

Internal Quality Assurance Practices and Andragogy in Higher Education Institutions: Implications for PhD Training in Uganda

PAUL NETALISILE MALUNDA

Uganda Management Institute

malundap@yahoo.com

PROSCOVIA NAMUBIRU SSENTAMU

Uganda Management Institute

spnamubiru@gmail.com

JULIET ATWEBEMBEIRE

Uganda Management Institute

julieatwe@gmail.com

Abstract

Higher Institutions of Learning will significantly contribute to the transformation of society and economic development of any country when their training approaches focus on developing graduates who generate new knowledge and skills meant to address multiple social, economic and environmental issues. Using a critical narrative literature review, this article examines the contribution of internal quality assurance practices to andragogy in higher education institutions (HEIs) in Uganda. It specifically focuses on staff development and student evaluations as key internal quality assurance practices that explain the application of andragogy in the training of Ph.D. students. The article discusses the current state of training of doctoral students in Uganda and recommends the following strategies for HEIs so as to promote the quality of delivery for doctoral students:

- i) pursue vigorous staff development programmes to equip lecturers with the necessary andragogical skills to facilitate students' development of necessary work-based and other competences needed to address Uganda's social, economic and political issues,
- ii) systematically and routinely monitor and evaluate the teaching and learning process to inform decision making on quality assurance and teaching practices, and
- iii) utilise students' evaluations of the Ph.D. delivery approaches to establish the relevance and improvement of the curriculum.

Keywords: Internal Quality Assurance, Andragogy, Higher Education Institutions



Introduction

Given the ever-growing globalization, demand for international standards and good governance, higher education has become a crucial determinant of the global economy and development (National Council for Higher Education [NCHE] Benchmarks for Postgraduate Studies, 2014). The higher education subsector is perceived as a driver of economic growth, and a powerful instrument for the attainment of the Sustainable Development Goals (SDGs), specifically Goal number four: which, among others, stipulates ensuring equal access for all women and men to affordable and quality higher education by the year 2030. In line with SDG four, HEIs are expected to impart technical and vocational skills to the youth for employment, decent jobs and entrepreneurship; as well as ensuring that all learners acquire the knowledge and skills needed to promote sustainable development.

The Doctor of Philosophy (Ph.D.) education and training is required to prepare students to become experts; be at the forefront of knowledge in a specific subject area; and, be in position to extend the knowledge frontier beyond what is currently known (NCHE, 2014). Society, therefore, expects specifically the Ph.D. graduates to play a central role in transforming the social and economic infrastructure of Uganda (Ministry of Education and Sports [MoES], 2017). According to the East African Qualifications Framework for Higher Education (Inter-University Council for East Africa [IUCEA], 2014), Ph.D. graduates are expected to apply substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of study/investigation, scholarship or professional practice. The graduates are further expected to demonstrate systematic comprehension, independent and in-depth understanding of a discipline with mastery of skills and research processes related to the field of study.

Higher education is generally perceived to shape a skilled labour force that generates new knowledge through research on various social, economic and environmental issues, thereby responding to societal needs (National Planning Authority [NPA], 2016; Okwakol, 2009). These institutions of learning, and specifically universities, are therefore meant to be centres of excellence in research, academia, scholarship, knowledge generation and publication (NCHE, 2014), supplying nations with the required human resource and contributing to the economic and technological advancement of any country (Abudlkareem, Fasasi & Akinnubi, 2011). Through a review of relevant literature, this article investigates how Ph.D. students in HEIs in Uganda are trained and whether the internal quality assurance practices are in place to ensure andragogy in the institutions.

Basing on the expected contribution of higher education to national development, the government of Uganda has heavily invested in this sub-sector with the aim of improving



skills development and quality of education and training. However, human resource capital development remains a major concern for national development (NPA, 2016). The labour market continues to face a shortage of requisite skills as the majority of graduates from universities and other HEIs of learning lack the practical skills required in the job market (NPA, 2016). Further, Ph.D. graduates in Uganda appear not to be meeting the intended expectations. A study conducted by Ssembatya (2012, cited in Kasozi, 2019) about the careers and productivity of doctorate holders revealed that the productive capacities of Ph.D. graduates in Uganda were low, and the Ph.D. graduates were intellectually unproductive. Given the growing number of Ph.D. graduates in humanities who are expected to provide solutions to the social-economic challenges of a country like Uganda, this study examined the contribution of internal quality assurance practices to andragogy in HEIs in Uganda.

The acknowledgement and the growing expectation of Ph.D. education to transform the social and economic infrastructure of any nation presents a justification for institutionalizing quality assurance systems in the higher education sector. Assuring the quality of education provision is fundamental if HEIs are to offer education or training that is fit for purpose (Oyekan & Alaba, 2014). Therefore, the internal quality assurance practices in HEIs should support the core functions of teaching, research and community engagement that are intended to address the social, political and economic needs of Uganda (MoES, 2017).

