



Quality Performance Assessment, Evaluation and Perceived Service Delivery in Private Universities in Central Region in Uganda

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Abstract: This study examined the influence of quality performance assessment and evaluation on perceived service delivery in private universities in Uganda's Central Region. Grounded on Stakeholder, Expectancy, and Institutional theories, the research adopted a cross-sectional survey design involving 190 respondents from four purposively selected private universities. Findings reveal a strong positive correlation ($r = 0.848, p < 0.001$) between performance assessment practices and perceived service delivery, emphasizing the pivotal role of robust internal quality assurance systems in enhancing teaching effectiveness, research output, efficient student welfare, and effective community engagement. Regression analysis further indicates that performance assessment and evaluation significantly predicts perceived service delivery ($\beta = 0.783, p < 0.001$), accounting for 72% of the variance. Despite these positive associations, variability in implementation highlights areas for improvement, particularly in monitoring, feedback utilization, and research quality assurance. The study underscores the importance of strengthening institutional quality assurance mechanisms, providing targeted staff training, and systematically tracking service delivery outcomes to enhance stakeholder satisfaction and overall institutional performance. These findings provide empirical evidence to inform policy and practice in private universities and contribute to the broader discourse on quality assurance in sub-Saharan African universities.

Keywords: Performance Assessment and Evaluation, Perceived Service Delivery, Internal Quality Assurance, Higher Education, Uganda

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1. Introduction

Uganda's Parliament enacted the Universities and Other Tertiary Institutions Act (UOTIA), Cap 262, in 2001, establishing the National Council for Higher Education (NCHE) in 2003. The NCHE is mandated to accredit, supervise, and monitor higher education institutions to ensure that they offer quality education and value for money. Over the years, NCHE has issued various standards and frameworks (such as the Quality Assurance Framework of 2006 and University Capacity Indicators of 2014) and several specific statutory

instruments to guide institutions in implementing internal quality assurance mechanisms (IQAMs).

Despite these initiatives, studies have shown a continued decline in quality of education service delivery within private universities, particularly in the Central Region of Uganda. The delivery of quality education services remains a critical concern, with persistent issues such as inconsistent or lack of effective performance assessment and evaluation, outdated or unaccredited programs, insufficient teaching and learning materials, and inadequate physical infrastructure and educational resources. As the demand for higher education increases, private universities have proliferated, many operating

without meeting the required standards set by NCHE due to weak or non-functional IQAMs particularly the quality performance assessment and evaluation..

Perceived service service delivery (PSD) in higher education refers to the degree to which stakeholders, primarily students, believe the institution is meeting educational objectives and standards. Effective Perceived Service Delivery aligns with quality teaching, research, community engagement, and student welfare. Stakeholders' satisfaction hinges on these core deliverables, which are shaped significantly by effective performance assessment and evaluation in universities.

The quality of the performance assessment and evaluation is defined by its relevance, comprehensiveness, and responsiveness to the needs of higher education institutions in meeting the required quality of higher education . This plays a central role in shaping educational outcomes and student perceptions. A well implemented performance assesment and evaluation mechanisms is expected to guarante quality teaching and learning , research , student welfare services and community enaggaement services to promote competence, innovation, and societal engagement among graduates. However, many private universities in the region suffer from poor or lack of performance assesment and evaluation mechanaisms resulting in poor quality education service delivery that menifests low quality teaching and learning services, low quality research output , low quality students welfare services and ineffective community enagagemnt services.

This study explores the relationship between quality performance assesment and evalaution and perceived service delivery, investigating how performance assesment and evalaution is anchored on Stakeholder Theory, Expectancy Theory, and Institutional Theories, and aims to contribute to the development of an improved quality assurance model for Uganda's higher education sector.

1.1 Statement of the problem

Private universities in the central region of Uganda continue to experience weak and non-functional internal quality assurance mechanisms, which have resulted in poor quality education, ineffective service delivery, and persistent dissatisfaction among students (Baiko et al., 2024). These weaknesses have created significant challenges for key stakeholders, particularly students, who rely on universities to provide relevant knowledge, skills, and competencies. Over time, poor quality university education in Uganda has been reflected in ineffective teaching, weak research output, and limited community engagement, which are core mandates of higher education institutions (Katusiimeh et al., 2024).

Notably, deficiencies in quality performance assessment and evaluation systems have been identified as a major

contributors to these challenges. Effective assessment and evaluation mechanisms are essential for monitoring learning outcomes, ensuring academic standards, and improving teaching practices. However, studies indicate that academic staff in many universities fail to assess learners effectively and often neglect responsibilities related to teaching, research, and student welfare due to weak quality assurance systems (Katusiimeh et al., 2024). Similarly, Kaggwa et al. (2023) found out that many private universities in Uganda are characterized by poor quality service delivery and weak research performance, partly due to ineffective evaluation and feedback systems. Ayiro et al. (2023) further argue that failure to deliver quality higher education has resulted in graduates lacking the required competencies, thereby contributing to unemployment and slowing national development.

