance reviews or not, while the mean was 3.88 and the standard deviation of 0.648. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.14 above, 49.5% (101) of the total number of respondents agreed that student evaluation data is securely stored, whiles11.2% (23) of the total number of respondents disagreed with the statement that student evaluation data is securely stored and the remaining 39.2% (80) of the total number of respondents were not sure whether student evaluation data is securely stored or not, while the mean was 3.49 and the standard deviation of 0.934. This implied that the majority of respondents were in agreement with the above statement.

On the question of reporting student evaluations, 37.7% (77) of the total number of respondents agreed with the fact that there is feedback on student evaluations to the learners. 29.4% (60) of the total number of respondents disagreed with the statement that there is feedback on student evaluations to the learners and the remaining 32.8% (67) of the total number of respondents were not sure whether there is feedback on student evaluations to the learners or not, while the mean was 3.10 and the standard

deviation of 0.949. This implied that the majority of respondents were in agreement with the above statement.

When the question of reporting student evaluations was put to respondents, 81.3% (166) of the total number of respondents agreed with the fact that student evaluations are used to improve teaching and learning in the institution. 7.8% (16) of the total number of respondents disagreed with the statement that student evaluations are used to improve teaching and learning in the institution and the remaining 10.8% (22) of the total number of respondents were not sure whether student evaluations are used to improve teaching and learning in the institution or not, while the mean was 3.93 and the standard deviation of 0.920. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.14 above, 60.8% (124) of the total number of respondents agreed with the fact that feedback from the results of student evaluations is readily available to key stakeholders like students. 20.6% (42) of the total number of respondents disagreed with the statement that feedback from the results of student evaluations is readily available to key stakeholders like students and the remaining 18.6% (38) of the total number of respondents were not sure whether feedback from the results of student evaluations is readily available to key stakeholders like students or not, while the mean was 3.48 and the standard deviation of 1.029. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

> *"That this rarely happens and in most cases it is not timely".*

On the question of reporting student evaluations, 46.5% (95) of the total number of respondents agreed with the fact that results of student evaluations are disseminated in a timely manner. 20.6% (42) of the total number of respondents disagreed with the statement that results of student evaluations are disseminated in a timely manner. 32.8% (67) of the total number of respondents were not sure whether results of student evaluations are disseminated in a timely manner or not, while the mean was 3.36 and

the standard deviation of 1.039. This implied that the majority of respondents were in agreement with the above statement.

When the question of reporting student evaluations was put to respondents, 44.6% (91) of the total number of respondents agreed with the fact that the results of student evaluations are used to inform decisions at UCU. 21.6% (44) of the total number of respondents disagreed with the statement that the results of student evaluations are used to inform decisions at UCU and the remaining 33.8% (69) of the total number of respondents were not sure whether the results of student evaluations are used to inform decisions at UCU or not, while the mean was 3.31 and the standard deviation of 0.898. This implied that the majority of respondents were in agreement with the above statement.

Considering the average mean and standard deviation of 3.588 and 0.886 respectively, majority of respondents said that reporting student evaluations positively affects academic policy improvement at UCU.

4.6.2 Correlation results on reporting student evaluations

Table 4.15: Correlation between Reporting Student Evaluations and Academic Policy

		Academic Policy Improvement	Reporting Student Evaluations
Academic Policy Improvement	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	204	204
Reporting Student Evaluations	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	204	204

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2018)

The results in table 4.15 above depict the Pearson's correlation between Reporting Student Evaluations and Academic Policy Improvement. The correlation value of 0.758 implies that there is a strong positive relationship between Reporting Student Evaluations and Academic Policy Improvement, implying that an improvement in Reporting Student Evaluations may lead to an increase in the Academic Policy Improvement and a decrease in Reporting Student Evaluations may lead to deterioration in Academic Policy Improvement. The level of significance of the results in table 4.16 below, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Reporting Student Evaluations is significant at 5% level of significance, therefore there is a significant relationship between Reporting Student Evaluations and Academic Policy Improvement.

4.6.3 Regression results on reporting student evaluations and Hypothesis Testing

Table 4.16: Coefficients of Reporting Student Evaluations & Academic Policy Improvement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.460	.137		10.623	.000
Reporting Student Evaluations	.623	.038	.758	16.506	.000

a. Dependent Variable: Academic Policy Improvement

Source: Primary Data, (2018)

Hypothesis

H$_1$: There is a significant positive relationship between Reporting Student Evaluations and Academic Policy Improvement.

The p-value of Reporting Student Evaluations is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying that there is relationship between Reporting Student Evaluations and Academic Policy Improvement. Therefore, the researcher concluded that there

is a significant positive relationship between Reporting Student Evaluations and Academic Policy Improvement.

The standardized beta coefficient 0.758, which is positive, reflects a direct relationship between Reporting Student Evaluations and Academic Policy Improvement. This implies that an improvement in Reporting Student Evaluations leads to a higher likelihood of Academic Policy Improvement and where there is low level of Reporting Student Evaluations there is usually a low likelihood of Academic Policy Improvement.

Equation 3: Model of Academic Policy Improvement and Reporting Student Evaluations

Academic Policy Improvement = **1.460** + **0.758** Reporting Student Evaluations ……..… (1)

Furthermore the **coefficient of 0.758** implies that a unit increase in Reporting Student Evaluations will lead to a 0.758 increase in academic policy improvement and a unit decrease in reporting student evaluations will lead to a 0.758 decrease in academic policy improvement.

 Model Summary

Regression analysis was further used to establish the extent to which reporting student evaluations affect academic policy improvement. The coefficient of determination (R square) was used and the results are presented in the table below.