The quality assurance systems are intended to address a variety of needs including the increasing demand for accountability by governments, other funders and the public. Robust quality assurance systems inform and promote continuous improvement and control in the management of quality education offered in Higher Institutions of Learning (Pozo et al., 2013; Bunoti, 2012). Quality assurance warrants that the education offered serves the purpose for which it is intended (Oyeko, 2012). Although NCHE is responsible for the overall quality assurance in the HEIs in Uganda, individual institutions are responsible for their own academic standards and therefore have internal quality assurance systems that focus on the implementation of the respective institutions' core mandate. The NCHE accredits, sets standards and deals with implementation of pre-requisites to guarantee and achieve quality in any higher institution of learning (NCHE, 2014). The Council also ensures that individual institutions put in place working structures and quality systems of monitoring to deliver quality teaching and learning (Wobudeya, 2004). On the other hand, individual institutions engage in several internal quality assurance practices including students' assessment of teaching and learning, peer review of publications, monitoring the teaching and learning processes, enhancing students' welfare and promoting quality of research and publication (CHE & AfriQAN, 2012). Other practices include graduate tracer studies and employees' expectations surveys, internal self-assessments, continuous staff capacity building, rigorous and participatory



programme review and development, among others. Quality assurance is generally intended to build a culture of continuous quality improvement in Higher Institutions of Learning. It is therefore the responsibility of individual HEIs to develop strategies that are critical for the delivery of quality Ph.D. training. However, quality improvement and quality assurance remain two fundamental challenges facing public Higher Institutions of Learning in Africa (Hayward, 2006).

This article is premised on the assumption that internal quality assurance practices have a bearing on the application of andragogy on the taught Ph.D. programs in humanities. Although cognisant of the several internal quality assurance practices, through a review of the literature, this study examined staff development and students' evaluation of teaching as critical antecedents to the use of andragogy on taught Ph.D. programs in the humanities. The following specific questions guided the review: how does staff development as a key internal quality assurance practice improve the application of andragogy in HEIs? and how do students' evaluation of teaching as a key internal quality assurance practice improve the application of andragogy in HEIs?

In the subsequent sections of this article, the authors highlight the study methodology, review the teaching approaches generally used HEIs, the theoretical and conceptual underpinnings of the study, the internal quality assurance practices and andragogy in HEIs guided by the specific questions, the conclusion and recommendations from the findings.

Methodology

The study adopted the qualitative desk research approach guided by the critical narrative literature review method. Stratton (2019) describes the critical narrative literature review method as the more traditional unstructured review method in which authors search the related literature to identify, summarise and evaluate the findings on the focus topic. This method guided the authors to examine and offer explanatory power to the contribution of internal quality assurance practices to andragogy in HEIs in Uganda. Unlike the systematic review method, the critical narrative literature review method affords the reviewers the prerogative to examine the literature from their own perspectives and biases. Therefore, the authors' own perspectives and biases as higher education practitioners in Uganda enriched the review in terms of exploring the status quo, analysing, critiquing and interpreting the findings. The identification, review, analysis and interpretation of the literature reviewed was guided by the following specific questions: how does staff development as a key internal quality assurance practice improve the application of andragogy in HEIs? and how do students' evaluation of teaching as a key internal quality assurance practice improve the application of andragogy in HEIs?

Higher Education Institutions and the Teaching Approaches



HEIs in Uganda include both public and private: universities, university colleges, commerce and business colleges, plus science and technical colleges. In this article, HEIs only refer to public universities and other degree-awarding institutions. Universities and other degree awarding institutions are the highest institutions of education in Uganda that are authorized to award degrees, diplomas and certificates (NCHE, 2014). Among their unique feature is that in addition to disseminating knowledge, they create new knowledge through research and publication. Other than the mandates government provides to public HEIs, respective institutions have the autonomy to set their own missions, visions, policies, strategic plans, and curricular, among others, without interference from external forces. For instance, Uganda Management Institute is a Management Development Institute (MDI) mandated to offer training research and consultancy services in management and administration (UMI, 2017).

UMI started as Uganda Institute of Public Administration (UIPA) in 1969 purposely to offer in-service training to public servants. With the enactment of the Uganda Management Institute Act of 1996, the Institute was classified as other degree awarding institutions under a governing council. Since then, UMI offers both postgraduate academic and professional programmes, as well as research and consultancy services in management and administration to the public, private and NGO sectors. Among the flagship programmes is the taught Ph.D. in Management and Administration. Due to the increase in the number of programmes and students' intakes, UMI has over time transformed to a research-led Management Development Institute (MDI).