The situation is compounded by regulatory concerns. The National Council for Higher Education (NCHE), mandated under the Universities and Other Tertiary Institutions Act Cap 262, is responsible for accrediting and monitoring universities to ensure compliance with quality standards. Despite this mandate, several universities have had their licenses revoked due to non-compliance arising from weak internal quality assurance mechanisms . Examples include Stafford University (2018), Busoga University (2018), Kayaiba International University (2018), Fairland University (2015), and Lugazi University (2010). Such closures highlight the critical role of effective quality assurance, particularly in performance assessment and evaluation, in sustaining institutional credibility and service delivery.

Although the NCHE has established guidelines such as the National Quality Assurance Framework (2006) and University Capacity Indicators (2014) to support institutions in strengthening internal quality assurance systems, implementation remains inconsistent (Mrema et al., 2024). Consequently, many private universities continue to operate with weak assessment and evaluation practices, which undermine the quality of teaching and learning and ultimately affect perceived service delivery.

As of 2025, Uganda has 54 licensed universities, including 10 public and 11 chartered institutions, while 32 universities operate under provisional licenses, many of which are outdated. The failure of these institutions to attain charter status has largely been attributed to weak internal quality assurance mechanisms, particularly ineffective performance assessment and evaluation systems (Munda, 2024). This has led to continued non-compliance with regulatory standards, poor quality education, and diminished stakeholder confidence. Evidence further indicates that approximately 13% of university licenses have been revoked over the past decade, while over half of private universities in the central region have failed to achieve charter status.

Despite the recognition of internal quality assurance mechanisms in higher education, existing theories and empirical studies provide limited insight into how specific components—particularly quality performance assessment and evaluation—influence perceived service delivery. Most studies focus on general quality assurance systems without explicitly examining the role of Performance assessment and evaluation practices in shaping students' perceptions of service quality.

Therefore, this study seeks to assess the influence of quality performance assessment and evaluation on perceived service service delivery in private universities in the central region of Uganda. The study aims to address this gap by providing empirical evidence to inform the strengthening of internal quality assurance mechanisms and improve service delivery in higher education institutions.

1.2 Research objectives

The study was set to assess the influence of quality performance assessment, evaluation and perceived service service delivery in private universities in central region in Uganda.

2. Literature Review

The quality of education in higher institutions, particularly private universities, has become a global concern due to its critical role in human capital development, innovation, and socio-economic transformation. Existing literature indicates that performance assessment and evaluation quality is a central pillar of academic excellence, student satisfaction, and institutional credibility. A quality performance assessment and evaluation extends beyond enabling institutions to offer quality education services to cultivating education that relevant to societal needs, responsiveness to labor market dynamics, and its capacity to equip learners with competencies required for innovation and sustainability in the 21st century (Dube, 2026; Kobia, 2025). Recent studies further emphasize that well-aligned and competency-based curricula supported by strong internal quality assurance mechanisms such as performance assessment and evaluation significantly enhance graduate employability and institutional effectiveness (Derouich, 2025).

This study is anchored in Stakeholder Theory, which posits that institutions must align their outputs with the expectations of key stakeholders, including students, employers, government, and society. In higher education, this implies that performance assessment and evaluation should be undertaken to facilitate quality education reflected in meeting stakeholder needs in terms of knowledge, skills, and values. Additionally, Expectancy Theory suggests that students' perceptions of service delivery are influenced by the extent to which their expectations regarding learning outcomes and

future opportunities are fulfilled. Therefore, performance assessment and evaluation quality plays a critical role in shaping perceived service service delivery and overall student satisfaction.

In Uganda, the National Council for Higher Education (NCHE) has introduced several quality assurance frameworks, such as the Quality Assurance Framework (2006) and the University Capacity Indicators (2014), to guide universities in maintaining and improving performance assessment and evaluation standards. These frameworks emphasize performance assessment and evaluation relevance, periodic review, and alignment with national development priorities. However, implementation has remained inconsistent, particularly among private universities (Katusiimeh et al., 2024).

Empirical evidence indicates that due to lack of effective IQAMs such as quality performance assessment and evaluation mechanisms, many private universities in Uganda continue to offer curricula that are outdated, overly theoretical, and poorly aligned with industry needs. For example, Ssembatya (2009) observed that most university curricula emphasize theoretical knowledge at the expense of practical skills, thereby failing to adequately address the employability skills gap. More recent studies corroborate these findings, indicating that limited integration of technology, weak assessment systems, and inadequate industry linkages continue to undermine performance assessment and evaluation effectiveness in higher education institutions (Kasujja et al., 2025; Kaggwa et al., 2023).

Perceived service delivery, which includes teaching effectiveness, quality research services, quality student welfare services, quality community engagement services, timely feedback, administrative support, and adequacy of infrastructure, has increasingly been used as a key indicator of institutional performance from the students' perspective. Musinguzi and Bakkabulindi (2019) found that private universities in Uganda tend to score lower on service delivery indicators compared to public universities, largely due to resource constraints and weak internal quality assurance mechanisms. Recent studies further suggest that performance assessment and evaluation mechanisms, teaching practices, and assessment strategies significantly influence students' perceptions of service quality and learning outcomes (Tiguryera et al., 2024; Tindyebwa et al., 2025).

Despite the proliferation of quality assurance mechanisms, there remains limited empirical research examining how implementation of performance assessment and evaluation directly influence perceived service delivery in the Ugandan higher education context. Much of the existing literature focuses on structural and administrative aspects of quality assurance or general service quality, with limited attention given to performance assessment and evaluation content as a

strategic driver of institutional performance and stakeholder satisfaction.