Table 4.17: Model summary of reporting Student Evaluations and Academic Policy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758[a]	.574	.572	.34097

a. Predictors: (Constant), Reporting Student Evaluations

b. Dependent Variable: Academic Policy Improvement

Source: *Primary Data, (2018)*

The model summary in table 4.17 above reflects the results of a bivariate regression between Reporting Student Evaluations and Academic Policy Improvement. The Adjusted R Squared of 0.572 (57.2%)

implies that the independent variable (Reporting Student Evaluations) accounts for 57.2% of the variance in the Academic Policy Improvement.

4.6.5 Analysis of Variance

Table 4.5: ANOVA of Reporting Student Evaluations and Academic Policy Improvement

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	31.676	1	31.676	272.461	.000[b]
1	Residual	23.484	202	.116		
	Total	55.160	203			

a. Dependent Variable: Academic Policy Improvement

b. Predictors: (Constant), Reporting Student Evaluations

Source: *Primary Data, (2018)*

From the above results in table 4.18, the estimates of variability are 31.676 and 0.116 under mean Square column and their ratio is 272.461under the column labelled F (F (1, 202)) =272.461. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 272.461 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05. Therefore, the researcher acceptance the alternative hypothesis and concluded that there is a significant relationship between Reporting Student Evaluations and Academic Policy Improvement.

4.6.6 Conclusion

Research findings from correlation analysis established that reporting student evaluations has a strong positive statistically significant relationship with academic policy improvement. Findings from regression analysis further affirmed that reporting student evaluations has a significant effect on academic policy improvement. Therefore the hypothesis that stated that reporting student evaluations significantly affects academic policy improvement was accepted.

4.7 Academic Policy Improvement

The findings of academic policy improvement are summarized in the table below. This section focuses

on quality programme, quality teaching, quality assessment and quality academic staff (Appendix I).

4.7.1 Descriptive Statistics of Academic Policy Improvement

Table 4.19: Descriptive Statistics of Academic Policy Improvement

No.	Details	SA(5)	A(4)	N(3)	D(2)	SD(1)	Total	Mean	Stddev
1	Quality teaching is done by lecturers	**20** 9.8%	**83** 40.7%	**58** 28.4%	**35** 17.2%	**8** 3.9%	**204** 100%	3.35	1.004
2	Lecturers are punctual in attending to their classes	**48** 23.5%	**116** 56.9%	**33** 16.2%	**4** 2%	**3** 1.5%	**204** 100%	3.99	0.781
3	Lectures are conducted at a convenient time of the day	**30** 14.7%	**61** 29.9%	**57** 27.9%	**42** 20.6%	**14** 6.9%	**204** 100%	3.25	1.145
4	All academic Programmes taught at UCU are accredited by National Council of Higher Education	**24** 11.8%	**96** 47.1%	**63** 30.9%	**21** 10.3%	**0** 0%	**204** 100%	3.6	0.827
5	The instructor uses a variety of instructional methods to reach course objectives (e.g group presentations, student presentations).	**40** 19.6%	**98** 48%	**55** 27%	**7** 3.4%	**4** 2%	**204** 100%	3.8	0.862
6	The course outline and objectives are delivered at the start of the course unit /module.	**22** 10.8%	**128** 62.7%	**43** 21.1%	**11** 5.4%	**0** 0%	**204** 100%	3.79	0.702
7	The instructors are generally well prepared for every class	**24** 11.8%	**83** 40.7%	**47** 23%	**42** 20.6%	**8** 3.9%	**204** 100%	3.36	1.057
8	Reference books recovered at the end of each course unit /module are readily available	**30** 14.7%	**85** 41.7%	**43** 21.1%	**30** 14.7%	**16** 7.8%	**204** 100%	3.41	1.143
9	Examinations are designed based on module contents	**46** 22.5%	**117** 57.4%	**33** 16.2%	**8** 3.9%	**0** 0%	**204** 100%	3.99	0.739
10	Continuous assessment in form of tests is done on every module or course unit	**53** 26%	**76** 37.3%	**70** 34.3%	**5** 2.5%	**0** 0%	**204** 100%	3.87	0.829
11	Feedback on class assignments /tests is done frequently	**44** 21.6%	**94** 46.1%	**32** 15.7%	**23** 11.3%	**11** 5.4%	**204** 100%	3.67	1.099
12	Highly qualified academic staff teach at the university	**14** 6.9%	**140** 68.6%	**43** 21.1%	**7** 3.4%	**0** 0%	**204** 100%	3.79	0.612
13	The academic staff are very knowledgeable in their areas of specialty	**35** 17.2%	**120** 58.8%	**33** 16.2%	**14** 6.9%	**0** 0%	**202** 99%	3.87	0.775
14	Academic staff engage their students prompting a learner centered approach	**73** 35.8%	**104** 51%	**23** 11.3%	**4** 2%	**0** 0%	**204** 100%	4.21	0.714
15	Academic staff are readily available to attend to students problem even outside class time	**18** 8.8%	**96** 47.1%	**56** 27.5%	**32** 15.7%	**2** 1%	**204** 100%	3.47	0.896
	Average mean and standard deviation:							**2.68**	**0.879**

Source: Primary data

For purposes of interpretation note that scores for SA and A are grouped to represent agree while D and

SD scores represent respondents who disagreed. In addition, N represents respondents whose opinion

was undecided. The mean < 3.00 reveals disagree scores and that above >3.00 reveals agree.

On the question of academic policy improvement, 50.5% (103) of the total number of respondents agreed with the fact that quality teaching is done by lecturers. 21.1% (43) of the total number of respondents disagreed with the statement that quality teaching is done by lecturers and the remaining 28.4% (58) of the total number of respondents were not sure whether quality teaching is done by lecturers or not, while the mean was 3.35 and the standard deviation of 1.004. This implied that the majority of respondents were in agreement with the above statement.