The government of Uganda has placed emphasis on making the university curriculum more responsive to national development needs (MoES, 2017). The curricula in place for the taught Ph.D. programmes offered by public universities and UMI in particular, are distinctly practice-oriented and aimed at developing the human resource with the required knowledge and skills to address societal issues and contribute to the economic and technological advancement of the country. Furthermore, most postgraduate students are adults with work experience. Despite this, training in HEIs tends to lean more towards pedagogy rather than andragogy. Although the accredited training programmes are developed guided by the competence-based approach, there seems to be a gap in terms of operationalizing this form of education and training. Adults as learners are expected to take initiative in diagnosing their learning needs, developing their learning objectives, identifying appropriate learning strategies and evaluating the learning outcomes (Knowles, 1990). To respond to competence-based education and training, and to adult learner characteristics, the authors sampled mission statements of HEIs in Uganda as presented below:

- a) "To excel in developing practical and sustainable administration, leadership and management capacity" (Uganda Management Institute).



- b) "To provide innovative teaching, learning, research and services responsive to national and global needs" (Makerere University).
- c) "To advance and promote knowledge and development of skills in science, technology and education and such other fields having regard to quality, equity, progress and transformation of society" (Kyambogo University).
- d) "To provide high standard training, engage in quality research and outreach for socio-economic transformation and sustainable development" (Busitema University).
- e) "To provide quality and relevant education at national and international level with particular emphasis on science and technology and its application to community development" (Mbarara University of Science & Technology).

The above mission statements emphasize practical education and training, which is relevant and responsive to the learner and societal needs. This implies that the institutions are cognizant of a capacity gap, which they can contribute to bridging.

Despite this, Ph.D. training in humanities in several institutions is subject- and teacher-centred, focusing on loading students with content. Further, based on Bloom's et al. (1956) taxonomy of educational objectives, content is majorly delivered at knowledge and comprehension levels and rarely at application, synthesis, evaluation and creation levels. At Ph.D. level, there should be a deliberate emphasis on synthesis, evaluation and creation levels. Further, there is more focus on cognitive development which underlies mental thinking, and less on the psychomotor and affective domains. In terms of assessment and examination, the test and examination items demand for memorizing and re-production of what was taught in class. Learners benefit from the competences obtained when they are able to play an active role in the learning process. Participation motivates learners as they share and enrich each other with the vast experience and knowledge they come with to class (Rodgers, 1996; Rutherford, 1987), which eventually leads to (re)construction of knowledge and meaning from their lived experience (Golightly & Roath, 2011; Knowles, 1990). It is imperative to note here that andragogy is inevitably critical if higher education is to contribute to economic and social development of any nation (Draganov, Andrade, Neves, Sanna, 2013).

To emphasize the relevance of andragogy in HEIs, findings of previous studies reveal that when andragogy is used as an approach of delivery to adult learners, learning is more effective as learners put in practice the acquired knowledge in their day-to-day lives (Taylor & Kroth, 2009; Chan, 2010; Martell, 2011, Draganov et al., 2013). Draganov et al. (2013) contend that andragogy brings together a set of principles which positively contribute to learners' work lives and overall improvement of quality of education. Andragogy is a critical antecedent to generation of new knowledge and development of a skilled workforce that is meant to address various social, economic and environmental issues (Knowles, 1990).



However, a number of HEIs mandated to train and prepare learners to accomplish these tasks appear to be stuck with the traditional pedagogical practices that are not suitable for adult learning (Harper & Ross, 2011; Pew, 2007, Conner ,2004.

Adult learners prefer learner-centred education and training; they know their learning needs and just need an expert facilitator to support them to learn and make meaning of what they are learning. In line with this, Knowles (1990) asserts that adults learn differently as compared to children, and basing on this belief, andragogy bases its practices on the needs, interests, readiness, orientation and motivation of the adult learner. Andragogy enables learners to construct knowledge and meaning from their experience through active learning, and they ultimately benefit from the knowledge and skills learnt (Golightly & Roath 2011; Knowles, 1990). Application of andragogy internally motivates the learners as they share and enrich each other with the vast experience and knowledge they come with to the learning arena (Rodgers, 1996; Rutherford, 1999).

Theoretical Underpinnings

The application of andragogy to Ph.D. students is based on the constructivism theory which suggests that humans construct knowledge and meaning from experiences. To the constructivists, education should be experience-based to enable adult learners to link theory to practice through active learning. The theory asserts that active learning enables students to use their prior knowledge in context to promote learning (Golightly & Roath, 2015). In other words, students' prior knowledge or experience coupled with results from the activities carried out during the lesson aid the students to construct new knowledge. The teaching should be organized to facilitate the exploration of new areas basing on the students' lived experience (Bruner, 1990). The constructivism theory suits andragogy well where students have knowledge and experience they bring to the learning arena. The theory focuses on learner-focused instruction and highlights the application of new techniques that engage adult learners. In the case of UMI) for example, students are admitted on condition that they have worked in the related field for at least two years. They are expected to share experience and bring more information to the learning environment. It is imperative therefore, that facilitators engage students in active learning so as to stimulate their prior knowledge in context to promote learning (Golightly & Roath, 2015). According to the theory, ownership of learning in the classroom should be shifted from the facilitator to the learner.

