IMPACT OF THE MULTI-CAMPUS SYSTEM ON QUALITY EDUCATION AND SERVICE PROVISION: CASE OF MSU ZVISHAVANE.

By

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A Dissertation submitted in Partial Fulfilment of the requirements for the Bachelor of Arts Honors Degree in Development Studies

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DECLARATION

I Blessing Kariza declare that this dissertation submitted to Midlands State University is my own work and any secondary information used has been acknowledged.

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DEDICATION

This thesis is dedicated to Almighty God for enabling me to go through the course. To my mother Ms. Dorothy Kariza, she is my sole guardian and I appreciate her sacrifice and unwavering commitment to make me the first of my family to go to tertiary education.

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ABSTRACT

The purpose of the study was to establish the impact of the multi-campus system on quality of education and services provided by Midlands State University. MSU has since embarked on an operational system of multiple campuses hence the study sought to understand the possible impact this may have on quality of educated and services provision specifically at the satellite campus with direct comparisons to the institution's conditions prior the inception of the new campus. The study takes note of how most development efforts that the university makes are partially related to the nation's development initiatives as well thus the study also shows where it is evident, the attempts(by the institution) to improve quality of education and services while simultaneously addressing the nation's Zim Asset blue print. To analyze this, the study focuses on three specific Key Result Areas which consist of provision of requisite structures, academic excellence and human capital management and development. The study then proceeds to give conclusions pertaining to each of the research questions before suggesting about 5 recommendations.

ACRONYMS

AIDS … … … … … Acquired Immunodeficiency Syndrome

BUSE … … … … … Bindura University of Science Education

CCTV … … … … … Closed Circuit Television

GZU … … … … … Great Zimbabwe University

HIV … … … … … Human Immunodeficiency Virus

ICT … … … … … Information and Communication Technology

KRA … … … … … Key Result Areas

LAN … … … … … Local Area Network

MPH … … … … … Multi-Purpose Hall

MSU … … … … … Midlands State University

RBM … … … … … Results Based Management

TA … … … … … Teaching Assistant

UNICEF … … … … United Nations Children's Fund

Zim Asset … … … … Zimbabwe Agenda for Sustainable Socio-Economic

Transformation

ZIMCHE … … … … Zimbabwe Council for Higher Education

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CHAPTER ONE

1.1 Introduction

The multi-campus system is a phenomenon that is gaining ground in Zimbabwean Universities as more and more universities are practicing it across the country. It was therefore essential that a research about the multi-campus system's impact on quality be conducted so as to provide institutions across the country or even region with relevant information about what was, what is and what ought to be should the system continue to be adopted. Midlands State University (whose main campus is in Gweru) as the focus of the study has several campuses including in Harare and Bulawayo and a satellite campus in Zvishavane. This multi-campus practice has paved way for the introduction of new programmes for students, resuscitation of programmes that were under threat due to shortage of interested students as well as a higher enrollment capability. It is also worth noting that the multi-campus concept also enhanced job security and employment creation and it is such factors that have their own unique impact on quality assurance at a university. The research therefore aimed to examine the possible impacts of the creation and expansion to multiple campuses on provision of quality education.

The aim of the study is not to discourage universities from implementing the multi-campus system but rather to provide an analytical platform to establish how best to maintain or improve quality education and service provision amidst the expansion process. Focus was therefore put on key factors identified by the researcher that influence quality provision. To effectively grasp the concept of quality in education there was need for factoring in the geographical locations, health risk factors, availability of recreational facilities, logistical constraints, student accommodation, condition of the campus itself among other things and the effect all this has on quality of

education. All these factors can be classified under four broad clusters that are namely service delivery, equipment, student satisfaction and faculty or staff qualifications. It is upon these clusters that quality was measured in comparison to how things used to be when all programs were in Gweru and how the multi-campus systems have improved or worsened the standards of quality education as well as a comparison to other universities in the country It is also worth noting that the quality standards at all the newly established campuses have to be in line with the provisions of the Standards Development and Quality Assurance (SDEQA) as set by the Ministry of Higher and Tertiary Education of Zimbabwe. The benefits of the multi-campus system should be diverse and satisfying for all involved stakeholders as all have direct impact on quality assessment of education. The research therefore gathered all the necessary information through the proper channels and use of adequate techniques

1.2 Background of the Study

1.2.1 Multi-campus Aspect

The Multi-Campus University is not a new phenomenon in the world of education as it originated back in the 1970s in United Kingdom and in America some years later. It was a system which was born from a number of challenges in the existing University systems which included boosting an institution's financial muscle, space creation, and increased demand for higher education among other factors. Currently it has become a very big phenomenon that is being exercised by numerous Universities cross the world, the African continent and Zimbabwe as well. According to Nicolson (2004) Multi-campus systems are widespread in the American higher education scene, where 80% of students study in multi-campus institutions and the same applies to Africa were they are increasingly becoming popular. In Zimbabwe several Universities have embarked on this system and notable in this respect are Midlands State University (MSU),

Great Zimbabwe University (GZU) and Bindura University of Science Education (BUSE). These universities are or were originally based in different regions of the country but are expanding in part due to the increased demand for higher education in the country which in turn was necessitated by the exceptional pass rates being attained at high school and the labor market's demand for highly educated and experienced workers.

Midlands State University being the focus of the research, was established in 2000 under the April 1999 Midlands Act in Gweru aimed to provide a university in the Midlands. Its facilities were originally just at the Gweru Teacher's college but it has since expanded to have several campuses within Gweru (main campus, Batanai campus and Telone campus) though these are classified under the umbrella as MSU Gweru. Genuine signs of the multi-campus system coming into effect surfaced when the university launched a postgraduate program in Harare for visiting students (part time). Harare being the nation's capital has a considerable number of working individuals seeking to work and enhance their studies at the same time hence this can be said to be an ideal location for the program. Midlands State University, however, does not have its own official structures in Harare, it is operating on rented premises and this to some extent has to do with the nature of the studies being offered there (for visiting or part time students).

The university then moved a step further to establish a satellite campus within the same Midlands province but this time in the town of Zvishavane. Zvishavane being a mining town was, contrary to some individual opinions, the ideal area to relocate some of the programmes being offered by the institution especially the school of mining. The campus came into official use in 2015 after a long time of deliberations and administrative decision making. The necessary structures have been erected and are fully functional while some structures are there being built to accommodate the various student and administrative requirements. The establishment of a

university in Zvishavane brought a lot of opportunities to the community in terms of ease access to a university; infrastructure development; boosting of the local economy; employment creation; religious, social and cultural diversity among other things. The move has however been deemed by some pundits as hurried and thus the need to evaluate several factors that may determine or compromise the provision of quality of education. Other multi-campus plans are also underway include having the department education in Bulawayo and possibly the Law faculty to Kwekwe under the bringing education to the people concept but these can be subject to further studies in the future when the plans have been fully implemented and are well established.

1.2.2 The Quality Education Background

The concept of quality education is a global standards requirement expected from Universities to have respected end product. The ability of a University to effectively adhere to this concept determines ranking and product value on national and global perspectives. The word "quality" in this context has been said by UNICEF (2000) to encompass quality learners, quality learning environment, quality content, quality process and quality outcomes. Midlands State University considers itself a quality assuring institution and it adheres to the international standards as well as the local standards set by the Zimbabwe Council for Higher Education (ZIMCHE). To try and ensure quality provision, the institution has recently gone a step further by establishing a department specifically for quality control known as the department of Quality Assurance and Learning. The university's plans that include the multi-campus system are also expected to be in line with the Government's plans set by the Ministry of Higher and Tertiary Education for strategic planning and this is in full view that the institution is a state institution.

Midlands State University's strategic plans for quality assurance and service provision is also set to in cooperate the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (Zim

Asset) plan for economic recovery. Zim Asset is a national blue print that was crafted to revive the economy which had been devastated by the illegal economic sanctions, adverse climatic change, bad corporate governance practices institutions and organizations among other challenges. As engines for socio-economic transformation, universities are expected to play a central role in the implementation of Zim Asset. The Midlands State University, whose mandate is broad based and strives to achieve its mission on the basis of its well established Results Based Management practices, good corporate governance and well administered quality assurance systems, is strategically positioned to be one of the handmaids of government in addressing the pressing socio-economic and development challenges facing the nation (MSU Zim asset compliant Strategic Plan 2014-2018). The thesis shall therefore attempt to show how the multi-campus system impacts on quality education in full view of the university's development and quality assurance plans, as well as the actual situation plus perceptions on the ground.

1.3 Problem statement

There is a growing body of research which indicates that success and failure in higher education is the result of a complex relationship of factors. These factors are both internal, that is, intrinsic to the higher education system, and external, relating to social, cultural and material circumstances. The creation of new campuses poses significant threat to a lot of factors concerning quality education provision these being service delivery, faculty qualifications, knowledge skills and abilities (should the need for new staff arise), student satisfaction to the environment and services provided, availability of equipment essential for effective learning (depending on satellite campuses' budget allocations), and other administrative and management concerns. It has been noted and accused that Zimbabwean university institutions are primarily focusing on quantity of universities and/campuses as means to bolster finances, amid shortages

of financial investments, at the expense of quality service provision (The Financial Gazette, 2012). The newsletter went on to further articulate that under-investment in the higher education has not only affected the quality of education but also the quality of graduates produced mainly because most schools and institutions of higher learning are without basic provisions, equipment and teaching and learning materials.