When the question of academic policy improvement was put to respondents, 80.4% (164) of the total number of respondents agreed with the fact that lecturers are punctual in attending to their classes, 3.5% (7) of the total number of respondents disagreed with the statement that lecturers are punctual in attending to their classes and the remaining 16.2% (33) of the total number of respondents were not sure whether lecturers are punctual in attending to their classes or not, while the mean was 3.99 and the standard deviation of 0.781. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.19 above, 44.6% (91) of the total number of respondents agreed with the fact that lectures are conducted at a convenient time of the day while 27.5% (56) of the total number of respondents disagreed with the statement that lectures are conducted at a convenient time of the day and the remaining 27.9% (57) of the total number of respondents were not sure whether lectures are conducted at a convenient time of the day or not, while the mean was 3.25 and the standard deviation of 1.145. This implied that the majority of respondents were in agreement with the above statement.

On the question of academic policy improvement, 58.9% (120) of the total number of respondents agreed with the fact that all academic programmes taught at UCU are accredited by National Council of Higher Education. 10.3% (21) of the total number of respondents disagreed with the statement that all academic programmes taught at UCU are accredited by National Council of Higher Education and the remaining 30.9% (63) of the total number of respondents were not sure whether all academic programmes taught at UCU are accredited by National Council of Higher Education or not, while the

mean was 3.6 and the standard deviation of 0.827. This implied that the majority of respondents were in agreement with the above statement. The quantitative findings are in agreement with the qualitative findings in which a respondent comments that:

"We do not teach un-accredited programmes"

When the question of academic policy improvement was put to respondents, 67.9% (138) of the total number of respondents agreed with the fact that the instructor uses a variety of instructional methods to reach course objectives (e.g. group presentations, student presentations). 5.4% (11) of the total number of respondents disagreed with the statement that the instructor uses a variety of instructional methods to reach course objectives (e.g. group presentations, student presentations) and the remaining 27% (55) of the total number of respondents were not sure whether the instructor uses a variety of instructional methods to reach course objectives (e.g. group presentations, student presentations) or not, while the mean was 3.8 and the standard deviation of 0.862. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.19 above, 73.5% (150) of the total number of respondents agreed with the fact that the course outline and objectives are delivered at the start of the course unit /module. 5.4% (11) of the total number of respondents disagreed with the statement that the course outline and objectives are delivered at the start of the course unit /module and the remaining 21.1% (43) of the total number of respondents were not sure whether the course outline and objectives are delivered at the start of the course unit /module or not, while the mean was 3.79 and the standard deviation of 0.702. This implied that the majority of respondents were in agreement with the above statement.

On the question of academic policy improvement, 52.5% (107) of the total number of respondents agreed with the fact that the instructors are generally well prepared for every class. 24.5% (50) of the total number of respondents disagreed with the statement that the instructors are generally well prepared for every class and the remaining 23% (47) of the total number of respondents were not sure whether the instructors are generally well prepared for every class or not, while the mean was 3.36 and the

standard deviation of 1.057. This implied that the majority of respondents were in agreement with the above statement.

When the question of academic policy improvement was put to respondents, 56.4% (115) of the total number of respondents agreed with the fact that reference books recovered at the end of each course unit /module are readily available, while 22.5% (46) of the total number of respondents disagreed with the statement that reference books recovered at the end of each course unit /module are readily available and the remaining 21.1% (43) of the total number of respondents were not sure whether reference books recovered at the end of each course unit /module are readily available or not, while the mean was 3.41 and the standard deviation of 1.143. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.19 above, 79.9% (163) of the total number of respondents agreed that examinations are designed based on module contents while 3.9% (8) of the total number of respondents disagreed with the statement that examinations are designed based on module contents and the remaining 16.2% (33) of the total number of respondents were not sure whether examinations are designed based on module contents or not, while the mean was 3.99 and the standard deviation of 0.739. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

> *"It would be grossly implicating for a lecturer not to set examinations based on what was taught as students would complain"*

On the question of academic policy improvement, 63.3% (129) of the total number of respondents agreed that continuous assessment in form of tests is done on every module or course unit and only 2.5% (5) of the total number of respondents disagreed with the statement that continuous assessment in form of tests is done on every module or course unit and the remaining 34.5% (70) of the total number of respondents were not sure whether continuous assessment in form of tests is done on every module or

course unit or not, while the mean was 3.87 and the standard deviation of 0.829. This implied that the majority of respondents were in agreement with the above statement.

When the question of academic policy improvement was put to respondents, 67.7% (138) of the total number of respondents agreed with the fact that feedback on class assignments /tests is done frequently. 16.7% (34) of the total number of respondents disagreed with the statement that feedback on class assignments /tests is done frequently and the remaining 15.7% (32) of the total number of respondents were not sure whether feedback on class assignments /tests is done frequently or not, while the mean was 3.67 and the standard deviation of 1.099. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.19 above, 75.5% (154) of the total number of respondents agreed with the fact that highly qualified academic staff teach at the university while 3.4% (7) of the total number of respondents disagreed with the statement that highly qualified academic staff teach at the university and the remaining 21.1% (43) of the total number of respondents were not sure whether highly qualified academic staff teach at the university or not, while the mean was 3.79 and the standard deviation of 0.612. This implied that the majority of respondents were in agreement with the above statement. The above quantitative findings are in line with the qualitative findings from a respondent's comment who said:

"Predominantly most lecturers have masters degree while few have PhDs".