The Concept of Andragogy

The word 'andragogy' is derived from the Greek word *aner* meaning 'man' and the term refers to a teaching methodology for adult learners (Knowles, 1990). The term was created by a German teacher, Alexander Kapp in 1833 (as cited by Knowles, Holton & Swanson,



2015) and later publicized by Knowles (1970) in his book, 'The Modern Practice of Adult Education: Andragogy Versus Pedagogy'. In reference to teacher positioning in adult education and training, Lindeman (1962 cited in Knowles et al., 2015) made the following comment:

...the teacher finds a new function. He is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-outer who also participates in learning in proportion to the vitality and relevancy of his facts and experiences.

Andragogy is a term used synonymously for adult education (Gravett, 2005). It is also used to mean the teaching process designed for the adult learner and the adult education facilitator. However, Conner (2003) defines andragogy as a learner-based education for people of all ages. According to Conner, the sole difference between pedagogy and andragogy is that children have fewer experiences and pre-established beliefs compared to adults and thus have less to relate to. Over time, andragogy has been considered an alternative to pedagogy and refers to learner-focused education for people of all ages. While the term is extensively used for adult education in continental Europe, in the English-speaking world it was not commonly used until Malcolm Knowles wrote about it (Knowles et al., 2015). Andragogy focuses on learner-based methods of delivery (Knowles, Holten & Swanson, 1998). It is based on the assumptions that adults are self-directed, eager to learn and grow out of need (Merriam, Caffarella & Baumgartner, 2007). This approach of teaching emphasizes problem-centred learning where the instructor is a facilitator and the learners are participants (Hiemstra, 2003). The andragogy model asserts five issues to be considered and addressed in formal learning. They include: letting learners know why something is important to learn; showing learners how to direct themselves through information; relating the topic to the learners' experiences and people will only learn when they are ready and motivated to learn; helping learners overcome inhibitions, behaviours, and beliefs about learning.

Knowles (1990) posited that adults learn best when the learning is self-directed, experiential and utilizes background knowledge, relevant to current roles, problem-centered and when learners are motivated to learn. Similar to Knowles, Lieb (1991) characterised the adult learner as being autonomous and self-directed; having accumulated a foundation of life experiences and knowledge; goal-oriented; relevancy-oriented; practical; and having the need to be shown respect. This implies a paradigm shift among the accrediting agencies, HEIs, facilitators and the learners themselves. A shift from teaching and being taught using the traditional teacher-centered methods akin in lower primary school level to using methods that align with adult learner characteristics. The methods that are used to facilitate adult learning are several including problem-based learning, project-based learning, case studies, practical or hands-on activities, group and pair work, individual self-study, research, work-based learning, mentoring,



demonstrations, field visits, role play, simulation, games, and hybrid lecturers. These methods should aim at tapping higher order taxonomies of educational objectives in the three learning domains (Bloom et al., 1956). Further, the methods should be used in physically or virtually mental and emotional secure learning spaces. Based on the above review, andragogy in this study was used to mean facilitation of learning by guiding adult learners discover new knowledge and either acquire or enhance their skills to solve social, economic and political challenges.

The Concept of Internal Quality Assurance

Quality assurance is defined as a mechanism that indicates pre-eminence and special features that make institutions distinct from other institutions (Allele-William, 2004). It deals with issues of validity, relevance, functionalism and efficiency of education systems in achieving educational goals. Hayward (2006) defines quality assurance as a planned and systematic review process of an education institution to establish whether or not acceptable standards are being met, maintained and enhanced. Quality assurance is about scrutinizing through continuous supervision and appraisal performance of any organization to ascertain that an institution is continually improving what it does and how it does it. In the context of HEIs in Uganda, the National Council for Higher Education [NCHE] (2014) defines quality assurance as the use of internal structures and mechanisms to guarantee that the education is fit for purpose.

In the context of higher education therefore, internal quality assurance is a series of good practices that support HEIs fulfil their visions, missions and core mandates. This entails setting up, maintaining and improving the quality and standards of teaching, research, and service to community. The purpose is to continuously promote and improve the quality of the core activities and the institution as a whole (DAAD, 2010). Internal quality assurance systems provide a set of mechanisms through which an educational institution can guarantee that it has conditions in place that support quality teaching and learning.

Internal quality assurance practices include developing appropriate frameworks, procedures and tools for monitoring the quality of teaching and research that provide useful, constructive and timely feedback to teachers and research personnel (OECD, 2012). They also include providing professional development opportunities and students' evaluation of the teaching process. These practices further entail the actual application of mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered. In this study, internal quality assurance practices included staff support practices such as mentoring, coaching and training

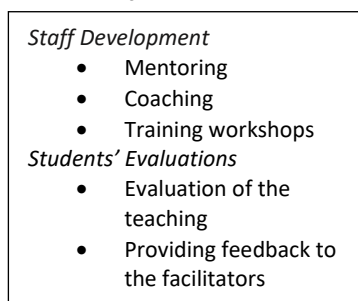


workshops intended to enhance andragogy, and students' evaluation of the teaching and provision of feedback to the facilitators.