This study addresses this gap by examining how performance assessment and evaluation quality, measured through relevance, responsiveness, and coherence, affects stakeholder perceptions of service delivery in private universities in the central region of Uganda. By integrating insights from Stakeholder Theory and Expectancy Theory, the study seeks to provide a deeper understanding of how performance assessment and evaluation factors shape students' expectations and experiences. The findings are expected to inform policy, performance assessment and evaluation review processes, and quality assurance practices in private higher education institutions in Uganda.

3. Methodology

This study employed a cross-sectional survey design, which allowed for the collection and analysis of data from a diverse group of respondents at a single point in time. This design was particularly suitable for examining the relationship between quality performance assessment and evaluation and perceived service delivery in private universities in Uganda's Central Region. The approach enabled the integration of both quantitative and qualitative data, thus enriching the analysis and enhancing the depth of interpretation. The design also offered the advantage of efficiency in data collection across multiple institutions within a limited timeframe.

The study population comprised academic staff, students, quality assurance officers, and university administrators drawn from four purposively selected private universities: Clarke International University, St. Lawrence University, Ndejje University, and Cavendish University. These universities were selected based on factors such as accreditation status (chartered or provisionally licensed), ownership diversity (secular or religious), geographical location (urban or rural), and a documented history of quality assurance engagement. A stratified random sampling technique was used to ensure proportional representation across the respondent categories. Data were collected from 190 participants

using structured questionnaires (for students and academic staff) and key informant interviews (for administrators and quality assurance officers), providing both quantitative measures and qualitative insights.

Data analysis involved a combination of descriptive and inferential statistical techniques. Quantitative data were analyzed using STATA 18, where descriptive statistics (frequencies, percentages, and means) summarized respondent characteristics and general trends. Pearson correlation analysis was conducted to assess the strength and direction of relationships between variables, followed by multiple regression to determine the predictive power of performance assessment and evaluation quality on perceived service delivery. Structural Equation Modeling (SEM) was employed to explore mediation effects and model relationships. Thematic content analysis was applied to qualitative responses, providing contextual depth to support the statistical findings. Instrument validity was assured through expert review and alignment with established theories (Stakeholder Theory, Expectancy Theory, and Institutional Theory), while reliability was confirmed using Cronbach's Alpha, which exceeded the threshold of 0.70, indicating strong internal consistency.

4. Results and Discussion

4.1 Respondent characteristics

This section presents the demographic and background characteristics of the respondents who participated in the study, providing a basis for assessing the representativeness and reliability of the findings. The analysis covers key variables including respondent category, year of study, period of service, employment status, nationality, sex, and level of education. These characteristics offer important insights into the composition and diversity of the sample drawn from private universities in the central region of Uganda and help to contextualize respondents' views on internal quality assurance mechanisms and perceived service delivery. The information is presented using tables and figures to enhance clarity and ease of interpretation.

Table 1 :Distribution of the respondents by category

Respondent	Freq.	Percent
Student	92	48.42
University Staff	98	51.58
Total	190	100

Source: Primary data 2024

The table presents the distribution of respondents by category, showing that out of a total of 190 participants, 92 (48.42%) were students, while 98 (51.58%) were

university staff. This indicates that the sample was nearly evenly split, with a slightly higher proportion of staff members.

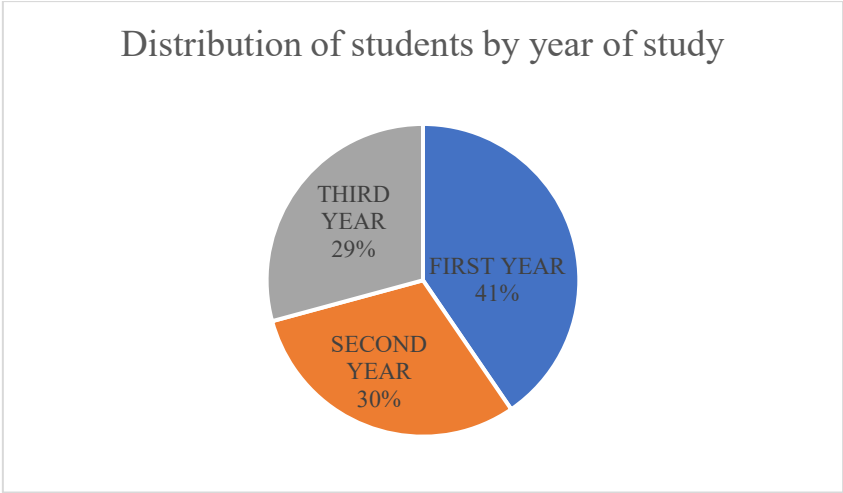


Figure 1: Distribution of students by Year of study

Source: Primary data 2024

Figure 1 illustrates the distribution of students by year of study, showing that 41% are in their first year, 30% in their second year, and 29% in their third year. The higher proportion of first-year students suggests participation in

the survey. The relatively balanced distribution across the years suggests a fairly stable participation across the groups.