On the question of academic policy improvement, 76% (155) of the total number of respondents agreed with the fact that the academic staffs are very knowledgeable in their areas of specialty. 6.9% (14) of the total number of respondents disagreed with the statement that the academic staff are very knowledgeable in their areas of specialty and the remaining 16.2% (33) of the total number of respondents were not sure whether the academic staff are very knowledgeable in their areas of specialty or not, while the mean was 3.87 and the standard deviation of 0.775. This implied that the majority of respondents were in agreement with the above statement.

According to table 4.19 above, 86.8% (177) of the total number of respondents agreed with the fact that academic staffs engage their students prompting a learner centered approach. 2% (4) of the total number of respondents disagreed with the statement that academic staff engage their students prompting a learner centered approach and the remaining 11.3% (23) of the total number of respondents were not sure whether academic staff engage their students prompting a learner centered approach or not, while the mean was 4.21 and the standard deviation of 0.714. This implied that the majority of respondents were in agreement with the above statement. Whereas majority of the respondents agree to a learner centred approach to teaching, a respondent commented that;

"*I predominantly use a lecture centred approach*".

On the question of academic policy improvement, 55.9% (114) of the total number of respondents agreed with the fact that academic staff are readily available to attend to students' problem even outside class time while 16.7% (34) of the total number of respondents disagreed with the statement that academic staff are readily available to attend to students' problem even outside class time. The remaining 27.5% (56) of the total number of respondents were not sure whether academic staffs are readily available to attend to students' problem even outside class time or not, while the mean was 3.47 and the standard deviation of 0.896. This implied that the majority of respondents were in agreement with the above statement.

Considering the average mean and standard deviation of 2.68 and 0.879 respectively, majority of respondents said there is no academic policy improvement at UCU.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION & RECOMMENDATIONS

5.1 Introduction

The study investigated the relationship between management of student evaluations and academic policy improvement at Uganda Christian University (UCU). This chapter presents summary findings, discussion of findings, conclusions, recommendations and areas for further research.

5.2 Summary of findings

5.2.1 Planning Student Evaluations and Academic Policy Improvement at UCU

According to the results in table 4.4, majority of the respondents agreed with the statements regarding Planning Student Evaluations, the average mean of the responses was 3.917 and the standard deviation 0.778 which was greater than the threshold of 3.

The Pearson's correlation between Planning Student Evaluations and Academic Policy Improvement was 0.399, the correlation value of 0.399 implies that there is a moderate positive relationship between Planning Student Evaluations and Academic Policy Improvement, implying that an improvement in Planning Student Evaluations will lead to an increase in the Academic Policy Improvement and a decrease in the Planning Student Evaluations will lead to a deterioration in Academic Policy Improvement. The level of significance of the results in table 4.6 above, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Planning Student Evaluations is significant at 5% level of significance, therefore the researcher accepted the hypothesis that there is a significant relationship between planning student evaluations and academic policy improvement.

The resultant R^2 was 0.159 which implies that Planning Student Evaluations account for 15.9% (0.159*100) of the variations in Academic Policy Improvement and the remaining 84.1% is explained by other factors other than Planning Student Evaluations. The Adjusted R Squared of 0.155 (15.5%) implies that the independent variable (Planning Student Evaluations) accounts for 15.5% of the variance in the Academic Policy Improvement.

The estimates of variability are 8.774 and 0.230 under mean Square column and their ratio is 38.209 under the column labeled F (F (1, 203)) =38.209. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the null hypothesis is not true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 38.209 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05.

The p-value of Planning Student Evaluations is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, implying "There is a significant positive relationship between Planning Student Evaluations and Academic Policy Improvement".

The standardized beta coefficient 0.399, which is positive, reflects a direct relationship between planning student evaluations and academic policy improvement. This implies that an improvement in planning student evaluations leads to a higher likelihood of academic policy improvement and where there is low level of planning student evaluations there is usually a low likelihood of academic policy improvement.

5.2.2 Organizing Student Evaluations and Academic Policy Improvement at UCU

The results in table 4.9, depict that majority of the respondents agreed with the statements regarding Organizing Student Evaluations, the mean of the responses was 3.818 and the standard deviation 0.814 which was greater than the threshold of 3.

The correlation value of 0.833 implies that there is a very strong positive relationship between Organizing Student Evaluations and Academic Policy Improvement, implying that an improvement in Organizing Student Evaluations will lead to an increase in the Academic Policy Improvement and a decrease in the Organizing Student Evaluations will lead to deterioration in Academic Policy Improvement. The level of significance of the results in table 4.11, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable Organizing Student Evaluations is significant at 5% level of significance, therefore the researcher accepted the alternative hypothesis that

there is a significant relationship between Organizing Student Evaluations and Academic Policy Improvement.

The resultant R2 was 0.694 which implied that Organizing Student Evaluations accounts for 69.4% (0.694*100) of the variations in Academic Policy Improvement and the remaining 30.6% is explained by other factors other than Organizing Student Evaluations. The Adjusted R Squared of 0.692 (69.2%) implies that the independent variable (Organizing Student Evaluations) accounts for 69.2% of the variance in the Academic Policy Improvement.

The estimates of variability are 38.254 and 0.084 under mean Square column and their ratio is 457.084 under the column labeled F (F (1, 202)) =457.084. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the hypothesis is true. Further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 457.084 is 0.000 (P-value) which is very small compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05.

The p-value of Organizing Student Evaluations is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance, which leads to acceptance of the hypothesis. "There is a significant positive relationship between Organizing Student Evaluations and Academic Policy Improvement".

The standardized beta coefficient 0.833, which is positive, reflects a direct relationship between Organizing Student Evaluations and Academic Policy Improvement. This implies that an improvement in Organizing Student Evaluations leads to a higher likelihood of Academic Policy Improvement and where there is low level of Organizing Student Evaluations there is usually a low likelihood of Academic Policy Improvement.