Internal Quality Assurance Practices and Andragogy in HEIs

Figure 1 below presents a conceptual framework illustrating the diagrammatic relationship between internal quality assurance practices and andragogy in Higher Institutions of Learning.

Internal Quality Assurance Practices



Andragogy

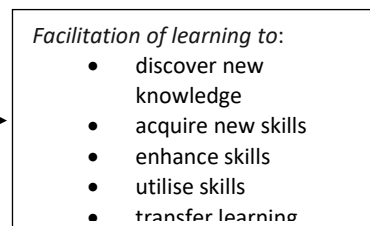


Figure 1: A conceptual Framework on Internal Quality Assurance Practices and Andragogy HEIs

Source: *Primary*

The conceptual framework illustrates that internal quality assurance practices such as staff development and students' evaluations influence andragogy in Higher Institutions of Learning. When internal quality practices are well executed in these institutions, then andragogy will be enhanced.

If andragogy is to be effectively used in Higher Institutions of Learning, it is necessary to institute structured quality assurance practices that enable monitoring, evaluation and improvement of quality of teaching and learning (OECD, 2012; DAAD, 2010). In line with this, several countries have instituted quality assurance systems to ensure that appropriate delivery methods are used in HEIs (Machumu & Kisanga, 2014; Okebukola, 2012). However, several stakeholders in the higher institutions have failed to conceptualize the procedures and the required practices of these systems, which renders them ineffective (Materu, 2007; UDSM, 2007). The Inter-University Council for East Africa attributes the failure to lack of quality assurance awareness and clear communication between the staff and the institutional managers (DAAD, 2010). Mourkani and Shohoodi (2013), however, attribute the ineffectiveness of the quality assurance systems to the way procedures are developed. According to Mourkani and Shohoodi, the systems models are copied from the

United States and Europe and applied in developing countries. The transplanted models fail to hold in the context of developing countries like Uganda. It is imperative for the NCHE quality assurance experts to base on the tested quality assurance system models to develop models that fit the context of Uganda. This article focused on staff development and students' evaluation of teaching as key internal quality assurance practices.

Staff Development as an Internal Quality Assurance Practice

Staff development entails mentoring of new academic staff, providing professional support through coaching to individual staff with difficulties in teaching, organizing regular training workshop specifically on teaching methodologies and classroom control (Baryomuntebe, 2016). It is the duty of education institutions to provide professional development to the academic staff for quality teaching and learning and to promote the educational development agenda (Cishe, 2014). In the situation of Uganda, staff development is indispensable because on recruitment of lecturers, attention is majorly on the grade of their degrees and experience and not on their andragogical abilities (Ezati, Okurut & Ssentamu, 2014; Baryomuntebe, 2016). Yet, effective teaching demands that teaching staff have the necessary skills and experience to communicate their knowledge and understanding to students in the teaching context (DAAD, 2010). Although HEIs have made effort to send their staff for further studies from Ph.Ds. to professional certificates (MoES, 2017), the growing concern about the quality of postgraduate education in Uganda calls for regular training for continuous professional development. Well thought out regular training by the quality assurance units on andragogy will equip the academic staff with relevant delivery approaches that will enable them to provide education that meets the expectations of the various stakeholders (Cishe, 2014). The teaching in these institutions should not be left to staff qualification and experience but should be improved through institutionalized regular trainings on best teaching practices. Staff development programmes should entail teaching methods and class management for the lecturers to acquire the necessary andragogy knowledge and skills to effectively deliver the kind of education that fits the purpose (DAAD, 2010; NCHE, 2014), as well as assessment strategies that align with the curricular intentions.

A number of scholars (Suhaemi & Aedi, 2015; Jones, Woods & Guillaume, 2015; Ezati, Okurut & Ssentamu, 2014; Karemire 2013; Zepeda 2013) attach great importance to staff development in enhancing the competence of lecturers and hence improving the quality of teaching and learning. However, Ezati et al. (2014) advise designers of the staff development programmes to conduct a needs assessment and also take into consideration the instructional changes that could be bottlenecks to the application of knowledge and skills acquired during the trainings. Findings of the study conducted by Cishe (2014) revealed that though staff development significantly explains quality, there are a number of other factors such as giving staff time off to develop themselves and availing them with



the opportunity to do research and attend conferences even when they are not presenting any papers.

Students' Evaluation of Teaching as an Internal Quality Assurance Practice

Students' evaluation of teaching is another key internal quality assurance strategy currently applied in several Higher Institutions of Learning purposely to promote continuous improvement of the teaching practice, support staff management and professional development policies and practices (Palmer, 2012; Villaita-Cerdas, Mckeney, Gatlin & Sand-Urena, 2014). According to the NCHE's Quality Assurance framework for universities and the licensing process for HEIs (NCHE, 2014) students are required to assess lecturers in a standardized format at the end of every course unit. The intention of this practice is to help to improve andragogy, review content, and to assist individual lecturers identify and build on their strengths, as well as identify and address their weaknesses. The administrators in charge of academics are expected to analyse the comments of the students and give feedback to the lecturers after results of the examinations have been approved by senate for the purpose of protecting the students and enhancing the quality of delivery. However, only a few institutions such as UMI conduct these evaluations regularly though the challenge remains with providing regular feedback to the academic staff on the outcomes of the evaluations. If the findings of students' rating are not reported in a timely manner, their relevance may be compromised (NCHE, 2014).