Table 2: Distribution of University staff by period of service

Period of service	Freq.	Percent
1 - 5 YEARS	45	45.92
6- 10 YEARS	49	50
11 YEARS AND ABOVE	4	4.08
Total	98	100

Source: Primary data 2024

Table 2 presents the distribution of university staff based on their period of service. Among the 98 staff members, the majority, 49 (50%), have served for 6 to 10 years, while 45 (45.92%) have been with the university for 1 to 5 years. Only 4 staff members (4.08%) have served for

11 years or more. This distribution suggests that most staff have medium-term experience, with a significant proportion in the early years of service, while long-serving staff are relatively few. This could indicate a relatively high turnover rate or recent staff expansion.

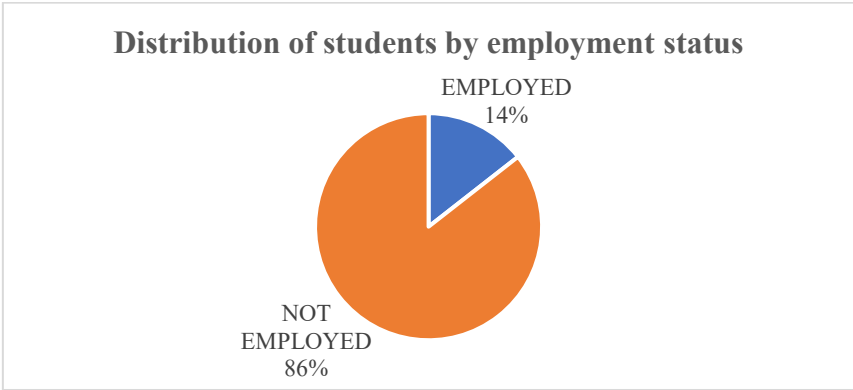


Figure 2: Distribution of students by employment status

Source: Primary data 2024

Figure 2 presents the employment status of 92 students. It shows that only 13 students (14.13%) are employed, while the majority, 77 students (83.7%), are not employed. This indicates that most students are likely focused on their studies without active engagement in

employment. The low employment rate could be due to factors such as academic workload, limited job opportunities for students, or a preference for completing studies before seeking employment.

Table 3: Distribution of students by Nationality

Nationality	Freq.	Percent
INTERNATIONAL STUDENT	15	16.3
UGANDAN NATIVE	77	83.7
Total	92	100

Source: Primary data 2024

The table presents the nationality distribution of 92 students. It shows that the majority, 77 students (83.7%), are Ugandan natives, while 15 students (16.3%) are international students. This indicates that the private universities in central region primarily serve local

students, with a smaller proportion of international students. The presence of international students suggests some level of global diversity and attractiveness of the private universities in central region to non-Ugandan learners.

Table 4: Sex of the respondents

Sex	Freq.	Percent
FEMALE	99	52.11
MALE	91	47.89
Total	190	100

Source: Primary data 2024

Table 4 reveals that out of the 190 total respondents, 99 (52.11%) were female, while 91 (47.89%) were male. This indicates a slightly higher proportion of female

respondents compared to males, with the combined total of both sexes making up 100% of the sample.

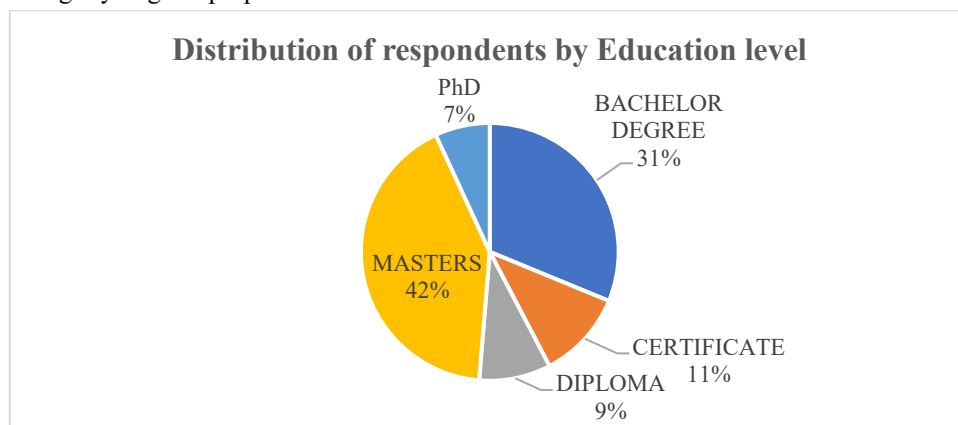


Figure 3: Distribution of respondents by Education level

Source: Primary data 2024

Figure 3 provides an overview of the educational qualifications of the 190 respondents. It shows that the majority of respondents have either a Master's degree (41.58%) or a Bachelor's degree (31.05%), indicating a relatively high level of education within the sample. A smaller proportion has a Certificate (11.05%) or Diploma (8.95%), suggesting that these respondents have lower formal educational attainment. The smallest group, with

13 respondents (6.84%), holds a PhD, representing a highly specialized level of education. Overall, this distribution highlights a sample with a strong representation of individuals with advanced degrees, such respondents have good knowledge of the private universities in central region in which they serve and are therefore resources to the study in terms of providing valid information on quality assurance mechanisms and

perceived service delivery. This may have implications for the findings or interpretations of the study, potentially reflecting higher education access or the type of population surveyed.