1.4 Research Objectives

- Evaluate the impact of the multi-campus system on service delivery
- Determine the link between Staff Qualifications and quality education output
- Evaluate student perceptions on quality education and quality determinants
- Outline the link between quality development at the institute and national development.

1.5 Research Questions

- What are the potential threats to quality education delivery?
- How does the teaching staff view the concept and how does it enhance student satisfaction?
- What are the key determinants of quality education provision at the university?
- How is the institution improving quality while keeping in line with national development initiatives?

1.6 Theoretical Framework

A theory that fits perfectly in this research is the stage theory of higher education development proposed by Professor Martin Trow at the University of California. He describes the transition in higher education from elite to mass to universal student access. Professor Martin Trow points out

that there is a fundamental change from elite to mass, which doesn't only mean a sharp increase in the number of people who can receive higher education, but a change in quality which plays an important role in the transition from elite to mass. The quality paradigm refers to the transformation of education concept, expansion of the function of education, diversity of teaching purposes and forms of Education, and the change of curriculum set-up, the way of teaching, entrance requirement and management (Shi 2010). Therefore in reference to this theory, mass enrollment of students, which in part heavily influences on the multiplicity of campuses, disturbs the basic maintenance of quality students enrolling as well as the ability to provide adequate and satisfactory services for the students (clients of the institution).

This study also provides its own complimentary thinking to Professor Martin Trow's theory to suit the demands of the research. An institution's quality in services provision should be used to attract elite students rather than opt for mass students as an alternative way to acquire funds to improve services. Quantity is an unattractive quality in the educational sector specifically concerning the number of students on campus or in a class especially when factoring in an algorithm of student-lecturer ratios against lecture rooms carrying capacity. It is a struggle of what is and what ought to be (at most African universities) that uniquely and conspicuously highlights correlation of the multi-campus system's quantitative growth and qualitative change.

1.7 Conceptual Framework

1.7.1 Multi-campus perspective

The phrase is a bit self-defining, as it refers to two or several satellite campuses that are under the same institution and have a command center referred to as the main campus. A definition given by Griffith University (2005), says that multi-campus refers to having more than two

university or college campuses none of which are just satellite campuses. This is witnessed by the Zvishavane satellite campus while the Harare and Bulawayo campuses are not satellite campuses. They are also geographically spaced campuses, which have the majority (60%) of their total student population housed at the largest campus. This is true of Midlands State University whose majority of students are at the Gweru campus while the rest are distributed across the newly established campuses. The satellite campuses are sometimes semi-autonomous depending on their proximity to the main campus. It is a practice that is common in the developed countries and has since been adopted by the developing countries. The application of these projects has negative and positive repercussions which can be used to identify its effectiveness in enhancing institution's national and global ratings.

1.7.2 Concept of Quality Education

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Extensive harmony subsists around the rudimentary dimensions of quality education today, nevertheless Quality education according to UNICEF (2000) includes:

- ❖ "Learners that are healthy, well-nourished and ready to participate and learn, supported in learning by their families, guardians and communities;
- ❖ Environments that are healthy, safe, caring and gender-sensitive, and that also provide adequate resources and facilities;
- ❖ Content that is reflected in relevant syllabuses and materials for the fruitful acquisition of basic skills, especially in literacy areas, numeracy and skills for life, and familiarity in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;

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- ❖ Processes through which trained teachers use extensive teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and lessen disparities;

- ❖ Outcomes that encompass knowledge, skills and attitudes, and are associated to national goals for education and positive participation in society."

Quality education, with regards specifically to Midlands State University and possibly other higher education institutions, focuses on key academic and non-academic service pre-requisites that act as determinants of education as identified by the study and these consist of qualified staff, satisfied students, availability of necessary equipment, a broad and content filled curricular, and quality service delivery which should be consisting primarily of health services; library services; accommodation or housing availability; sporting and extracurricular services and facilities; distance learning or block-release services. The integrated availability of the above mentioned pre-requisite factors in full compliance with the national educational expectations should create a conducive environment for the successful attainment of quality education. It is important to keep in mind education's systemic nature, however; these dimensions are symbiotic, that are constantly influencing each other in ways that are sometimes capricious.

1.9 Thesis overview

The study comprises of five chapters. Chapter one includes the background to the study, statement of the problem, purpose of the study, broad objective, specific objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of terms and organization of the study. Chapter two comprises of a review of literature on quality; service delivery and key services like health services, library services, accommodation and housing services, sport and extracurricular services and distance

learning services; essential equipment; staff qualifications; student satisfaction and curriculum. Chapter three deals with research methodology, research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis. Chapter four consists of data presentation and analysis. Chapter five presents a summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews literature related to the respective specific objectives in this research. These are factors that have a direct effect to quality education provision at an institute and they are addressed under the following sub-headings; service delivery, equipment, staff qualifications and student satisfaction. But first-of is a brief understanding of the quality singularity.

2.1 A brief understanding of the Quality education perspective.

The overall objective of this research is to identify if quality education is affected by the multi-campus concept and the best approach to achieve this would be to take into account both student and staff perceptions of quality. Quality from this point of view can be defined as being a measure of how well the service level delivered matches client expectations, (Parasuraman et al. 1985). It is therefore essential that the institution as well as independent analysts pay attention to performance indicators from within and if possible from the outside of the college. There are a number of problems in developing performance indicators in tertiary education. One such problem is that performance indicators tend to become measures of activity rather than true measures of the quality of students' educational service (Soutar and McNeil, 1996). I completely agree with this assertion, it can be said that these performance indicators like test scores and exam outcomes may have something to do with the provision of knowledge at an institute, but they come short when measuring the quality of education provided in any comprehensive way. This therefore necessitates the discussion of service delivery as shall be analyzed bellow.

2.2 Service Delivery in higher education

If quality is embedded in the system, then the university will be able to fulfill students' needs based on students' traits and desires, (Majeed et al. 2008). Service provision can be defined as the act of performing a task for a business or person that wants or requires it in exchange for acceptable compensation. In this research the compensation comes in the form of tuition by the students to the university in exchange for numerous services that should come in the form of health services, libraries, housing (residence), sport facilities, financial aids (banks), and distance learning among others. These services are some of the pre-requisites at a higher education institution that determine quality service delivery as identified by uniRank University Ranking (2017).

Parasuraman et aI. (1985) defined perceived service quality as a form of attitude, related to but not equivalent to satisfaction, resulting from a comparison of expectations with perceptions of performance. In today's world of comprehensive competition, rendering quality service is crucial for attainment of objectives, and experts harmonize that the most influential competitive trend currently shaping marketing and business strategy is service quality. Service quality has since emerged as a pervasive strategic force and a key strategic issue on management's agenda. It is no surprise that practitioners and academics alike are keen on accurately measuring service quality in order to better understand its essential antecedents and consequences, and ultimately, establish methods for improving quality to achieve competitive advantage and build customer loyalty (Firdaus Abdullah 2005).

It is therefore essential for the research to look at respective literature on the above mentioned components of service delivery at a university individually and analyze their importance to

quality service delivery as part of maintaining quality education at a new campus as most campuses of the multi-campus system often are;

2.2.1 Health services

Studies argued that the service quality of health in colleges is embodied in such elements as the quality of the teaching and administrative staffs, the quality of knowledge acquisition and skills, community service activities, and the quality of learning resources and infrastructure (Accreditation Commission of Higher Education, 2012). Health services are especially important in higher education, the quality of college services in health management reflects a number of criteria and characteristics that should be present in the service elements of every college. These criteria and characteristics are related to the inputs, outputs, and processes that meet society's needs and requirements as well as students' needs and desires, Alfrejat (2009) because of the emergence of new trends indicating the possibility of establishing the service-direct recipient (the student) as the basis for assessing service quality (Taei, 2008, Jiju et al., 2007, Nayef University, 2008). As identified by this research, adult education students indulge a lot in sexual activities thus health services are indispensable, as they help curb the spread of HIV/AIDS and other venereal diseases. On campus health services and facilities ensure that students do not have to return home to seek medical attention while missing some important lectures and coursework which in turn will have an impact on the final output of quality education received by a student as a university's product.

2.2.2 Library services

As stipulated by Kuh and Gonyea (2003) the library is the physical manifestation of the core values and activities of academic life. The size of the collection is used as an indicator of academic quality. A library is one of the major services that any academic institution should

strive to provide to ensure a conducive learning environment. These library services should both be online and physical with books and computers. The college library is an important pivot of campus life. It is where students check out books, conduct your research, find a quiet place to study, and maybe even flip through a magazine. Furthermore, today's college libraries extend their reach out into the Internet, making many services and resources accessible right from their websites. With the increase in the number of students with laptops, Wi-Fi everywhere on campus, digital textbooks, and online course assignments and resources, one might question whether if the collegiate library is even still relevant to today's college students? But research has shown it is even more important than ever now as it offers among other things a convenient hub, platform for socialization, motivation, collaboration, safe environment, relevant collections, distraction free, service and ambiance.

2.2.3 Accommodation or Housing services

Availability of accommodation services for fulltime students are among the most essential indicators of effective service delivery by a college or University. According to Palmer (1996), the residence hall environments consisted of (a) physical facilities, (b) equipment and furnishings, (c) food services, (d) management procedures, (e) staffing patterns, (f) student codes of conduct and other policies, (g) student activities programming, and (h) all other elements of the total housing program. In light of the above sentiments, the research therefore observes that accommodation facilities should be comfortable enough to nurture student development in a way that does not disturb their studies and proximity to the campus should be considered in the absence of a college's vast logistical capabilities.