5.2.3 Reporting Student Evaluations and Academic Policy Improvement at UCU

According to the results in table 4.14, majority of the respondents agreed with the statements regarding Reporting Student Evaluations, the mean of the responses was 3.588 and standard deviation 0.886 which was greater than the threshold of 3.

The Pearson's correlation between Reporting Student Evaluations and Academic Policy Improvement, the correlation value of 0.758 implies that there is a strong positive relationship between Reporting Student Evaluations and Academic Policy Improvement, implying that an improvement in Reporting Student Evaluations will lead to an increase in the Academic Policy Improvement and a decrease in the Reporting Student Evaluations will lead to a deterioration in Academic Policy Improvement. The level of significance of the results in table 4.16, is 0.05 (at 95%) implying that since the P-value of 0.000 is less than 0.05 (P-value ‹ 0.05), the variable reporting student evaluations is significant at 5% level of significance, therefore the researcher accepted the hypothesis that there is a significant relationship between reporting student evaluations and academic policy improvement.

The resultant R^2 was 0.694 which implied that Reporting Student Evaluations accounts for 57.4% (0.574*100) of the variations in Academic Policy Improvement and the remaining 42.6% is explained by other factors other than Reporting Student Evaluations. The Adjusted R^2 of 0.572 (57.2%) implies that the independent variable (Reporting Student Evaluations) accounts for 57.2% of the variance in the Academic Policy Improvement.

The estimates of variability are 31.676 and 0.116 under mean Square column and their ratio is 272.461under the column labeled F (F (1, 202)) =272.461. Since the ratio of the between groups mean square to the within groups mean square is not closer to 1, the alternative hypothesis is true, further more from the column of Sig, it is reflected that the probability of obtaining the F-ratio of 272.461 is 0.000 (P-value) which is very small as compared to the level of significance of 0.05, implying that the Probability value (P-value) of 0.000 ‹ 0.05.

The p-value of Reporting Student Evaluations is 0.000 which is less than 0.05 (p-value<0.05, 0.000<0.05) at a 95% level of significance. This leads to the acceptance of the hypothesis which states

that "There is a significant positive relationship between Reporting Student Evaluations and Academic Policy Improvement".

The standardized beta coefficient 0.758, which is positive, reflects a direct relationship between Reporting Student Evaluations and Academic Policy Improvement. This implies that an improvement in Reporting Student Evaluations leads to a higher likelihood of Academic Policy Improvement and where there is low level of Reporting Student Evaluations there is usually a low likelihood of Academic Policy Improvement.

5.3 Discussion of the Findings

5.3.1 Planning Student Evaluations and Academic Policy Improvement at UCU

The study found out that there is a moderate positive relationship between planning student evaluations and academic policy improvement which were consistent with the findings of several other studies in the area of planning. Some of the researchers with similar findings include, Harnes, (2016), Quinn, (2010), Fitzpatrick, et al, (2004) and Abraham, (2012) who all emphasize the need for planning in improving performance. According to Fitzpatrick, et al, (2004), in order for institutions improve on their academic policy, planners need to establish objectives, which are statements of what needs to be achieved and when. Planners need also to identity alternative courses of action for achieving objectives, a thing that is absolutely consistent with the findings of this study which asserts that there is a positive relationship between Planning Student Evaluations and Academic Policy Improvement. Furthermore, Harnes, (2016) in his study defined planning as a process consisting of several steps; the process begins with environmental scanning which simply means that planners must be aware of the critical contingencies facing their institutions in terms of economic conditions, their competitors and their customers, this is consistent with the findings of this study which emphasizes the need for planning in a bid to attain academic policy improvement. Additionally, Kurfman, et. al, (2002), considers tactical planning as an intermediate-range (one to three years) planning that is designed to develop relatively concrete and specific means to implement the strategic plan. Administrators often engage in tactical planning. Operational planning generally assumes the existence of institutions- wide or subunit goals

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and objectives and specifies ways to achieve them. Operational planning is short-range (less than a year) planning that is designed to develop specific action steps that support the strategic and tactical plans for better academic policy, that is also consistent with the findings of this study which emphasizes the need for planning as a tool of enhancing Academic Policy Improvement.

5.3.2 Organizing Student Evaluations and Academic Policy Improvement at UCU

The study found out that there was a very strong positive relationship between organizing student evaluations and academic policy improvement. According to Paolo, et al., (2000), Franklin, (2001) and Levine, (1985), organizing of student evaluations consists of major stages which include the collection of data regarding students this should be done by the relevant authorities and in an ethical manner, data processing which must also be done in an ethical and by professionals. Data processing also involves a sequence of operations performed to convert raw data into a usable form either electronically or manually. Institutional managers who use and interpret the numbers provided by student evaluations must be able to know what the numbers mean and how to use them correctly. Comprehensive processing of student evaluation data can help assess the quality of the teaching in a partial department and finally Data Storage which takes into consideration manual or electronic and in whichever way it is dealt with, it is important that its storage, retrieval and data reduction analysis is readily achievable when the institutional stakeholders need it. One must be able to record, block, file and index data so that it can be retrieved in a way that helps analysis of the topics or themes being investigated. The findings discussed above are consistent with the findings of this study which emphasizes the need for comprehensive organizing of Student Evaluations in a bid to attain Academic Policy Improvement. Those findings are also consistent with the findings of Sandelowski, (2000) and Adam & Umbach, (2012).