The study involved a total of 190 respondents, comprising 92 students (48.42%) and 98 university staff (51.58%), indicating a nearly even distribution with a slight majority of staff participants. Among the students, 41% were in their first year, 30% in their second year, and 29% in their third year, reflecting active engagement across different academic levels, with a notable concentration in the early stages of study. The employment status of students revealed that only 14.13% were employed, while the majority (83.7%) were not engaged in any form of employment, implying a predominant academic focus among student participants. In terms of nationality, 83.7% of students were Ugandan natives, while 16.3% were international students, highlighting both local dominance and a degree of international diversity within the sampled institutions. Among the university staff, 50% had served between 6

to 10 years, and 45.92% had 1 to 5 years of service, indicating a workforce with moderate institutional experience; only a small proportion (4.08%) had worked for over a decade. Gender distribution across the full sample showed a slight female majority, with 52.11% female and 47.89% male respondents. Educational attainment among all respondents was relatively high, with 41.58% holding Master's degrees and 31.05% Bachelor's degrees, while 11.05% had certificates, 8.95% diplomas, and 6.84% held PhDs. This educational composition suggests that the sample was comprised of individuals well-positioned to offer informed perspectives on performance assessment and evaluation quality and perceived service delivery in the private universities of Uganda's Central Region.

4.2 Performance assessment and evaluation

Table 5: Respondents perception on Performance assessment and evaluation

Performance assessment and evaluation	N	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Likert Mean	Standard dev
The university has a clear mechanisms for assessing pass rate and dropout rates	18 5		11.89	23.78	42.7	21.62	3.741	0.931
My university has mechanisms for assessing student academic progress	18 5		22.16	30.81	28.65	18.38	3.432	1.031
There is a clear mechanisms for obtaining assessing Feedback from the labour market	18 5		7.03	26.49	43.78	22.7	3.822	0.863
The Quality Assurance unit has mechanisms for assessing faculties and provide regular teaching and learning monitoring reports that cause continuous improvement in teaching and learning process.	18 7		8.56	21.39	48.66	21.39	3.829	0.863
The quality assurance unit undertakes student evaluation of academic staff and issues reports that help to improve the quality of teaching and learning.	18 6		29.57	16.67	28.49	25.27	3.495	1.164
My university has clear mechanisms for assessing community engagement	18 7		9.63	25.67	37.97	26.74	3.818	0.938
Quality Assurance reports on teaching and learning are used by management to address the gaps in teaching and learning	18 5		11.35	21.08	46.49	21.08	3.773	0.910
The university has clear and effectives mechanisms for assessing student satisfaction through Satisfaction surveys	18 7		7.49	19.79	51.87	20.86	3.861	0.831
The university undertakes regular evaluation and assessment of research output to guarantee the quality of research	18 3		26.23	22.4	29.51	21.86	3.470	1.103
The university has a mechanisms of cubing plagiarism in research to ensure quality research output	18 7		35.29	22.46	26.74	15.51	3.225	1.094

There are standard guidelines for both undergraduate and post graduate research that are known by both students and staff and are fully operational.	18 5	12.97	24.32	41.62	21.08	3.708	0.94 5
The university undertakes self-assessment for continuous improvement	18 6	39.25	13.98	28.49	18.28	3.258	1.16 2
My university has a strong monitoring mechanism for assessing both staff and student research process	18 5	35.68	17.3	27.57	19.46	3.308	1.15 0
Mechanisms for assessing university impact on community	18 6	40.32	17.74	24.73	17.2	3.188	1.14 5
The university has a monitoring system for Student assessment that provides feedback to management.	18 6	44.09	15.59	25.27	15.05	3.113	1.13 6
Generally my university has excelled at services evaluation	18 5	29.19	23.24	27.57	20	3.384	1.10 8
Average	18 7					3.523	0.67 3

1– Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Source: Primary data 2024

The responses regarding Performance Assessment and Evaluation reveal both strengths and gaps in teaching, learning, research, and community engagement in private universities in Uganda's Central Region.

Pass Rate and Dropout Assessment: Respondents generally perceive clarity in mechanisms for assessing pass rates and dropout rates positively, with a Likert mean of 3.741 and SD = 0.931. While 42.7% were neutral, 23.78% disagreed, indicating that some universities may not fully implement these assessments.

Mechanisms for Assessing Academic Progress: Assessment of students' academic progress shows moderate effectiveness (mean = 3.432, SD = 1.031). About 53% of respondents disagreed (22.16%) or were neutral (30.81%), highlighting gaps in monitoring student progress.

Labour Market Feedback: Mechanisms for obtaining feedback from the labour market are relatively favorable (mean = 3.822, SD = 0.863), with 22.7% strongly agreeing and 43.78% agreeing. However, 33.52% were neutral or disagreed, suggesting room for improvement in visibility and effectiveness.

Teaching and Learning Quality: The Quality Assurance (QA) unit's monitoring of faculties and teaching shows positive perception (mean = 3.829, SD = 0.863), with 70.05% agreeing or strongly agreeing. Student evaluation of academic staff has moderate support (mean = 3.495, SD = 1.164), with 46.54% agreeing or strongly agreeing and 46.24% neutral or disagreeing.