2.2.4 Sport and Extracurricular services

Studies by (Cooper et al., 1999; Eccles & Barber, 1999; Marsh & Kleitman, 2002) revealed that structured extracurricular activities had impacts on grades, exam results, and responsibility towards school, culture, socialization, motivation, positive attitudes towards school and educational eagerness. It is therefore imperative that these sporting and extracurricular services be made available and accessible as far as the multi-campus system or any university expansion programs are concerned. Gilman et al., (2004) and Mahoney et al, (2004; 2001) revealed that the absence of or badly-organized activities led upper level classes to alcohol abuse as an alternative means to relieve academic stress. MSU is no exception having accrued quite a reputation of mischievous students in the local media, it would only serve to protect an institution's reputation as well as credibility if such extracurricular services were made accessible to divert student attention from potential gross misconduct.

2.2.5 Distance Learning or Block-release services

Horn and Premo (1995) analyzed data from the 1992–1993 National Post-secondary Student Aid Study and reported that the traditional path to a college degree, generally viewed as enrolling in college immediately after high school and attending full-time until graduation, is becoming the exception rather than the rule. Thus the need arises for an institution like Midlands State University to provide the service of distance learning sometimes known as non-traditional learning or block release programs. The research noticed that Non-traditional students are usually associated with living away from campus, belonging to social groups that are not associated with the college, having dependents, not being involved in campus organizations, and attending college part-time. Because these students manage their time among their classes, work,

families, and roles in the community, there is often little time for campus involvement outside the classroom, Graham and Gisi (2000).

2.3 Technical Equipment

The United States Federal Government defines equipment as an item of non-expendable, tangible personal property, having a useful life of more than one year and an acquisition cost which equals or exceeds the lesser of the capitalization level established by the recipient organization for financial statement purposes as identified by the University of Iowa (2014). A university should be able to provide equipment that can enhance the learning experience of students therefore visual aids like still projection (slides, filmstrips, or overhead transparencies), film, multimedia presentations, television, and video are among such equipment. A meta-analysis of the literature on research found that the use of motion pictures, television, videotaped recordings, and still media in nursing education, coupled with opportunities for responses from students (active learning), produced a significant positive change in students' attitudes and retention (Schermer 1988).

The assumption is that in a newly established multi-campus educational system, new equipment is still being made accessible to enhance the quality of education and education provision for students lecturers alike and thus it is imperative that the university should also to a certain extent prove sensitive to students with disabilities in service delivery particularly when it comes to equipment accessibility for students or even staff. Chataika (2011) calls for improved policy and practice to ensure meaningful disability inclusion in education, without students with disabilities becoming 'superheroes' who spend most of their time trying to surmount a myriad of barriers that are common in most universities. Therefore the presence or absence of disability related

equipment services is another indicator with a direct impact on understanding quality of education.

2.4 Staff Qualifications

The Zimbabwe Council for Higher Education (ZIMCHE) an overseeing body that sets the precedence of quality for universities and colleges alike, requires that the lecturers in universities should be holders of an earned academic qualification that is pitched at a minimum of one level above the exit level of the programmes they are teaching or supervising. This translates to at least a Masters degree for undergraduate programmes and a doctorate for Masters and Doctoral programmes. The thinking is that one would not have adequately grasped enough information and knowledge to teach a student for a degree level similar to their highest educational level. Teaching staff quality depends on how the teaching staff is selected and the staff's development because teachers are responsible for implementing high-quality educational programs, acting as academic counselors, and providing advice to their students, Naser Ibrahim Saif (2014). Such tasks require a certain level of academic maturity to effectively implement and administer for the students.

In as much as Zimbabwe has a substantial number of educated individuals, experience in a field is a totally different concept that seems evasive in the country as a result of the high unemployment rates prevalent in country in recent years and this lack of experience can be identified to have an impact on educational quality. Mushonga, (2005) reported that universities in Zimbabwe were grappling with a huge exodus of qualified and experienced academics. The findings corroborate with those from the baseline survey of human capital in Zimbabwe (MoHTE, 2010) which revealed high levels of attrition of senior academic staff (doctorate degree holders) from higher education institutions resulting from the economic meltdown faced by

Zimbabwe from 2000 to 2009 and 2013 to 2017. This consequential mass exodus left a lot of academic institutions vulnerable to quality deterioration and such determinant factors need be analyzed in reference to quality at multi-campuses.

It has also been identified that recent graduates of the same universities were employed as lecturers leading to a spectacle referred to as 'academic inbreeding' (Yudkevich, Albatch and Rumbley, 2015). Academic inbreeding reduces academic quality and has for a long time been viewed as a taboo and thus a cause for concern in the higher education fraternity (Horta, Veloso and Grediaga, 2010; Inanc and Tuncer, 2011). This research identifies that, though it is advisable for universities and other institutions to avail employment opportunities to the nation, quality expectations should not be compromised hence the need to hire adequate qualified personnel for the numerous roles that need be attended to on a university campus, which includes lecturing among other possible administrative duties. The research also agrees with Eells and Cleveland (1935) who cautioned that universities ought to be vigilant and desist from allowing inbreeding to destabilize or even sterilize their academic productivity.

2.5 Student Satisfaction

Educational institutions use certain methodologies to determine the level of their students' satisfaction regarding the services and programs they offer to better fulfill student needs and satisfy student aspirations (Qureshi et al. 2011). Student satisfaction measurement is considered a strategic issue for educational institutions because satisfaction is similar to profit-and-loss accounting in business organizations. If satisfaction is high, then the university is making sizeable profits as a result of having provided students with knowledge, skills and targeted abilities. Student will be pleased with their academic achievement and their university life and

will speak positively about the college because satisfaction is the ultimate goal, and the ultimate goal is a reflection of high levels of service quality, (Majeed et al. 2008).

The concept of student satisfaction has many points of view and among them the most controversial perspective is that of students being a customer of the university, due to the fact that universities are becoming more business-like. Hill (1995) suggests that the primary customers of the universities are the students, and so Higher Education is increasingly recognizing that it is a service industry and is placing greater emphasis on meeting the expectations and needs of students. According to Seymour (1972), developing many happy satisfied customers, whether they are students, parents of students, alumni, or industry employer, should be a principal goal of higher education. The studies by Jackson (1985) suggest that personal contact by faculty and alumni can have a positive influence on a student's interest in a particular program. Thus student satisfaction is an important determinant of quality at an institution as it is also an enrollment determinant for new students seeking quality education. The association between learning and student satisfaction was scrutinized by Lim et al. (2008), who found that when the students were more satisfied, their achievement increased which directly indicates on education quality.

A study done by Haque et al. (2011) identified self-regulating factors that can distress student satisfaction based on services offered by universities. These include quality of teaching, student research facilities, library book collections and services, campus infrastructure, canteen facilities, space for group discussions, sport programs, ICT (PC and Internet) facilities etc. Some of these factors necessary for satisfaction have been looked at individually above to enable a better understanding of why students need these services.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure, data analysis techniques, ethical considerations and limitations of the study.

3.1 Research design

The exploratory case study design was implemented for this study. A case study design focuses on a phenomenon to be studied, the case, unit of analysis and focus of the study (Gall et al, 2007). The phenomenon is the multi-campus system and the case is that of Midlands State

University in Zimbabwe. Students, faculty and other staff operational as well as the general premises at these satellite or multi-campuses made up the unit of analysis. The focus of the study thus being the impact of this multi-campus system on quality education delivery.

A case study is a qualitative research design best suited for gaining a comprehensive understanding of a social phenomenon inside its cultural, social and situational context without imposing pre-existing expectations (Denzin and Lincoln, 2000). In line with this view, students, staff, key informants and the campus premises were studied within their natural settings rather than in artificial ones as with most quantitative designs. As part of the phenomenological hypothesis, the case study design stresses that reality is entrenched in the perceptions of the participants (Yin, 2003). Therefore instead of basing on speculation or assumptions concerning how quality of education is influenced by the multi-campus phenomenon, the exploratory case study research enables a platform to actually determine, to a reasonable extent, the situation on the campuses from an observational point of view as well as direct perspective of the research participants.

The exploratory case study design adopted for this study consisted of both qualitative and quantitative methods of data collection. Emphasis was however put on qualitative methods to allow the study to be descriptive and contextual. The quantitative part of the research design (content analysis) examined the association between independent variables such as health services, library services, accommodation and housing services, sport and extracurricular services and distance learning services; essential equipment; staff qualifications; student satisfaction and curriculum. The qualitative part of the research design (nominal group discussions, interviews and questionnaires) explored how the multi-campus system has an impact on quality of education provided by Midlands State University. Thus, the research design

ensured a holistic understanding of the impact of the impact of the multi-campus system on quality education at Midlands State University.

The main disadvantage of case studies is that findings are based on a limited number of cases and can therefore not be generalized (Gall et al, 2007). The findings of this study are therefore generalizable to the multiple campuses of Midlands State University. Nonetheless, discoveries illuminate the impact of multiple campuses on quality education provision for universities implementing similar projects within the Zimbabwean setting.

3.2 Target Population of the Study

The study was conducted at Midlands State University and the target population is from its respective campuses. All students and staff are subject to the research, however the informants included selective students, faculty/staff and alumni. These respondents as well as some unwitting participants provided the essential information needed to enable a proper research on multi-campuses and quality education.