Research findings reveal that students' evaluation of teaching significantly contributes to the quality of teaching and learning outcomes (Robinson & Diaz, 2016; Alderian, 2012; Ratele, 2009; Carr & Hagel, 2008; Pincus, 2006; Aleamoni, 1999; Clayson & Haley, 1990; Baird, 1987; Marsh, 2007). Alderian (2012) and Clayson and Haley (1990), for example, assert that students as primary customers in HEIs are in the best position to tell whether the teaching they receive is adequate and if they are learning. Students are also entitled to assess whether the teaching meets their expectations. The evaluations inform interventions to enhance the quality of delivery such as: designing appropriate teaching style and methods, staff training, and identify strong areas that should be sustained (Blair & Noel, 2014; Lekena & Bayaga, 2010; Robinson & Diaz, 2006; Rarelle, 2009). However, other scholars have questioned the contribution of these evaluations to the quality of teaching and learning (Wright, 2006; Younker & Younker, 2003; Dowell & Neal, 1982; McMartin & Rich, 1979). McMartin and Rich (1979) contend that students most times do not have pedagogical knowledge, ability and experience to evaluate teacher performance. Students tend to rate more lenient lecturers more favourably. Review of the teaching materials such as prepared notes for delivery and regular monitoring of the teaching methodologies used could be a better alternative (Kogan, Schoenfed-Tacher & Hellyer, 2010).



Conclusion and Recommendations

In conclusion, a review of the literature revealed that staff development initiatives in HEIs are inadequate in imparting the necessary andragogical skills, knowledge and positive attitude among lecturers. Even in cases where opportunities for staff development have been offered, the impact of this staff development on andragogy is yet to be established. Relatedly, students' evaluations of teaching seem not to be yielding the expected results. Most HEIs in Uganda have not institutionalized students' evaluation of teaching as required by the NCHE's Quality Assurance framework for universities. Even in institutions where the evaluations are institutionalized, feedback to the facilitators is not timely and is irregular. These shortfalls have an implication on andragogy in HEIs in Uganda.

To enhance the quality of delivery for Ph.D. students in Humanities, administrators of HEIs should develop resourceful staff with necessary andragogy skills purposely to promote quality delivery and ensure that the education offered at this level meets the expectations of the learners and requirements of the labour market. The administrators should not focus more on maximizing revenue and minimizing costs, but on offering education that is fit for purpose (Mukwanason, 2017; Harper & Ross, 2011; Pew, 2007; Knowles, 1976). These institutions should engage in facilitative supervision of the teaching and learning process, and staff development (DAAD, 2010). The tendency to promote efficiency greatly explains the continued use of teacher-centred delivery approaches by many lecturers rather than the expected participatory approaches (Knowles, 1976; Pew, 2007; Harper & Ross, 2011).

Higher Institutions of Learning should pursue a vigorous staff development programme to equip lecturers with andragogy skills for imparting the necessary work-based and other competences needed to address the social, economic and political issues. There should be an appropriate mechanism to evaluate training needs of staff on a regular basis as well as resources allocated to meet them. Higher Institutions of Learning should systematically and routinely monitor the teaching and learning processes. Valid students' evaluation of teaching is a critical strategy in establishing the relevance of the curriculum, helping the lecturers improve the effectiveness of the teaching methodologies and assessment strategies applied. It is imperative for the administrators to quickly analyse the evaluations and utilize the existing organizational structures to share the findings with the respective academic staff. Prompt feedback to the students will boost the students' trust in the evaluations. The authors recommend an empirical study to be conducted that compares internal quality assurance practices and andragogy in HEIs in Uganda, in the region and at continental level.