Community Engagement and Student Satisfaction: Assessment mechanisms for community engagement (mean = 3.818, SD = 0.938) and student satisfaction surveys (mean = 3.861, SD = 0.831) were viewed positively, though 25–26% of respondents remained

neutral or disagreed, signaling inconsistent implementation.

Research Quality and Plagiarism Control: Evaluation of research output (mean = 3.470, SD = 1.103) and mechanisms to curb plagiarism (mean = 3.225, SD = 1.094) received lower ratings, with 48–57% of respondents neutral or disagreeing. Awareness and application of research guidelines (mean = 3.708, SD = 0.945) also showed mixed perceptions.

Self-Assessment and Monitoring: University self-assessment for continuous improvement scored low (mean = 3.258, SD = 1.162), with 39.25% strongly disagreeing, indicating gaps in internal QA practices. Monitoring of staff and student research processes (mean = 3.308, SD = 1.150) and community engagement impact (mean = 3.188, SD = 1.145) also show limited effectiveness.

Alumni Feedback and Overall Service Evaluation: Mechanisms for obtaining alumni feedback and overall services evaluation are moderately perceived (mean = 3.384, SD = 1.108), with 52.43% neutral or disagreeing, indicating insufficient follow-up on stakeholder input.

Overall, private universities in Uganda's Central Region show positive performance assessment practices in areas like pass rates, dropout rates, and teaching monitoring. However, challenges persist in research quality evaluation, plagiarism control, self-assessment, and consistent community engagement, highlighting a need for clearer policy communication, robust QA mechanisms, and systematic feedback utilization to improve institutional effectiveness.

4.3 Perceived Service Delivery

Table 6: Respondents perception on Perceived Service Delivery

Perceived service service delivery	N	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Likert Mean	Stan dev
Quality Teaching and Learning								
There is an operational policy on teaching and learning in my university	185		23.24	15.68	36.76	24.32	3.622	1.092
My university operates on teaching time tables that are strictly adhered to by all staff who teach the required contact hours.	181		8.29	21.55	43.65	26.52	3.884	0.896
All lecturers in my university teach efficiently	182		12.64	14.29	49.45	23.63	3.841	0.930
Students are highly satisfied with the quality of teaching and learning in my university	180		11.11	22.22	43.33	23.33	3.789	0.927
During teaching and learning in my university, the content coverage is commendable	183		9.29	25.14	42.08	23.5	3.798	0.906
The rate of attendance to class by teaching staff is excellent	184		11.41	28.8	39.67	20.11	3.685	0.922
The practical classes in my university equip the students with required practical skills needed on the job market	183		27.87	21.31	27.32	23.5	3.464	1.133
Teaching and learning in my university is so excellent to the extent that it equips the student with subject knowledge necessary for the job market.	185		10.81	36.76	28.65	23.78	3.654	0.961
My university runs the best examinations that are guided by an exam policy with the highest integrity and transparency.	185		7.03	18.38	46.49	28.11	3.957	0.865
The Continuous assessments administered in my university foster learning and enable student to improve during final exams.	184		9.24	19.57	48.37	22.83	3.848	0.880
The university system ensures timely marking of examinations and issuance of results to students.	186		22.04	20.97	36.56	20.43	3.554	1.050
Average	186						3.734	0.657
Quality of Students Welfare								
I know that my university has a policy governing overall students welfare services	183		6.56	35.52	37.7	20.22	3.716	0.862
The university's accommodation services to students are excellent	185		18.92	33.51	30.27	17.3	3.459	0.989

Perceived service delivery	N	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Likert Mean	Stan dev
My university offers the best meals to its students	181		19.34	29.83	34.25	16.57	3.481	0.987
The university sickbay offers the best medical services to students and staff.	184		15.22	29.89	35.33	19.57	3.592	0.971
My university offers the best games and sports services to its students	184		6.52	22.28	45.11	26.09	3.908	0.860
The university offers students avenues to socialize and build cohesion and networks through its excellent inter and intra - cultural promotion.	185		8.11	21.62	49.73	20.54	3.827	0.848
The university am bias and overall environment is beautiful to extent that it enables students to enjoy life at the university	186		8.06	29.57	43.55	18.82	3.731	0.859
I know for a fact that recreational services at my university highly meet the needs of the students and staff	185		9.73	26.49	47.03	16.76	3.708	0.860
It is vividly evident that all staff and students in my university are satisfied with the quality of student welfare	185		14.59	32.43	32.97	20	3.584	0.970
Average	187						3.669	0.576
Quality Research and Community engagement								
I know for a fact that majority of staff at my university are undertaking research and publish	185		23.78	31.89	30.27	14.05	3.346	0.994
The quality of research output in my university is excellent	185		28.65	28.11	27.03	16.22	3.308	1.057
The quantity of research in my university highly meets the expectations of university stakeholders	186		29.03	23.66	32.26	15.05	3.333	1.054
My university is running a lot of regional , continental and international based research grants	186		39.25	18.82	24.73	17.2	3.199	1.138
The ratings of my university based on the continent and globally is satisfactory to all university stakeholders	182		43.41	16.48	27.47	12.64	3.093	1.101
Staff at my university has participated in regional and international research conferences which have improved the university research base.	187		39.04	19.25	27.81	13.9	3.166	1.097
The amount of articles published by students and staff in internationally peer reviewed journal is overwhelming.	186		43.01	24.73	24.19	8.06	2.973	1.000