3.3 Sample and Sampling Techniques

Participants for this study were selected using purposive sampling. It is a non-probability sampling procedure in which the researcher purposely chooses participants who are relevant to the research topic (Schutt, 2009). The participants are from the Zvishavane campus, while the Gweru campus serves as a yardstick of measurement for the multi-campuses established recently. 75 fulltime students, 10 visiting students and 15 faculty/staff members from the Zvishavane campus, as well as 5 alumni (only two had direct contact with the researcher the other participated via social network services like WhatsApp calling and skype). These respondents are only for the interviews and questionnaires while the rest got to participate in

nominal research group discussions. The researcher had to apply certain informed judgements as to who participates to avoid random sampling. Purposive sampling enabled me to select research participants who supplied rich and detailed information about impact of the multi-campus system on quality of education.

3.4 Data Collection Methods

In this study, the following research instruments; interviews, questionnaires, nominal group discussions and participatory observation were used to gather and collect data. Questionnaires were preferred because of number of respondents, cost and the nature of the topic which had both qualitative and quantitative data. The other fact is that they were self-administered so it enabled the respondents choice and consideration options. The questionnaire kept the respondents on the subject, they were respectively objective and were fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired information in the limited time available. Interviews were used as they allowed pursuance of in-depth information around the topic; they were also used as follow-ups to certain respondents to confirm certain results on quality education assurance. Also interviews were used in greater part for staff/faculty members. Nominal group discussion was preferred because it helped the researcher to come up with agreed position and conclusions with respect to the on campus standards of quality assurance. And finally participatory observation was rather an involuntary aspect influenced by the fact that the researcher is an undergrad student at the institution.

3.4.1 Interviews

The interviews consisted of unstructured questions. An unstructured interview consists of guidelines on pertinent issues to be discussed rather than structured questions to be asked every respondent (Denzin and Lincoln, 2000). This enabled the interviewees an opportunity or

platform to divulge their perceptions, feelings, and provide relative analysis on the impact the multi-campus system has on attaining or providing quality education. The unstructured interviews allowed room to probe sensitive administrative questions. A total of 14 interviews were carried out, 11 with the university staff and 3 with university alumni.

3.4.2 Questionnaires

The questionnaire used in the research was borrowed from Gallifa and Batalle´ (2010) and improved to suit the specific needs of this study. The researcher used a set of self-administered questionnaires directed to students at the multi-campuses specifically. Questionnaires are generally less expensive and do not consume a lot of time in the administration, Kothari (2003). Since the study was conducted with exploratory research in mind, the questionnaires were not distributed haphazardly but rather they were disseminated mostly to level four students for they are the only ones available that experienced brief studying at the main campus in Gweru and then got transferred to Zvishavane so they can provide a comparative qualitative analysis based on experience, and in Harare it was more an issue of availability of the respondents and timing of the researcher. The questions within the questionnaire were structured to consider tangibles, reliability, responsiveness, assurance, and empathy which is in line with the proposed dimensions of quality service by Parasuraman et al (1988). These can be described as follows

Tangibles: Physical facilities, equipment, and appearance of personnel.

Reliability: Ability to perform the promised service reliably and accurately.

Assurance: Knowledge and courtesy of employees (staff) and their ability to inspire trust and confidence.

Empathy: individualized attention the institution provides its customers (students).

Responsiveness: Willingness to aid customers (students) and provide prompt service.

3.4.3 Nominal Group Discussions

Since it would discredit the research to focus on a few respondents at such a large institution, the rest of the respondents participated through nominal group discussions in groups of 20 or less and a total of 5 group discussions were conducted at the Zvishavane campus. The nomination criteria for participants was based on academic level (fully knowing that only level 4 students on campus had previously leant at the Gweru main campus), class and/or department. Nominal group discussions are important because they inform decision making and provide partially unanimous judgement and analysis of certain topics. These discussions provided auxiliary clarification on issues addressed in the questionnaires and they save money and time unlike one on one interviews.

3.4.4 Participatory Observation

As someone who was once situated at the Gweru campus during levels one and two, it would be appropriate for the research if the researcher gave an observational analysis of the topic in question. All the chief points of focus have a direct impact to the researcher thus it's only fair that he also provides his own intimate opinion, understanding and familiarity with the multi-campus system and how it impacts on quality education. Pundits might argue that participatory observation creates room for biased assessment and however true that may be to a certain extent, it would be distortion of facts not to include the researcher's experience as it was the resultant basis for the research topic in question. On some levels, participatory observation is actually an involuntary considering the setting, study site, as well as the exploratory and case study nature of the research design.

3.5 Validity

This is a measure of how well a test measures what it is supposed to measure and to determine if it provides relevant information. It can also be said to be the accuracy and meaningfulness of inferences which are based on the research. Assessment of content and construct validity was achieved by scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data as well as pilot testing a few questionnaires. All this helped in achieving validity as it enabled corrections on areas of weakness in relation to the topic under study.

3.6 Reliability

It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, Mugenda and Mugenda (2003). A reliable instrument is one that yields consistent results when used more than once in the course of data collection. Reliability test was done through test and retest method. This enabled the researcher to identify the dependability of the questionnaire. This method of reliability test required administration of the same test to the same respondents twice with a limited timeframe after the first test, in this case 7 days.

3.7 Procedures of Data Collection

For data collection, the first step was to obtain permission from relevant University authorities in the form of a stamped introductory letter from the Chairperson of the Development Studies department then go to further up the administrative chain of command to acquire another permission stamp. This is to avoid any conflict of interests that may exist and guarantee that the student is not reprimanded in the future. This then expedited the research and enabled interviews with administrative and departmental heads. Self-administered questionnaires were then

distributed to selected students, nominal group discussions were held peacefully during free periods with complete awareness not to disturb other lectures in progress. The raw data obtained were then arranged into a format from which some meaningful deductions were drawn.

3.8 Data Analysis

The only quantified data existing in the study is from the questionnaire, not to say the research has become quantitative, hence the data collected was edited, classified and tabularized using Excel in order to arrange the questionnaire data appropriately, identify duplicated information, as well as to identify and account for missing data. The other qualitative data collected through interviews, questionnaires, participation observation and nominal group discussion were categorized, cleaned, interpreted and analyzed under their respective themes. This was so as to triangulate and support findings obtained through quantitative data analysis.

3.9 Limitations of the Study

- The lack of existing published researches in relation to the multi-campus system in Zimbabwe specifically, this is a constraint can be overcome and the research itself will then serve to cover that gap in the future.

- Transportation costs (considering the inter-campus travelling required), and materials for questionnaires are some of the limitations met and overcame. There was also limited time to meet all the involved stakeholders hence limitations to research respondents (considering other academic engagements like lectures among others as well as constant waiting due to unavailability of relevant respondents). The researcher had to come up with a time management chart to schedule everything in time and use of few available resources.

- The officious or bureaucratic nature of the institution limited the flow of all needed information hence but enough was gathered from willing participants.

3.10 Ethical considerations

- Upholding confidentiality and anonymity will be guaranteed to participant's personal information and privacy through the use of pseudonyms (Schutt, 2009). This method was explained to the respondents before the commencement of the study.

- Honesty in the clarification of the purpose of the study is important, such that the participants felt free to give all the information.

- The researcher shall not fabricate or falsify the study.

- Borrowed information was referenced to avoid plagiarism

3.11 Basic assumptions

The chief assumption of the study is that the creation of multiple campuses has an effect on quality of education. Change of environment exposes students to several consequential dynamics that may prove problematic for their studies, Zvishavane for example has health risks due to highest HIV/AIDS prevalence rate in the country as well as climatic issues with massive temperatures that make studying or lecturing difficult. Therefore the study assumed that there is need for the university's satellite campus to be providing services and relevant equipment to address these issues for all involved stakeholders. The study also assumed there is at least one or more student(s) with a form of disability thus the need for equipment for that particular set of

group to attain quality education. Lastly the study assumes that all research respondents are either the university's students, staff or alumni.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings, data analysis and interpretation of the study. The findings are presented based on the research objectives of the study. The objectives of the study were:

Evaluate the impact of the multi-campus system on service delivery.

Determine the link between Staff Qualifications and quality education output.

Evaluate student perceptions on quality education and quality determinants.

Outline the link between quality development at the institute and national development.

4.1 Response Rate

Aside from the group discussions, a combined sample size of 105 participants were nominally selected for questionnaires and interviews for staff, students and the Zvishavane campus alumni out of which 87 participated resulting in a response rate of 82.8%. The response rate by each category was as follows; Staff interview schedule 11 of 15 (73.3%) participated, self-administered questionnaires for students 73 of 85 (85.9%) returned the questionnaires as well as 3 of 5 alumni expected participated. Vivienne & Sitzia (2003) are of the view that a feasible and satisfactory response rate is 75% for interviews, and 65% for self-completion questionnaires.

Table 1: Respondents by Category

Respondents	Frequency	Overall percentage
Students	73	83.9%
Staff	11	12.6%
Alumni	3	3.5 %
Total	**87**	**100%**

Source: see appendix A.

Table 1 illustrates that out of the expected 105 respondents, only 87 managed to participate and of those 87, 83.9% were students. It is only practical to determine the quality of something more from a customer's perspective than the supplier, which is exactly what students are to the university. 12.6 % were the university staff from respective departments like lecturers, Chairpersons, cleaning services, security, dean, health services reps and chief administrators. These gave their respective opinions on quality assurance and education at the institute.