5.3.3 Reporting Student Evaluations and Academic Policy Improvement at UCU

The study found out that there is a strong positive relationship between Reporting of Student Evaluations and Academic Policy Improvement in UCU is consistent with the findings of Kuh, et al, (2011) who in their study state that reporting of student evaluations creates constancy of purpose for

improvement of teaching service and the purpose of the institution system must be clear and shared by all stakeholders who include: Institution board members, administrators, lecturers, support staff parents, community, and students. The findings of this study are further consistent with finding of other related studies such as a study by Mishra, (2007) who assert that in institutions of higher learning, reporting student evaluations eases dependence on inspection to achieve quality. Other researchers emphasize that reporting of student evaluation is mainly classified into the reporting hierarchy, data protection and as well as feedback from stakeholders who are students in this case as stated by Marsh, (1984), Rowley, (2003) and Linse, (2017) in their respective publications. Additionally, Scholars like Aultman (2006) and Cohen (1980) argued that student evaluation feedback improves teaching effectiveness. Wachtel (1998); asserts that student evaluations are a valid, authentic, reliable and a worthwhile means of evaluating teaching. On the other hand, many stakeholders are not convinced of the usefulness and validity of student evaluations for both formative and summative purposes (Spooren, et. al, 2013). The findings of these scholars is consistent with the findings of this study which renders it vivid enough since it emphasizes that reporting of student evaluations significantly affects academic policy improvement which most of the earlier scholars had also emphasized.

5.4 Conclusion of the Findings

5.4.1 Planning Student Evaluations and Academic Policy Improvement at UCU

This study concluded that there is a moderate positive relationship between the Planning for Student Evaluations and Academic Policy Improvement. The study also concluded that an improvement in Planning for Student Evaluations significantly leads to Academic Policy Improvements especially in terms of Quality programmes, Quality teaching and learning, Quality assessment and as well as Quality academic staff.

This study additionally concluded that enhancement in the Stakeholders' involvement will strengthen the Planning of Student Evaluation process and further lead to Academic Policy Improvements within Uganda Christian University.

The study furthermore concludes that an institution of a clear and functional administrative Structure will enhance the Planning of Student Evaluation process and further lead to Academic Policy Improvements within Uganda Christian University (UCU).

This study also concludes that any extra effort invested in enhancing the Uganda Christian University Policy Direction will strengthen the Planning of Student Evaluation process and further lead to Academic Policy Improvements within Uganda Christian University (UCU).

5.4.2 Organizing Student Evaluations and Academic Policy Improvement at UCU

This study concluded that there is a very strong positive relationship between the organizing of student evaluations and academic policy improvement. the study also concluded that an improvement in organizing of student evaluations significantly leads to academic policy improvements most especially in terms of quality of programmes, quality of teaching and learning, quality of assessment and as well as quality of academic staff.

This study additionally concluded that improvement in the data collection process will strengthen the organizing of student evaluation process and further lead to academic policy improvements within Uganda Christian University.

The study furthermore concluded that any efforts towards enhancing of the data processing within Uganda Christian University will enhance the organizing of student evaluation process and further lead to academic policy improvements within Uganda Christian University (UCU).

This study also concludes that any extra effort invested in enhancing data storage within Uganda Christian University will strengthen the organizing of student evaluation process and further lead to academic policy improvements within Uganda Christian University (UCU).

5.4.3 Reporting Student Evaluations and Academic Policy Improvement at UCU

This study concludes that there is a strong positive relationship between Reporting of Student evaluations and academic policy improvement, that an improvement in reporting of student evaluations significantly leads to academic policy improvements most especially in terms of quality of

programmes, quality of teaching and learning, quality of assessment and as well as quality of academic staff.

This study additionally concludes that improvement in the reporting hierarchy within Uganda Christian University will strengthen the reporting of student evaluation process and further lead to Academic Policy Improvements within Uganda Christian University (UCU).

Furthermore, the study concludes that any efforts towards enhancing of the protection/security within the reporting in Uganda Christian University will enhance the parameter reporting of student evaluation process and further lead to academic policy improvements within Uganda Christian University (UCU).

Finally, he study concludes that, any extra effort invested in improving the feedback mechanism within Uganda Christian University will strengthen the reporting of student evaluation process and further lead to academic policy improvements within Uganda Christian University (UCU).

5.5 Recommendations

5.5.1 Planning Student Evaluations and Academic Policy Improvement at UCU

The researcher recommends that in a bid to improve the planning of student evaluations within Uganda Christian University, the university and all its stakeholders such as the top management of the university and university council should positively enhance the process of planning of student evaluations within Uganda Christian University. Therefore, top management and university council should mainly focus on formulating a policy on planning student evaluations in order to improve the academic performance at UCU.

Since the findings show that there is a significant positive relationship between planning and academic policy improvement, the university management and university council should design a functional administrative structure to foster Planning of Student Evaluations within the University.

Finally, UCU top management and University Council should work on operationalising the policy direction for the University to contribute towards improving the planning of student evaluations within

the University, since the findings show that there is a significant positive relationship between planning and academic policy improvement.

5.5.2 Organizing Student Evaluations and Academic Policy Improvement at UCU

The researcher recommends that in a bid to improve the organizing of student evaluations within Uganda Christian University, the University and all its stakeholders such as the top management of the University and the University Council among other stakeholders should positively work on the process of organizing of student evaluations within Uganda Christian University. Therefore, top management and university council should mainly focus on strengthening the data collection process within the university in a bid to improve the organizing of student evaluations, since the findings show that there is a very strong positive relationship between organising student evaluations and academic policy improvement.

Since the findings show that there is a very strong positive relationship between organising student evaluations and academic policy improvement, UCU top management and university council among other stakeholders should intensely monitor the data processing process in a bid to improve the organizing of student evaluations in Uganda Christian University (UCU).

Finally, regarding the element of data storage, UCU top management and University Council among other stakeholders should strengthen the data storage process in a bid to improve the organizing of student evaluations in Uganda Christian University (UCU), since the findings show that there is a very strong positive relationship between organising student evaluations and academic policy improvement.