Perceived service delivery	N	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Likert Mean	Stan dev
My university owns a research journal that enables students and staff to publish their articles.	183		44.26	18.03	22.95	14.75	3.082	1.124
Generally the quality of research and publication services in my university is satisfactory to university stakeholders.	186		39.78	22.04	26.88	11.29	3.097	1.056
I have observed successful joint projects between my university and the community.	187		41.18	16.58	24.6	17.65	3.187	1.156
The university community engagement services are commendable	184		38.59	17.93	27.17	16.3	3.212	1.128
Faculties in my university have embraced the community in teaching and learning.	184		44.57	11.96	23.91	19.57	3.185	1.200
There are noticeable tangible benefits to the community that emanate from the university deliberate service to the community.	186		37.63	12.9	29.57	19.89	3.317	1.172
I have seen my university cooperating with community on matters of community enhancement.	186		29.03	18.82	32.26	19.89	3.430	1.109
Generally the community is greatly satisfied with the university services geared to wellbeing of community.	185		37.3	15.14	22.16	25.41	3.357	1.221
Average	188						3.222	0.875
Overall Average	188						3.498	0.621

1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Source: Primary data 2024

Perceptions regarding quality teaching and learning in private universities in the Central Region reveal moderate awareness and satisfaction. Only 47.76% of respondents agreed on the existence of an operational policy on teaching and learning ($M = 3.62$, $SD = 1.09$), with nearly 40% remaining neutral or disagreeing, suggesting gaps in policy awareness or implementation. Adherence to teaching timetables was positively viewed, with 69.17% agreement ($M = 3.88$, $SD = 0.85$), while 58.92% agreed that lecturers teach efficiently ($M = 3.84$, $SD = 0.94$). Satisfaction with teaching quality and content coverage was moderate ($M = 3.79$, $SD = 0.97$; $M = 3.80$, $SD = 0.95$, respectively), though some respondents reported inconsistencies across courses or lecturers. Teaching staff attendance and practical classes received mixed ratings ($M = 3.69$, $SD = 1.02$; $M = 3.46$, $SD = 1.13$), and preparation for the job market was perceived as moderate ($M = 3.65$, $SD = 1.05$). Examination integrity was highly rated ($M = 3.96$, $SD = 0.88$), as was continuous assessment ($M = 3.85$, $SD = 0.90$); however, timeliness of exam marking was less satisfactory ($M = 3.55$, $SD = 1.14$).

Regarding student welfare, awareness of welfare policies was moderate ($M = 3.72$, $SD = 1.00$), while accommodation and meal services were rated poorly ($M = 3.46$, $SD = 1.06$; $M = 3.48$, $SD = 1.02$). Medical services yielded mixed results ($M = 3.59$, $SD = 1.03$). Sports and social cohesion services were positively rated ($M = 3.91$, $SD = 0.82$; $M = 3.83$, $SD = 0.88$), with moderate satisfaction for campus environment and recreational services ($M = 3.73$, $SD = 0.94$; $M = 3.71$, $SD = 0.97$). Overall satisfaction with welfare services was mixed ($M = 3.58$, $SD = 1.01$).

Perceptions of research and publication quality were generally negative. Staff engagement in research had low approval ($M = 3.35$, $SD = 1.07$), as did the quality and quantity of research output ($M = 3.31$, $SD = 1.06$; $M = 3.33$, $SD = 1.04$). Dissatisfaction extended to research funding and conference participation ($M = 3.20$, $SD = 1.09$; $M = 3.17$, $SD = 1.08$). Publications in peer-reviewed journals and availability of university research journals were rated poorly ($M = 2.97$, $SD = 1.11$; $M = 3.08$, $SD = 1.10$), with overall low satisfaction regarding research services ($M = 3.10$, $SD = 1.08$).

Community engagement received similarly low ratings. Collaboration on community projects and engagement services were rated poorly ($M = 3.19$, $SD = 1.05$; $M = 3.21$, $SD = 1.03$), as was integration of community perspectives into teaching and learning ($M = 3.19$, $SD = 1.04$). Perceptions of community benefits, cooperation, and satisfaction with university services were moderate to low ($M = 3.32$, $SD = 1.01$; $M = 3.43$, $SD = 1.02$; $M = 3.36$, $SD = 1.00$).

Overall, the aggregated mean score for service delivery across categories was 3.50 ($SD = 0.62$), indicating

moderate satisfaction. However, substantial variability suggests notable gaps across teaching, research, student welfare, and community engagement, underscoring the need for targeted improvements in private universities within the Central Region.

4.4 Correlation and regression analysis

Table 7: Correlational analysis showing the relationship between Performance assessment and evaluation and Perceived service delivery

Variable	1	2
1. Performance Assessment and Evaluation	1.00	
2. Perceived Service Delivery	.85***	1.00

$N = 190$. *** $p < .001$.