4.2 Questionnaire and Questionnaire response and analysis

Self-administered questionnaires (see Appendix A) consisting of 24 questions were distributed to 85 students and 5 alumni. Since the sampling technique was purposive sampling, the student respondents were chosen using a carefully considered selection and separation method. The 85 students were subdivided into 3 distinct categories that is students that only learnt at the Zvishavane satellite campus from the beginning of their degree programme, students who started at the Gweru campus then moved to the Zvishavane Campus and block release students. The idea is to get different opinions about the impact of the multi-campus system on quality of education at Midlands State University. The differentiation was based on the assumptions that a student that only leant at the Zvishavane campus will most likely have a campus perspective of what is

and what could have been (if they were learning in Gweru instead), a student that experienced education from both the Gweru then the Zvishavane campus has a more balanced appraisal perspective of the changes in services provision, and block release students spent little or less time on the actual premises to notice some day to day issues concerning quality at the campus.

Findings confirmed those assumptions, students that only learnt at the Zvishavane campus from the onset have a more harsh perception of the campus facilities and services offered. Quality is noticeable when it is measured in contrast to something else and since this group of students did not fully experience the multi-campus move from a perception of both campuses, they judged quality service provision at the Zvishavane campus based on what is at other universities, mostly ones they have never been to. They gave poor ratings to tangibles and overall service provisions as is displayed in Appendix A. Students that however experienced the transition from the Gweru campus have a more appreciative appraisal of the efforts by the institution to improve the quality of their education experience. These opinions shall be identified further on in the study.

The 24 questions in the questionnaires consisted of questions that measured reliability, tangibles, responsiveness, assurance and empathy. This method of alignment enabled collection of data that is in sync with the objectives of the study. Three questions addressed issues to do with tangibles, 9 questions assessed reliability, 4 assessed responsiveness, 4 assessed assurance, and 4 others assessed empathy. The following clustered column chart shows the averages of the 5 mentioned measuring dimensions as responded to by the afore mentioned groups. The clustered chart helps to have a side by side comparative analysis of student perceptions towards the provision of quality education at the Midlands State University Zvishavane campus.

Table 2

Averages of Student responsenses by Group & Category
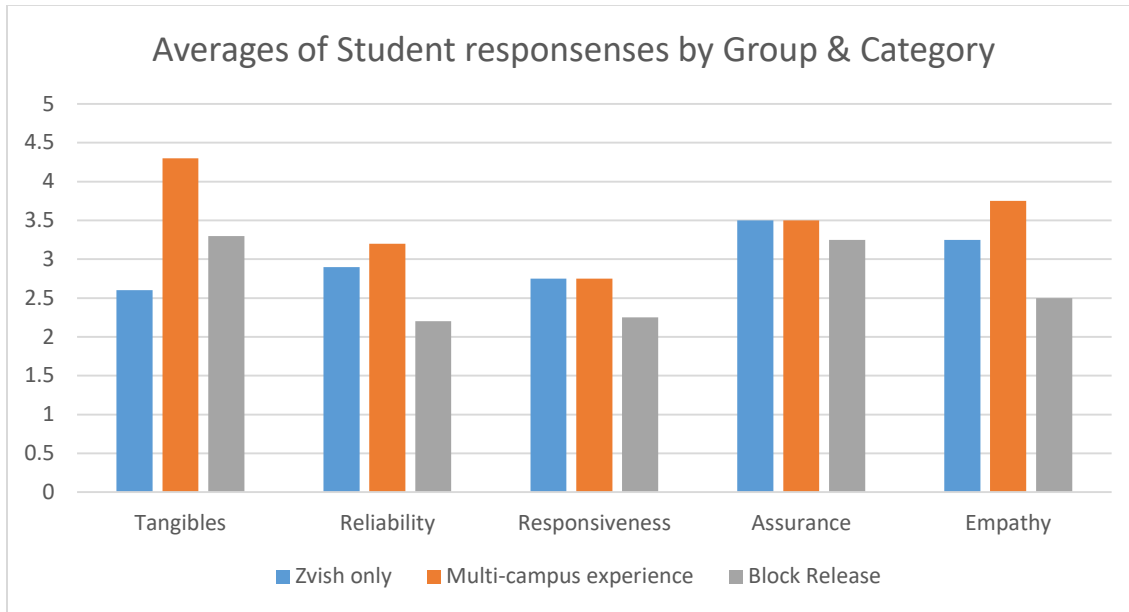
Source: see Appendix A

4.3 Student Perceptions of Quality and quality determinants

4.3.1Tangibles

As described in earlier chapters, tangibles refer to physical facilities, equipment, and appearance of personnel. From the data presented in table 2 as well as information acquired from follow up nominal group discussions, it was discovered that students that were formerly at the Gweru campus have a more appreciative opinion of the tangibles at the Zvishavane premises. The reasons being that when these students, from mostly the faculty of Arts, used to be at the Gweru campus they lacked significantly in the tangibles division. Departments like Development Studies; History and International Studies; Politics and Public Management; English and Communication skills among others used to conduct studies at either the multi-purpose hall, the Great hall or common rooms. This was because the number of students available was

overwhelming to the facilities and hence at the time, tangibles like the library, lecture rooms for class by class, toilets and internal sign posting among other things pale in comparison to what is being offered at the Zvishavane satellite campus.

However students that only learnt at the Zvishavane campus project a more harsh assessment of the tangibles. This is because these students judge what is on the ground at the Zvishavane campus in comparisons to exaggerated images of what is or what must like in Gweru conjured into their minds by the few friends there have situated there. They are less appreciative of the fact that they have lecture rooms to call their own because to them those are pre-requisite mandatory services. The profile of each center can be easily interpreted in terms of perceived service quality. The fact is that the campus is evolving with time and so are the campus facilities. Block release students on the other hand, reinforced by the nominal discussions, pay little attention to most of these minor things because they are too busy trying to understand their modules in the limited timeframe given to them.

4.3.2 Responsiveness

Described as the willingness to aid customers (students) and provide prompt service, this is the category with the weakest ratings from all three groups. The reason behind this has to do with requests sent higher up to the school administration either by students, lecturers or departments as a whole, that receive delayed attention. The Zvishavane administration is merely a microcosmic representation of the university's full administration were only deputy principalities exist, with key and strategic offices like Human Resources yet to even be represented at the campus. This consequently results in a conundrum were projects that need immediate implementation for the good of the students take time to address because most power for implementing any such projects is still in Gweru. Even the Student Representative's Council

(SRC) is considered ceremonial by their electors not because they are not raising issues of concern for students but because the bureaucratic process delays any implementation of projects hence the unwillingness to vote or participate witnessed in students recently.

It is however not all gloomy for this dimension as some marginal level of responsiveness is witnessed at the satellite campus. The lecturer-student responsiveness is quite commendable, as described by most students. The lecturers are approachable especially concerning academic matters, they provide the needed help and guidance by students and where necessary they refer office related issues to the rightful principalities. Other staff around the campus like health personnel, campus security and cleaning services are very amiable and easy to approach. As illustrated by Firdaus (2005) access to high education and performance is concerned with such elements as approachability, ease of contact and availability of both the academics and non-academics staff.

4.3.3 Reliability

This being the ability to perform the promised service reliably and accurately is as evidenced in the questionnaire one of the key determinants of quality education and services provision at the university. As shown in the clustered chart above (Table 2), this area proves to be more challenging for block release students. This mainly has to do with their learning time frame which is compressed all at once. The university protocol dictates that they get at least 36 hours of lectures per module. However due to the fact that they only visit twice a semester before exams, their study time frame is compressed into 9-10 hour continuous single module lectures from 8 to 5 or 6 pm with just a brief 1 hour lunch break and this is repeated every day until the modules are done. This has a mental strain on both the lecturers and the students as according to research the lecturer might sometimes get too tired to deliver and the student too tired to remember. The

Pareto principle if applied to neuroscience would explicitly shows that the brain, when exposed to continuous hours of information uploading, can only remember about 20% of information received while the other 80% of information uploaded only serves to obscure the other percentage. This is why the exam room has never been a level playing field for fulltime students and block students hence there exists an imbalance of quality between the two groups of students. This enigma therefore hinders the complete attainment of quality education for this set of students and possibly the value of their degree in the labor market.

Fulltime students on the other hand have no such constraints thus their assessment of reliability determinants like adaptability to all kinds of people, quantity and quality of materials received, quality information and learning skills, personalized attention among other indicators of quality was a bit more understanding. The lectures and information received by fulltime students are sufficient for one to go to the final exam.

4.3.4 Assurance

This is mainly concerned with knowledge and courtesy of employees (staff) and their ability to inspire trust and confidence. Concerning this dimension, almost all the groups, that is students that experienced education at multiple campuses, students that have only ever learnt in Zvishavane and block release students, all seem to have an almost parallel satisfied assessment concerning the lecturers abilities, qualification and grasp of the modules they teach. This not to say contrary opinions do not exist, it was discovered that some radical students tend to shy away completely from lectures if the dislike the interpersonal skills of the lecturer, his or her vocational prowess as well as if they doubt the content and validity they will be receiving. They instead choose to study on their own using the course outline. This being a participatory research, I can honestly say I have at an earlier point along the way succumbed to this way of

thinking. To ensure continued quality assurance the university put in place a Performance Management Policy and Framework that allows students to evaluate the end of semester performance and conduct of their respective lecturers.

4.3.5 Empathy

This entails the capacity of the center to understand student needs and ability to give response to them. Flexibility of curricula, response to social demands, also ways for student participation, complementary services. Aside from tangibles, empathy actually takes the second highest evaluative perception by students that experience the full changes multi-campus system from Gweru to Zvishavane campus. The campus has various channels and opportunities for student participation which include public lectures, various campus clubs involved in association with local organizations. Student participation and opinions are also addressed through the student representative council which is open to all to participate. The university has also introduced five (5) minutes motivational quality and health lifestyles talk before or during a lecture to improve student teacher dialogue as well as career guidance. Such exercises go a long way towards maintaining or improving student satisfaction which for this study is an important determinant of quality education.