References



- Abdulkareem, A.Y., Fasasi Y. A., & Akinnubi, O.P. (2011). Human Resource Management Academic Research Society. *International Journal of Academic Research in Business and Social Sciences*, 1 (1), p. 26-34.
- Baryomuntebe, D. M. (2016). Effects of Staff Development Policy on the Quality of Pedagogy in Ugandan Universities. *Nkumba Business Journal*, 15, 133-148
- Best Books Biz Website. The adult learner – Andragogy. Retrieved on 12th July, 2019 from <http://www.bestbooks.biz/learning/andragogy.html>
- Blair, E. & Noel, K. V. (2014). Improving higher education practice through student evaluation systems: is the student voice being heard? *Assessment & Evaluation in Higher Education*, 39(7), pp.879-894
- Bloom, B.S. and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*, by a committee of college and university examiners. Handbook I: Cognitive Domain. NY, NY: Longmans, Green
- Bruner, S. 1990. *Acts of meaning*. Cambridge M.A. Harvard: University Press.
- Bunoti, S. (2012). The Quality of Higher Education in Developing Countries Needs Professional Support. Retrieved on July 14, 2019, from <http://www.intconfhighered.org>
- Busitema University Website, Busitema Vision and Mission. Retrieved on 9th July, 2019 from <http://www.busitema.ac.ug/vision-mission/>
- Cishe, E. N (2014). Fostering Quality Teaching and Learning in Higher Education through Academic Staff Development: Challenges for a Multi-Campus University. *Mediterranean Journal of Social Science*, 5 (25), pp.272-277.
- Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of Adult Education*, 39(2), 25-35.
- CHE & AfriQAN (2012) AfriQAN – INQAAHE workshop on good practices in quality assurance. Proceedings of the workshop held at the Kenya School of Monetary Studies in Nairobi on 15th May 2012.
- Conner, M. (2004). *Introduction to Andragogy + Pedagogy*. Retrieved December 15th 2020, from <http://agelesslearner.com/intros/andragogy.html>
- DAAD/IUCEA. (2010). *A Road Map for Quality. A Handbook for Quality Assurance in Higher Education*. Vol (1)
- Draganov, P.B., Andrade, A.C., Neves, V.R., Sanna, M.C. (2013). Andragogy in nursing: a literature review. *Invest Educ Enferm*. 31(1), pp.86-94.
- Ezati, B. A., Opolot-Okurut, C, & Ssentamu, N. P. (2014). Addressing Pedagogical Training Needs of Teaching Staff: Lessons from Makerere University Short Professional Development Programs 2006 – 2010. *American Journal of Educational Research*, 2(12), pp.1190-1198.
- Golightly, A. & Raath. S. (2015). Problem-based learning to foster Deep Learning in Pre-service Teacher Education. *Journal of Geography*. 114 (2), 56-68.
- Gravett, S. (2005). *Adult Learning Designing and Implementing Learning Events: A Dialogic Approach* (2nd ed.). Pretoria: Van Schaik:

- Harper, L. & Ross, J. (2011). An Application of Knowles' Theories of Adult Education to an Undergraduate Interdisciplinary Studies Degree Program. *The Journal of Continuing Higher Education*, 59 (3), p.161-166, DOI: 10.1080/07377363.2011.614887
- Hayward, F. M. (2006). Quality Assurance and Accreditation of Higher Education in Africa. *In Conference on Higher Education Reform in Francophone Africa: Understanding the Keys of Success* (pp. 1-61). Ouagadougou, Burkina Faso, June 13-15, 2006.
- Hiemstra, R. 1994. Self-directed Learning. In *The International Encyclopedia of Education* (2nd ed., edited by T. Husen and T. N. Postlethwaite, 5394–5399. Oxford: Pergamon Press.
- Hiemstra, R. 2003. Theoretical bases and research in adult education [online]. Retrieved on 14th November 2003, from <http://www-distance.syr.edu/iich7.html>
- Inter-University Council for East Africa, IUCEA. (2014). Report from a Study Establishing the Status of Higher Education Qualifications Systems and their Contributions to Human Resources Development in East Africa. Kampala. IUCEA (3) (PDF) *The East African Higher Education Area: A Global or Regional Higher Education Space?* Retrieved on 17th December 2020 from https://www.researchgate.net/publication/329450378_The_East_African_Higher_Education_Area_A_Global_or_Regional_Higher_Education_Space
- Jones, R.J., Woods, A.S. & Guillaume, Y.R.F. (2015). The effectiveness of workplace coaching: A meta-analysis of learning and Performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*. The British Psychological Society.
- Karemire, D.M. (2013). Human Resource Management Practices and Efficiency of Lecturers in Public and Private Universities in Central Uganda. Ph.D. dissertation. Makerere University.
- Kasozi, A.B.K. (2019). Creation of the Next Generation of Thinkers and Innovators: Doctoral Training in Uganda Universities. *Makerere Journal of Higher Education*, 10(2), 3-17.
- Knowles, M. S. (1975). *Self-directed learning: A guide for teachers and learners*. New York, NY: Association Press.
- Knowles, M. (1976). *Self-directed learning: a guide for learners and teachers*. New York: Press, 1975. 135 pp., Paperbound." *Group & Organization Studies* 2, no. 2 (June): 256–57. doi:10.1177/105960117700200220
- Knowles, M.S. (1990). *The adult learner: a neglected species* (4th ed.). Houston: Gulf Publishing Company.
- Knowles, M., Holton III, E., & Swanson, R. (1998). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. San Diego, CA: Elsevier.
- Knowles, M.S., Holton, E. F., and Swanson, R. A. (2015). *The Adult Learner: The definitive*