5.5.3 Reporting Student Evaluations and Academic Policy Improvement at UCU

The researcher recommends that in a bid to improve the reporting of student evaluations within Uganda Christian University, the university and all its stakeholders such as the top management of the university and the university council among other stakeholders should positively enhance the process of reporting of student evaluations within Uganda Christian University. Therefore, top management and

University Council should mainly focus on promoting hierarchical reporting of student evaluations information within the university in a bid to improve the reporting of student evaluations.

UCU top management, University Council and faculty deans should strengthen the protection/security in reporting in a bid to improve the reporting of student evaluations in Uganda Christian University (UCU), since the findings show that there is a strong positive relationship between reporting student evaluations and academic policy improvement.

Finally is the element of Feedback, UCU top management, University Council and head of quality assurance should facilitate the feedback process in a bid to improve the reporting of student evaluations in Uganda Christian University (UCU), since the findings show that there is a strong positive relationship between reporting student evaluations and academic policy improvement.

5.6 Areas for Further Studies

The researcher recommends that further research should be conducted in the areas of budgeting, control and academic policy improvement because as the student enrollment increases UCU needs to provide sufficient funding for a robust student evaluation mechanism.

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APPENDICES

APPENDIX I: Questionnaires for Lecturers and students

Dear Top Manager/Dean/Lecturer, / students I am a University student at Uganda Management Institute conducting a research entitled "**MANAGEMENT OF STUDENT EVALUATIONS AND ACADEMIC POLICY IMPROVEMENT. A CASE OF UGANDA CHRISTIAN UNIVERSITY".**

Within the context of this research, may I request you to participate in this study by answering the questionnaire. Kindly do not leave any option unanswered. Any data you will provide shall be used for research purposes only and no information of such kind shall be disclosed to others. May I retrieve the questionnaire within two days?

Thank you very much in advance.

Yours faithfully,

………………………….

Lwanga E.

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Lwanga E. that will focus on, **"Management of Student Evaluations and Academic Policy Improvement. A Case of Uganda Christian University**".

I shall be assured privacy, anonymity and confidentiality that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me, if I ask of them.

Initials…………………………………….………… Date………………………………

PART I: LECTURER'S/ STUDENTS PROFILE

Please choose by ticking and option that is most appropriate to you

Please tick

1.   Gender: Male   ☐
                                                ☐

Female

2.   Nationality: Ugandan   ☐
                                                ☐

International

3.   Level of qualification: undergraduate studen ☐
                                                          ☐

Bachelor's Degree

Master's Degree   ☐

Doctorate Degree   ☐

PART II: MANAGEMENT OF STUDENT EVALUATIONS

Please choose by ticking an option showing the extent to which you agree or disagree with the statement

PLANNING STUDENT EVALUATIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Students advise/contributions are integrated	O	O	O	O	O

into the evaluation form.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. Student evaluations are part of the University policy at UCU.	O	O	O	O	O
5. Student evaluations are well planned and integrated in the year planner at UCU.	O	O	O	O	O
7. Student evaluation planning for the university is done at least twice a year.	O	O	O	O	O
1. The University involved students in planning student evaluations.	O	O	O	O	O
2. The course lecturer delivers students evaluations himself to the students.	O	O	O	O	O
3. After filling students' evaluations, a student representative collects them.	O	O	O	O	O

ORGANIZING STUDENT EVALUATIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18. Student evaluation data is well processed and utilized at UCU.	O	O	O	O	O
12. Student evaluations data is safely stored at UCU.	O	O	O	O	O

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. Faculty and administrators only have access to summary reports of student evaluations after examination results are submitted.	O	O	O	O	O
22. Student evaluations schedule follow particular guidelines described in the university prospectus.	O	O	O	O	O
11. The Student evaluation data is collected by the administrator.	O	O	O	O	O
12. There is evidence that student evaluation data is well stored.	O	O	O	O	O
13. The student evaluation data is received by the quality assurance department for processing and analyzing.	O	O	O	O	O
14. UCU has a well-organized structure of who administers student evaluations.	O	O	O	O	O

REPORTING STUDENT EVALUATIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
32. Results of student evaluations are shared with faculty (lecturers) and academic unit administrators like the Dean.	O	O	O	O	O

31. Results of student evaluations may be used in faculty annual performance reviews.

O   O   O   O   O

23. Student evaluation data is securely stored.

O   O   O   O   O

24. There is feedback on student evaluations to the learners.

O   O   O   O   O

25. Student evaluations are used to improve teaching and learning in the institution.

O   O   O   O   O

26. Feedback from the results of student evaluations is readily available to key stakeholders like students.

O   O   O   O   O

27. Results of student evaluations are disseminated in a timely manner.

O   O   O   O   O

28. The results of student evaluations are used to inform decisions at UCU.

O   O   O   O   O

QUALITY ACADEMIC PROGRAMMES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
36.Quality teaching is done by lecturers	O	O	O	O	O
43.Lecturers are punctual in attending to their	O	O	O	O	O

classes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
44. Lectures are conducted at a convenient time of the day	O	O	O	O	O
46. All academic programmes taught at UCU are accredited by National Council of Higher Education	O	O	O	O	O

QUALITY TEACHING AND LEARNING	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
35. The instructor uses a variety of instructional methods to reach course objectives (e.g group presentations, student presentations).	O	O	O	O	O
37. The course outline and objectives are delivered at the start of the course unit /module.	O	O	O	O	O
34. The instructors are generally well prepared for every class.	O	O	O	O	O
38. Reference books recovered at the end of each course unit /module are readily available.	O	O	O	O	O