Table 3

	Overall evaluation of studies undergone	Overall evaluation of the Zvishavane campus outlet	Evaluation of MSU as quality bearing institution
Zvishavane only	7.08	6.72	7.04
Multi-campus exp	6.88	7.44	7.11
Block release	6.57	7.15	6.85
Alumni	6.74	7.36	6.93

Source: see Appendix A.

The contents of table 3 show the averages of overall evaluations (on a scale of 1 to 10) by students on studies undergone from commencement of degree programme till point of questionnaire response, the overall evaluation of the satellite campus, and evaluations of Midlands State University as a quality giving institution. Most students are not dissatisfied by the quality of service provided by the institution but their responses that there is ample room for the university to improve its services to enhance quality of education.

4.4 Key Result Areas

Midlands State University maintains quality at the institution through results based managed management programs and strategic planning guided by the nation's Zim Asset blue print. In accordance with the institution's results based management plan, the university's participation in the operationalization of Zim Asset cuts across all four clusters as well as the two sub-clusters outlined in the blueprint namely: Food Security and Nutrition, Social services and Poverty Eradication, Infrastructure and Utilities, Value Addition and Beneficiation, Fiscal Reform

measures (sub-cluster), Governance and Performance Management (sub-cluster). The university uses key result area (KRA) management strategy to identify and address areas that need improvement in quality. Therefore, for the purpose of this study, some of these KRA were identified and used to assess progress at the Zvishavane satellite campus.

4.4.1 Provision of requisite physical structures

This key result area is enshrined in cluster 3 of Zim Asset on infrastructure and utilities. The University is expected to contribute towards the development, rehabilitation and maintenance of robust, elaborate and resilient infrastructure and utilities in order to create a conducive environment for teaching, learning and research (RBM 2015). This includes firstly a library, before the inception of the Zvishavane campus in 2015, the majority of students mostly used the library for borrowing books and rarely for studying because it was small. The multi-campus system has enabled the construction of another library for the new campus. The Zvishavane Library after the obvious book service, it is spacious and techno-sensitive, providing study areas with plug in sockets for laptops (unlike as was in Gweru), multiple air conditioners and very strong connectivity of the Wi-Fi bandwidth. There is even a Library specifically for the school of Mining sciences to cater for their academic needs that may differ from those provided by the main library at the campus. This is why even in the questionnaires response the library got the highest average rating of 4.62 out of a possible 5.

One of the most important pre-requisite physical structures at a university are lecture rooms and staff offices. The multi-campus project and the creation of the Zvishavane campus enabled the much needed construction of lecture rooms for the faculty of Arts. Originally in Gweru the faculty used the multi-purpose hall, the Great hall and common rooms as areas to conduct

lectures and these had multiple classes conducting lessons within close proximity which interfered significantly with the student's attention span. Though there was an initial setback to begin with for the development studies department which had to use offsite rented classrooms, this was immediately rectified lecture rooms were built. The Zvishavane campus provides lecture rooms that are reasonably sufficient in quantity and quality (meaning they are better than before but not perfect), fully stocked with desks and chairs to minimise the scramble for chairs that also scourged students when they were formerly in Gweru. These classes also now come with Wi-Fi routers to enable ease access to the university's online services. The Zvishavane campus also managed to establish a faculty of Mining Sciences next to Shabanie Mine and Mimosa platinum mining company hence the students there are accessing practical examples for their learning experiences.

Other pre-requisite structures and facilities include on-campus medical clinic, a Dining hall, extracurricular facilities and toilets. The toilets at the Zvishavane campus are highly applauded for their consistent cleanliness meaning they are not health risks. In Gweru the toilets were overwhelmed by the student carrying capacity especially those near the multi-purpose hall and they often had to be closed hence this is positive step. There is no difference (other than size) in quality comparison between the Zvishavane dining and the one at the Gweru campus. The only point worth noting is that the Zvishavane dining is the only source of food within the university premises because there is no tuck-shop anywhere else on-campus hence it is the main food source for students and staff alike aside from the vendors lurking outside the campus. Concerning extracurricular facilities, the Zvishavane campus uses the Mac Adams sports grounds. This is where there majority of the sporting competitions are held. However since these

are rented premises, they lack adequate equipment to accommodate all the necessary sporting disciplines and this is something the university authorities will have to look at in the future.

The medical clinic in Zvishavane is nearly the same size as the one at the main campus and is similarly operated by qualified medical staff, its delivery quality has remained almost parallel to the one at the main campus. As far as staff qualifications are concerned at the clinic, the university managed to provide medical practitioners that were from Gweru to maintain the university's health system structure. The only differences, according to the nurse in charge, have a lot to do with geographical consequences like temperatures therefore the medication needed in Zvishavane is rarely requested in Gweru. The referral system affects Zvishavane differently as the campus clinic refers to the district hospital which in turn refers to the provincial hospital which is in Gweru. This requires long distance travelling that may prove costly financially as well as academically due to extended absence. The ambulance response system is more complex in Zvishavane, unlike in Gweru, the campus is the centre of various suburbs were students are residing hence challenges in prioritisation exist because there is only one ambulance. This is something that may require special considerations to improve the successful attainment of a healthy and quality education at MSU.

4.4.2 Academic Excellence

Academic Excellence as a Key Result Area in the University's strategic plan takes cognisance of the nexus between universities and national development by speaking to all the four clusters outlined in the Zim Asset blue print. In accordance with this and the concept of staff qualifications identified in earlier chapters, the university had 93 PhD holders while 204 other candidates registered for PhD by the time the Zvishavane campus was opened in 2015. This

number has obviously increased over time to date in accordance with the plan to have an additional 20% staff to acquire PhDs. The university as a whole has also in recent times managed to have lecturers go through a pedagogical training programme to enhance their skills.

The campus has also managed to provide a flexible, expandable and secure ICT infrastructure and an e-governance framework to support and sustain academic excellence in the University teaching, learning and research to meet national aspirations. The Main Campus Internet bandwidth was scheduled to increase to 575 from what it used to be. The Zvishavane bandwidth upon official opening was around 30 Mbps and it has since improved to 150 Mbps, then 300 Mbps and currently it is at 450Mbps while LAN has 50 Mbps internet connectivity. The need to improve bandwidth has been largely due to the concept of supply and demand with an overwhelming carrying capacity of students, not to mention outside poachers who have since been thwarted through the rotated connectivity passwords. Connectivity is complemented by multiple routers and access points available nearly in or within close proximity of all class rooms and staff quarters. This unlimited access to Wi-Fi has greatly ease learning for students especially concerning completion of researches and assignments for coursework.

The multi-campus project has also seen an increase in equipment relevant for achieving academic excellence. As alluded earlier, the has been an improvement in equipment around the campus which include air conditioners in staff offices, fans in lecture rooms, desks and chairs, as well as interactive boards that previous were not available before the satellite campus and all these equipment has enhanced both the quality of teaching and learning at Midlands State University Zvishavane campus. The introduction of multiple Closed Circuit Television (CCTV) cameras in the library, computer labs, clinic, staff offices, halls of residence among other crucial structures, has elevated student and campus security. Often students loose note books, laptops,

mobile phones among other things necessary for their educational experience and the availability of the security features serves as warning against criminal activities on campus as well as provision and capturing of irrefutable evidence against perpetrators. Some students have cited concerns of privacy invasion but the institution assures that cameras are only available in public areas and not private rooms or offices.

Another aspect that can technically be classified as equipment are the school buses. The availability of these buses addresses proximate concerns that, according to interviews conducted, have over the years resulted in students staying at their residence and bunking lectures citing distance concerns. The Zvishavane campus to date has two Yutong 63 seater buses that are operated by qualified drivers on rotational duties. Initially the buses moved on hourly intervals but it was evidenced that some students still missed lectures because they failed to gain access to the buses due to the quantity of students that required this service such that most arrived late for lectures but this has since been rectified and the bus schedule has been relaxed to 30 minute intervals. Therefore the availability of these buses has boosted attendance to lectures which in turn indirectly impacts on academic excellence and statistical pass rates and this is evident not only at the Zvishavane campus but the main campus as well.

The curricula at the university followed by most departments was devised in full view of the demands and challenges of the labour market. The current economic turbulence being experienced in the country has left very few vacancies for new graduates hence the curricula at the institution tries to compensate for this expected stumbling block by providing universal modules that one can capitalize on in the absence of opportunities in the formal sector. The compulsory inclusion of the Entrepreneurship module as well as Project management ensures that the quality of students from the university is ready for any challenges. With the

indigenisation program by the government in full swing, a student that underwent such a curricula can come up with effective means to embark on self-sustenance or community based projects depending on magnitude of available funds. However with the unavailability or limitations of investment capital even at microfinance levels

4.4.3 Human Capital Management and Development

This Key Result Area predominantly falls under the Social Services and Poverty Eradication cluster as well as the sub cluster on Public Administration, Governance and Performance Management. This area conforms to the public sector modernization and capacity building and human capital development, with the overall aim of improving service delivery in the University (RBM 2015). The chief area of focus on this is concerning retaining and motivating staff so as to address the brain drain concept alluded to in earlier chapters. To counter this the salaries gap between the regional average and Midlands State University has been significantly reduced so as to provide higher incentives for existing staff and lure back those that had initially left to foreign countries. By doing so the university ensures that it maintains and/or improves on quality academic deliverance by the staff which also reflects on the study's key quality determinant of staff qualifications.