Source: Primary data 2024

The correlation between performance assessment and evaluation and perceived service delivery is extremely strong and positive, with a correlation coefficient of $r = .848$, indicating a very close relationship between the effectiveness of performance assessment practices and stakeholders' perceptions of service delivery. This strong correlation suggests that high-quality performance assessment and evaluation mechanisms are essential for delivering positive outcomes and fostering better experiences among students and other stakeholders. The p-value ($p < .001$) indicates that this relationship is statistically significant and unlikely to have occurred by chance; therefore, the null hypothesis is rejected. These findings are consistent with previous empirical studies. For instance, Harvey, L. and Stensaker, B. (2020) found that robust internal quality assurance systems, particularly those emphasizing continuous assessment and evaluation, significantly enhance perceived service quality in higher education institutions. Similarly, Kisitu, W. (2022) reported that effective student assessment and feedback

mechanisms in Ugandan universities positively influence student satisfaction and perceptions of institutional performance. In addition, Agyemang, F. G. and Osei, B. (2023) established that performance evaluation practices, including timely feedback and transparent grading systems, are strong predictors of perceived service quality in higher education. More recently, Sharma, P. and Mishra, S. (2024) confirmed that continuous assessment and monitoring significantly improve student experiences and institutional service delivery outcomes.

Overall, this strong and significant relationship underscores the critical importance of establishing and maintaining effective internal quality assurance mechanisms in private universities in the central region of Uganda. Such mechanisms promote continuous improvement, strengthen institutional accountability, and ultimately enhance the quality of service delivery, leading to improved stakeholder satisfaction and better educational outcomes.

Table 8: Regression analysis showing the relationship between Performance assessment and evaluation and Perceived service delivery

Predictor	B	SE	t	p	95% CI for B
Constant	0.740	0.129	5.74	< .001	[0.486, 0.994]
Performance Assessment and Evaluation	0.783	0.036	21.79	< .001	[0.713, 0.854]

$N = 187$. $R^2 = .720$, Adjusted $R^2 = .718$, $F(1, 185) = 474.69$, $p < .001$, Root MSE = 0.330.

Source: Primary data 2024

The regression analysis examined the relationship between performance assessment and evaluation and perceived service delivery in private universities in the central region of Uganda. The coefficient for performance assessment and evaluation was 0.783 ($\beta = 0.783$, $t = 21.79$, $p < .001$), indicating that for every one-

unit increase in performance assessment and evaluation, perceived service delivery is expected to increase by approximately 0.78 units, holding other factors constant. The t-statistic, substantially higher than the conventional threshold of 2, and the p-value of 0.000 confirm that this relationship is statistically significant

and not due to random chance. The 95% confidence interval for the coefficient (0.713 to 0.854) further strengthens the conclusion that performance assessment and evaluation has a strong and reliable impact on perceived service delivery.

The overall model fit was strong, with an R-squared value of 0.720, suggesting that approximately 72% of the variance in perceived service service delivery is explained by performance assessment and evaluation. The adjusted R-squared value of 0.718 indicates that the model is robust and accounts appropriately for the number of predictors included. These results demonstrate that effective implementation of quality assurance mechanisms and performance evaluation practices is a key determinant of stakeholders' perceptions of service delivery in higher education institutions.

These findings are consistent with empirical studies in higher education contexts. For example, Harvey and Stensaker (2020) reported that institutions with robust internal quality assurance systems and continuous assessment mechanisms experience higher perceived service quality. Kisitu (2022) found that effective student assessment and feedback practices in Ugandan universities significantly improve student satisfaction and perceptions of institutional performance. Similarly, Agyemang and Osei (2023) demonstrated that transparent grading systems and timely performance feedback are strong predictors of perceived service quality, while Sharma and Mishra (2024) confirmed that continuous monitoring and assessment practices enhance both student experiences and institutional service delivery outcomes. Collectively, these studies corroborate the strong positive influence of performance assessment and evaluation on perceived service delivery.

5. Conclusion and Recommendations

5.1 Conclusion

The strong, statistically significant relationship between performance assesment and evalaution quality and perceived service service delivery highlights the pivotal role performance assesment and evalaution content plays in shaping the educational environment and stakeholder experiences. These findings suggest that private universities in the Central Region should prioritize enhancing performance assesment and evalaution development and implementation as a strategic approach to improve overall service delivery and satisfaction. Investing in performance assesment and evalaution quality is likely to yield substantial benefits in terms of institutional reputation, student outcomes, and stakeholder trust. Therefore, ongoing evaluation and refinement of performance assesment and evalaution content should be integral to quality assurance and institutional development initiatives.

5.2 Recommendations

Enhance Perfomence assesment and evalaution Relevance and Responsiveness

Private universities should regularly review and revise their academic programmes by engaging key stakeholders, such as employers, alumni, and community leaders, to ensure alignment with market demands and societal needs. This will improve student satisfaction and strengthen perceptions of service delivery.

Institutionalize Stakeholder-Informed Quality Assurance Models

Universities should adopt strategic internal quality assurance frameworks, such as the SII-QAM model, that emphasize stakeholder feedback and impact-oriented improvements in perfomence assesment and evalaution design, teaching quality, and learning outcomes.

Link Accreditation to Service Delivery Metrics

Policy makers and the National Council for Higher Education (NCHE) should tie university licensing and charter renewals to clear indicators of perfomence assesment and evalaution quality and stakeholder satisfaction to promote accountability and continuous service improvement.

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