QUALITY ASSESSMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
41. Examinations are designed based on module	O	O	O	O	O

contents,

48. Continuous assessment in form of tests is done
on every module or course unit.

O   O   O   O   O

44.   Feedback on class assignments /tests is done
frequently.

O   O   O   O   O

QUALITY ACADEMIC STAFF	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
42. Highly qualified academic staffs teach at the university.	O	O	O	O	O
49. The academic staff are very knowledgeable in their areas of specialty.	O	O	O	O	O
33. Academic staff engage their students prompting a learner centered approach.	O	O	O	O	O
40. Academic staff are readily available to attend to students' problem even outside class time.	O	O	O	O	O

APPENDIX II: Document Review Guide

Documents that were reviewed included:

1.   Quality Assurance Reports from UCU.

2.   National Council for Higher Education (NCHE) documents.

3.   End of Module Evaluation Reports at UCU.

4.   National Quality Assurance Policy Framework.

5.   The Universities and other Tertiary Institutions Act.

6.   Human resource manual

7.   Teaching and learning report

8.   UCU Budget report

9.   Student evaluations report

10.   Academic policy report

11.   UCU strategic plan 2012-2018

The researcher took time to observe what is stated in the documents and triangulate it with what is visible

on ground.

APPENDIX III: Interview guide for top Managers and Deans

1.   Do students conduct evaluations

2.   How do you plan   for student evaluations

3.   How do you organize student evaluations

4.   How are the findings of the student evaluations reported?

5.   To who are findings given

6.   Do students receive any feedback from their evaluations?

7.   Are students evaluations well managed at UCU?

8.   What challenges have you faced in managing student evaluations?

9.   How does the management of students evaluation improve academic policy at UCU

10.   How does the management of student evaluation improve academic staff performance

APPENDIX IV: Introductory letter to UCU

UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620 256-31-2265138 /39 /40 256-75-2259722 Telefax: 256-41-4259581 /314 E-mail: admin@umi.ac.ug	Plot 44-52, Jinja Road P.O. Box 20131 Kampala, Uganda Website: http://www.umi.ac.ug

Your Ref: G/35

11th September, 2018

Our Ref:

TO WHOM IT MAY CONCERN

MASTERS IN HIGHER EDUCATION MANAGEMENT DEGREE

Mr. Edson Lwanga is a student of the Masters in Higher Education Management of Uganda Management Institute fourth intake 2016/2017, **Reg. Number 16/MHEMA/00/KLA/WKD/0008.**

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organization, which is relevant to his research.

His research Topic is: *"Management of Student Evaluations and Academic Policy Improvement in Higher Education Institutions: A case of Uganda Christian University".*

Yours Sincerely,

Dr. Maria K. Barifaijo
HEAD, EDUCATIONAL LEADERSHIP & MANAGEMENT

APPENDIX V: Introduction letter for field research

UGANDA MANAGEMENT INSTITUTE

Telephones:	256-41-4259722 /4223748 /4346620	Plot 44-52, Jinja Road
	256-31-2265138 /39 /40	P.O. Box 20131
	256-75-2259722	Kampala, Uganda
Telefax:	256-41-4259581 /314	Website: http://www.umi.ac.ug
E-mail:	admin@umi.ac.ug	

Your Ref:

Our Ref: 11th September, 2018

Mr. Edson Lwanga
16/MHEMA/KLA/WKD/0008

Dear Mr. Lwanga

FIELD RESEARCH

Following a successful defense of your proposal before a panel of Masters Defense Committee and the inclusion of suggested comments, I wish to recommend you to proceed for fieldwork.

Please note that the previous chapters 1, 2 and 3 will need to be continuously improved and updated as you progress in your research work.

Wishing you the best in the field.

Yours sincerely,

Dr. Maria K. Barifaijo
HEAD, EDUCATION LEADERSHIP AND MANAGEMENT

APPENDIX VI: Acceptance letter by UCU

UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

30th May, 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCING MR. EDSON LWANGA

The Research Ethics Committee (REC) of UCU wishes to introduce to you **Mr. Edson Lwanga** a student of Uganda Management Institute (UMI) pursuing a Master's Degree in Higher Education Management and Administration.

The research study is **"Management of Student Evaluations and Academic Policy Improvement in Higher Education Institutions: A Case of Uganda Christian University".**

He has been approved at the Research Ethics Committee through an expedited Process. His work is academic and ethically satisfying. He seeks staff and students' assistance after consent of each individual.

Any assistance accorded to him will be of help to his studies.

Thank you for your cooperation.

Yours faithfully,

Dr. Ekiria Kikule
Co-Chair REC-UCU
ekikule@ucu.ac.ug

A Complete Education for A Complete Person

P.O Box 4, Mukono, Uganda   Tel: +256 (0) 31 235 0800   Email: ucu@ucu.ac.ug   Web: www.ucu.ac.ug
Founded by the Province of the Church of Uganda. Chartered by the Government of Uganda

APPENDIX VII: Morgan and Krejcie table

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

APPENDIX VIII: Anti-plagiarism report

MANAGEMENT OF STUDENT
EVALUATIONS AND
ACADEMIC POLICY
IMPROVEMENT IN HIGHER
EDUCATION INSTITUTIONS A
CASE OF UGANDA CHRISTIAN
UNIVERSITY

by Edson Lwanga

Submission date: 11-Jun-2018 09:17AM (UTC+0300)
Submission ID: 973280515
File name:
2827_Edson_Lwanga_MANAGEMENT_OF_STUDENT_EVALUATIONS_AND_ACADEMIC_POLICY_IMPROVEMENT_IN_HIGHER_EDUCATION_INSTITUTIONS_A_CASE_OF__123E
Word count: 4799
Character count: 28190