The university has also in recent years managed to hire former students as staff members including as teaching assistants (TA), and this phenomenon is called inbreeding. The Zvishavane campus is no exception as it has witnessed this phenomenon evidenced by the appointment of a TA in the department of Politics and Public Management among others. Student interviewees attested that quality was compromised significantly by such appointments due to a lot of dynamics that include the absence of teacher-student respect, lack of a full grasp of the modules being taught, familiarity bias with former peers among other factors. There is a reason why

ZIMCHE stipulated that it is advised that an individual should not teach students of the same level as the highest degree they hold because it creates problems within the system and quality delivery standards would plummet.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The following section presents the conclusions of the study. It also sketches several recommendations that have been articulated based upon the results of the study and the principal themes that were acknowledged. The study was guided by the following research questions:

1) What are the potential threats to quality education delivery?
2) How does the teaching staff view the concept and how does it enhance student satisfaction?
3) What are the key determinants of quality education provision at the university?
4) How is the institution improving quality while keeping in line with national development initiatives?

5.1 Conclusions

The conclusions of the study are best viewed in direct view of the above research questions looking at quality of education from a multi-campus perspective as well as the broader national and/or international perspective. From the findings of the study, quality of education has improved significantly at MSU since the launch of the Zvishavane satellite campus. This improvement is not only for the students that moved to the satellite campus but also for those

that remained in Gweru. The move enabled a more spacious environment for those that remained at the main campus creating room for other developments as well as introduction of other degree programs. While those that moved to Zvishavane were guaranteed an improvement in the majority of their educational services, slight deprivation in other areas was also witnessed as shall be clarified below in an effort to give conclusive results to the research questions.

5.1.1 Conclusions pertaining to research Question One

The potential threats to quality education are poor administrative policies and implementation as well as poor service delivery. As far as administrative policies are concerned, university operates on a committee system so policies and projects are implemented on collective agreement. The leaders and heads of sections, faculties and departments usually go on retreat workshops as a collective comprising of representatives from all campuses. The quality of ideas is promising at such a gathering and this is why the number of quality enhancing projects is spiraling at an unprecedented rate. Final decision making or authorization of projects is still centralized at the Gweru campus which tends to delay or hinder projects that are proposed at campus level and not for the entire university.

Quality service delivery improved for the faculty of Arts that moved to Zvishavane. The university has the capacity to generate funds that can be used to improve the quality of education but space has always been the issue and the Zvishavane move was necessitated for the good of the university as well as the town and community. Limited accommodation is still a factor that continues to put the university standards at a disadvantage and they need to be addressed in the near future to complement the massive enrollments of students, yet on the upside the community has managed to benefit from this shortcoming on the part of the university by providing accommodation. Some still developing suburbs like Eastlea have seen some new houses being

built specifically for students while others have managed to improve existing structures from rentals received which is a positive indication of infrastructural development.

5.1.2 Conclusions pertaining to research Question Two

Change is never easy to accept but most lecturers interviewed seem to have realized the necessity and advantages for the university that the multi-campus system provides to the quality of education at the satellite. Contrary to their initial skepticism, they are now able to operate in less noisy, uncrowded environment than the one that previously existed at the MPH hall. Staff offices have improved allowing for a more focused operational space. Perceptions vary with roles, duties as well as departmental expectations. For instance the staff from the department of Mining Sciences have a library specifically for them to cater for their curricula's specific demands and enhance student satisfaction even though the programme began at the Zvishavane campus. Obviously the majority of the staff initially faced adaptation settling difficulties considering most had fully established settlement roots in Gweru but as learned people they understood the necessity for growth that the multi-campus system provided not only for admissions, faculties or departments but mainly in quality assurance and service delivery which goes an extra mile to improving the overall image of the institute.

Student satisfaction is a very difficult concept to realize, this is mainly because the student is always wanting more out of the university and some of the needs or requests by students are unrealistic and a bit out of the price range permitted by the tuition they are paying to the institution. However a closer scrutiny at the concept of satisfaction with an unbiased consideration of the situation on the ground shows that most students are extensively satisfied with what the multi-campus system has enabled for their educational experience. In the pre multi-campus era, there were a lot of irregularities with academic and non-academic services,

and even though they are far from perfection they have significantly improved. Individual results were very informative for the process of enhancing and continuing quality enhancement in this multi-campus university. Some of the findings are presented because they have a "benchmarking" value, that is: the approach and methodology can be replicated in other higher education institutions.

5.1.3 Conclusions pertaining research Question Three

The key determinants of quality education provision at the university as identified by this particular study include qualified staff, satisfied students, availability of necessary equipment, a broad and content filled curricular, and quality service delivery which should be consisting primarily of health services; library services; accommodation or housing availability; sporting and extracurricular services and facilities; distance learning or block-release services. These determinants are subject to further review as they were chosen specifically to satisfy the demands of this study. There is need for this (Midlands State University) and all other universities to provide highly qualified staff to maintain or keep up with local and international rating standards. The simple metamorphoses of a Lecturer being addressed as Mr., Dr. (PhD) or Prof has a subconsciously induced psychological impact on how a student views his/her lecturer's abilities to usher them to the best possible state of knowledge acquisition in their education experience.

It is also important to note that the other quality determinants have improved as well since the inception of the satellite campus under the multi-campus system. The campus has two fully functional libraries that to the very best of their capabilities are trying to cater for the academic requirements of students. Improvements are always expected in time to further stock up the book cabinets. The equipment on campus is improving to meet international standards and demands of

the techno evolution. Should the university continue focusing on such improvements then quality delivery is guaranteed in the future. The timetable of the block students is something that can be easily changed because it already caters not only for the successful coverage of their modules (however brief the timeframe may be) as well as maintaining consideration of their respective work schedules.

5.1.4 Conclusions pertaining to research Question Four

The institution through its strategic work plan and result based management programs has managed to devise a strategy to improve the quality of services at its multiple campuses while at the same time addressing national concerns as identified by the Zim Asset blue print. As identified before, the university's operationalization of Zim Asset cuts across all four clusters as well as the two sub-clusters outlined in the blueprint namely: Food Security and Nutrition, Social services and Poverty Eradication, Infrastructure and Utilities, Value Addition and Beneficiation, Fiscal Reform measures (sub-cluster), Governance and Performance Management (sub-cluster). Though some of these clusters were not specifically discussed in the study (due to applicability to the research topic), rest assured the university has addressed them in one way or another. It is the purposeful realization of these clusters that continues to ensure that quality education and service delivery is guaranteed for all students at MSU.

5.2 Recommendations

One of the more direct means of communication that eliminates students personal flaws for being outspoken and guarantees anonymity are suggestion boxes. This in theory sounds like a very simple mode of communication but the fact is that suggestion boxes are easy to utilize and they save time for the students. The Gweru campus has these suggestion boxes and the same needs be done for the Zvishavane campus. They can even be designated specifically for some key

structures that students use like the library, computer laboratories, the dining hall, halls of residence and the clinic. The best way to realize student needs which may defer from how they used to be at the main campus is to improve the listening capabilities of the institution via a method that is not riddled with bureaucratic processes designed to discourage student participation and raising of voices. All things equal, a physically made suggestion or a voice on paper, all student voices need to be heard and encouraged. This is one of the least costly (financially) project the institute can implement that is an absolute necessary recommendation that should be vehemently lobbied for.

To discourage completely the Teaching Assistants would be an unjust reaction to both the workloads of the existing lecturers as well as the nation perforated by high levels of unemployment. Instead the more reasonable way to bridge the inbreeding gap would be an inter-campus best student exchange program. The chosen students (though it would be preferable) do not necessarily have to be from the same department at the exchanging universities but rather they just need to be able to fill the void requiring a TA. What this implies is that if for example MSU needs a TA at the department of Development Studies and BUSE needs a TA at the Department of Politics and Public Management then they can still exchange by providing or recommending one another the best students from the required vacant departments. The fact that a TA was recently a student means (if normal human behavior is not ignored) that they may have fraternized with their peers or be compromised in some way that causes bias in student-teacher relations hence the need for an unfamiliar face. The whole point of this exchange program is to remove the uncertainties of quality delivery usually caused by the lack respect between student and TA. This exercise also allows for new innovative outside the box thinking from a different institute that can improve certain of the involved universities academia.

The Zvishavane campus and even MSU as a whole needs to improve its disability sensitivity to cater for the even the most basic needs of the disabled students. The move may have been overlooked before because of pre-existing students with such disability needs but since the nation operates on an education for all basis then it would be safe to assume one way or the other such special needs students or staff shall find their way to the institute and it is best to be prepared. The most alarming area that needs immediate attention is the overwhelming number of structures with steps and without will chair ramps especially at the Zvishavane campus. Accessibility is the first phase towards attaining something and if students or staff cannot even find their own way to offices, laboratories or toilets then this is bound to cause discrimination or subconscious resentment if other students have to constantly lift wheelchairs to assist into classrooms or offices. Internal sign posting, lecture room and office labelling needs to improve as well to ease the directional burden on the mute if there are any.