- classic in adult education and human resource development* (8th ed.). New York: Routledge.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy. In *Theory into Practice*. 41(4). Autumn, 2002. College of Education, Ohio State University.
- Kyambogo University Website, Historical Background. Retrieved on 12th July 2019 from <https://kyu.ac.ug/historical-background-about-us-kyambogo-university/m/>
- Lieb, S. (1991). Principles of Adult Learning Retrieved on 3rd of January 201, from wcwpds.wisc.edu/mandatedreporter/adult_learning.pdf
- Machumu, H. J. & Kisanga, S. H. (2014). Quality Assurance Practices in Higher Education Institutions: Lesson from Africa. *Journal of Education and Practice*, 5(16), p.144-156.
- Makerere University Website, Makerere Mission and Vision. Retrieved from <https://www.mak.ac.ug/about-makerere/our-mission-and-vision>, on 12th July, 2019
- Materu, P. (2007). Higher Education Quality Assurance in Sub-Saharan Africa: status, challenges and promising practices. World Bank Working Paper No. 124, The world Bank, Washington, D.C.
- Marcia, L., Conner, M. L. Blog Post, Introduction to Andragogy + Pedagogy, retrieved on 12th July, 2019 from <http://marciaconner.com/resources/andragogy-pedagogy/>
- Marsh, H. W. (2007). Do University Teachers Become More Effective with Experience? A Multilevel Growth Model of Students' Evaluations of Teaching over 13 Years. *Journal of Educational Psychology* 99 (4), pp. 775–790.
- Mbarara University of Science & Technology Website, MUST Mission and Vision. Retrieved on 12th July, 2019, from .
- McMartin, J. A., & Rich, H. E. (1979). Faculty attitudes toward student evaluation of teaching. *Research in Higher Education*, 11(2), pp.137-152.
- Merriam, S.B., Caffarella, R.S., Baumgartner, L.M. (2007). *Learning in adulthood. A Comprehensive Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Ministry of Education, Science, Technology and Sports (2017). *The Education and Sports Sector Annual Performance Report (ESAPR) (FY 2015/16)*. Kampala, the Government of Uganda.
- Mourkani, G. S., & Shohoodi, M. (2013). Quality assurance in higher education: combining internal evaluation and importance-performance analysis models. *Middle-East Journal of Scientific Research* 15 (5), pp.643-651.
- Mukwanason, A. H. (2017). Reversing the Decline in Higher Education. Retrieved on 15th December 2020 from
- National Council for Higher Education. (2014). *Uganda Benchmarks for Postgraduate Studies*, Kyambogo, Uganda.
- National Planning Authority (2016). *National Development Plan II 2015/16-2019/20*. The Government of Uganda.
- OECD Report. (2014). Learning our lesson: Review of Quality Teaching in Higher

Education. Retrieved on 15th July 2019, from <http://www.oecd.org/edu/imhe/qualityteaching>

- Okebukola, P. (2012). Quality assurance in higher education: the African story of achievements and outstanding needs. Paper presented at Council of Higher Education in Africa (CHEA).
- Okwakol, M. J.N. (2009). *Challenges and Prospects for Quality Assurance in Science and Technology Education in African Universities*
- Oyekan, O. A., & Alaba, A. O. (2014) Coping with challenges of quality assurance in higher education. In B. O. Emunemu & F. S. Akinwumi (Eds.), *Educational management in Africa: Papers in honour of Professor John Iheukwumere Nwankwo*. Ibandan: Department of Educational management university of Ibadan, Nigeria.
- Pew, S. (2007). *Andragogy and Pedagogy as Foundation Theory for Students Motivation in Higher Education*. Accessed at [researchgate.net/publication/26495233](https://www.researchgate.net/publication/26495233)
- Pozo, C., Bretones, B., Martos, M. J., Alonso, E. & García, M. P. (2013). Monitoring of official degree qualifications: The key role of Academic Quality Assurance Systems (AQAS). *Universitas Psychologica*, 12(1), pp.209-220.
- Rodgers, A. 1996. *Teaching adults* (2nd ed.). Buckingham: Open University Press.
- Rutherford, W.E. (1987). *Second Language Grammar: Learning and Teaching*. Longman
- Ssemabatya, V. (2012). The Careers and Productivity of Doctorate Holders (CDH) Survey: Uganda Report 2012. Kampala: Uganda National Council for Science and Technology.
- Suhaemi, M. I., Aedi, N. (2015). A management strategy for the improvement of private universities lecturers' professional competences. *International Education Studies*, 8(12), pp.241-253.
- Taylor, B., & Kroth, M. (2009). Andragogy's transition into the future: Meta-analysis of andragogy and its search for a measurable instrument. *Journal of Adult Education*. 38(1), pp.1-11.
- Uganda Management Institute. (2017). *Strategic Plan 2017-2020, aligned to the NDP II – 2015-2020*
- Wabudeya, B. (2004): Why We Need Quality Higher Education. The Uganda Higher Review, *Journal of the National Council for Higher Education*, 1(26).
- Villalta-Cerdas, A., McKeny, P., Gatlin, T. & Sandi-Urena, S. (2015). Evaluation of instruction students' patterns of use and contribution to RateMyProfessors.com, *Assessment & Evaluation in Higher Education*, 40(2), pp. 181-198.