The multi-campus system as alluded to earlier does not afford satellite campuses financial autonomy and this hinders implementation of some much needed requirements like a second ambulance for the Zvishavane campus. This recommendation may seem a little more costly but it is necessary considering the environment. Just because the main campus has a single ambulance does not mean the satellite campus gets just one as well. The geographical differences between the Gweru campus and the Zvishavane campus comes with peculiar requirements of the ambulance. For example, the students at the Zvishavane campus experience more frequent allergic reactions to yet to be clarified components, frequent nose bleeds and high risks of violent crimes that all require immediate attention. According to the community relations liaison officer for Zvishavane Assistant Inspector Masunda there are a lot of crime hotspots in the communities surrounding the campus due to student activity perpetrated especially those walking (to suburbs

that the university buses do not reach) carrying laptops at night. The positioning of the campus hinders the response system with suburbs in all directions unlike Gweru's which are linear. The hospital referral system reverts back to Gweru provincial and should a student be referred there the campus will the left unattended by an ambulance hence the Zvishavane campus needs a second ambulance a lot more than Gweru does and this only serves to enhance the quality of health services provision to a student's educational cycle.

And finally, the issue concerning the relationship between faculty hiring and the curricula. It was noted through the course of the research that some seemingly qualified staff have been appointed to lecture module that they are not fully versed with and this exponentially compromises quality education delivery. Just because someone holds a doctorate or masters degree on paper does not qualify them to lecture some programs that they have no full grasp of. Though this is rarely evident, it is still in the best interest of universities to heed the caution and ensure continued excellence in quality education delivery. As noted before, students tend to shy away from lectures if they lose confidence in a lecturer's abilities to deliver which in turn eventually reflects on pass rates of that particular module, either students will fail or there is overcompensation on marks by the lecturer. Careful consideration and vetting is therefore required for all appointees to ensure an even playing field beneficial for all involved stakeholders.

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APPENDIX A: Questionnaire filled in by one of the respondents

 # Respondent only learnt at the Zvishavane campus from the beggining.

A SURVEY OF UNIVERSITY STUDENTS' ASSESSMENT ON QUALITY OF EDUCATION; A MULTI-CAMPUS EXPERIENCE
QUESTIONNAIRE
FOR UNDERGRADUATE RESEARCH

This questionnaire is for undergraduate research only and it does not relate to Teaching and Learning Services, Subject or Lecturer Evaluations.

Qualification: _STUDENT_   Gender: _M._

Centre: _ZVISH CAMPUS_   Full time/Visiting: _____

Please answer this questionnaire as honestly as possible, as the results will help to achieve the full and accurate views of the students over the impact of the Multi campus system on provision of quality education.

	Do not agree / Not at all satisfied	Agree slightly / Not very satisfied	Agree quite a lot / Reasonably satisfied	Agree a lot / Very satisfied	Agree totally / Totally satisfied
1. The Centre has access adapted to all kinds of people	1	2	3	4 ✓	5
2. The timetables given are appropriate for the correct achievement of teaching	1	2	3	4	5 ✓
3. The centres' facilities are spacious, functional, comfortable, accessible, well-lit and have the necessary equipment	1	2	3 ✓	4	5
4. The teaching capacity, methodology and communication by teachers are appropriate for the attainment of a quality education	1	2	3	4 ✓	5
5. The general service deliveries are appropriate for your needs:	1	2	3	4 ✓	5
5.1 Health services	1	2	3 ✓	4	5
5.2 Library services	1	2	3	4 ✓	5
5.3 Accommodation and housing services	1 ✓	2	3	4	5
5.4 Distance learning/block release services	1	2	3	4	5
5.5 Academic equipment (Wi-Fi, desks, chairs, etc.)	1	2	3	4 ✓	5
5.6 Qualified Staff	1	2	3 ✓	4	5
5.7 Information and guidance	1	2	3 ✓	4	5
5.8 Restaurant/DH	1	2 ✓	3	4	5
5.9 Others: _SCHOOL BUS_	1	2	3	4	5 ✓
5.10 Others: _____	1	2	3	4	5

6. The internal signposting in the centre is clear, visual, understandable and is well-maintained	1✔	2	3	4	5
7. The teaching material you receive is sufficient in terms of quality and quantity	1	2	3✔	4	5
8. Lecturers are accessible and respond to students' doubts and suggestions	1	2	3✔	4	5
9. The teaching stuff have sufficient knowledge of the labour market	1	2	3✔	4	5
10. The centres' facilities are clean	1	2	3✔	4	5
11. The centres' multi campus system is effective	1	2	3	4	5✔
12. General punctuality has improved: at start and end of classes, handing out of work, organisation of exams, handing out of marks, etc.	1	2	3✔	4	5
13. The centre at which you are studying shows interest in your present and future progress	1	2	3	4✔	5
14. The staff and lecturers at MSU are friendly and amiable to the students	1✔	2	3	4	5
15. The information received throughout the studies on the learning pathways, assessments, learning aims and general working aims are sufficient and of high quality	1	2	3	4✔	5
16. The skills necessary to exercise your profession are being developed sufficiently	1	2	3	4✔	5
17. The contents of your modules are suitable	1	2	3	4	5✔
18. Attendance checks is an element that has boosted your learning	1✔	2	3	4	5
19. When you raise issues to the administrators, the result is obtained, appropriate and within the expected time	1✔	2	3	4	5
20. The study plan you follow is in line with your professional needs	1	2	3	4✔	5
21. Tutorials and personalised attention you receive is sufficient	1✔	2	3	4	5
22. Students have the appropriate channels for communication and participation	1✔	2	3	4	5
23. Sensitivity to equipment needs for the disabled or handicapped	1	2	3✔	4	5
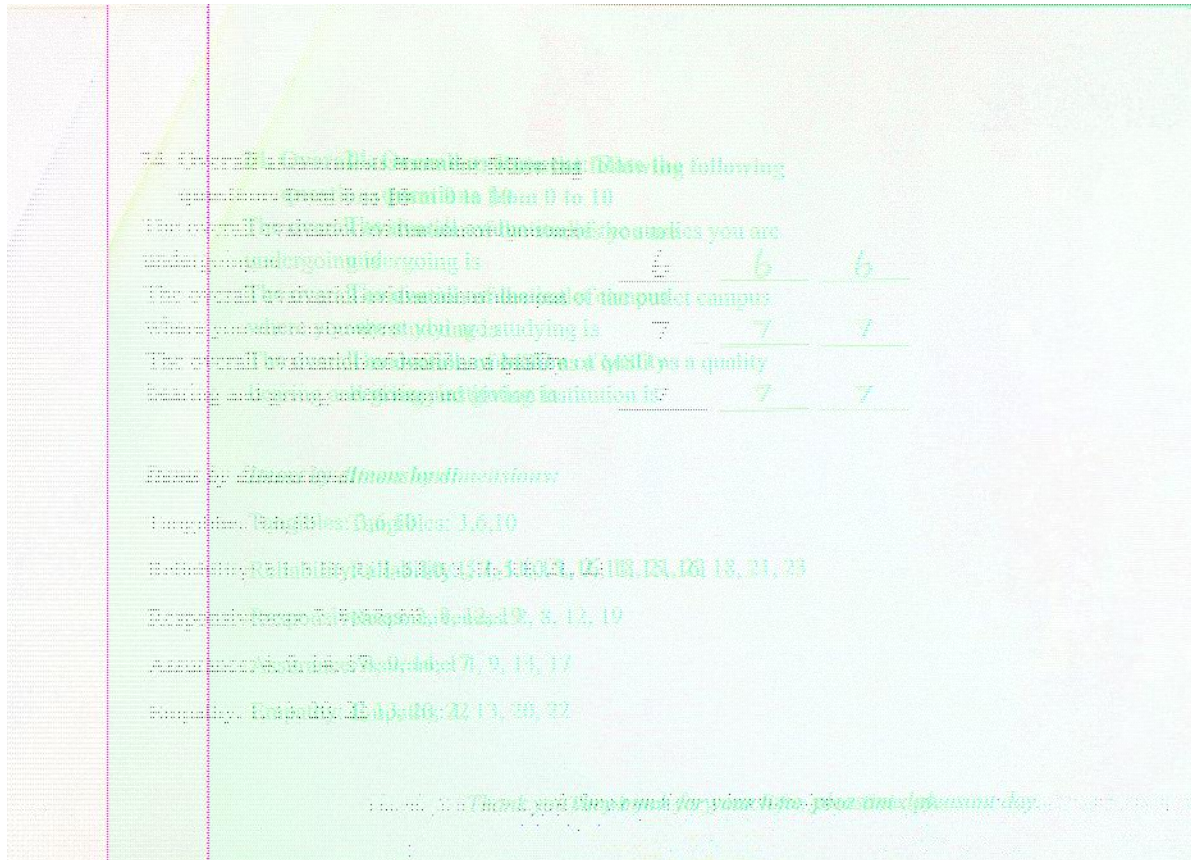
Questionnaire is an improved version of the one used by Gallifa and Batalle´ (2010).

APPENDIX B: RESEARCH PERMISSION LETTER

MIDLANDS STATE UNIVERSITY

Tel: 260464/260490/260525
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260554/

Fax: 260233/260311

P. BAG 9055
Gweru
Zimbabwe

FACULTY OF ARTS
OFFICE OF THE CHAIRPERSON

Department of Development Studies

To Whom It May Concern

RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH

Blessing Kariza ,Student Registration Number R.154575Y.is a bona fide student in the Department of Development Studies at Midlands State University studying towards a Bachelor of Arts Honours Degree in Development Studies. Currently he/she is carrying out field research which is a requirement for his/her programme. Kindly assist him/her wherever possible.

Impact of multi-campus system on quality of education case of MSU.

Yours Faithfully

Munhande Constantine
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