

BRUNEL UNIVERSITY LONDON

**Higher education commercialisation and its implications in
England - the views of university stakeholders**

2008-2017

A thesis submitted for the MPhil (Master of Philosophy)

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Abstract

England's higher education landscape has changed dramatically over the last decade, especially in terms of the level of funding and how it is delivered. The funding for higher education has been declining and this is having a severe impact on university activities. This may be as a result of the increasing number of people going into Higher Education (HE) and the government paying more attention to other sectors, for example the National Health Service. There is now a more entrepreneurial element in university operations to increase income. This study critically analyses the implications of the changing funding policy on students and the university. The epistemology, i.e. how to obtain information from those affected by the changes, is an analysis of the perceptions of people, and the methodology is administering a self-completion on-line questionnaire to higher education stakeholders i.e. all categories of staff of four universities taken as a sample. The reason for collecting the views of stakeholders is because university income is affected by the changes. This study covers the period 2008-2017. It is a qualitative study and the analysis of the data collected using open-ended and close-ended questions suggests a number of implications for higher education governance and management. The analysis of the open-ended responses reveals an overwhelming opposition to market mechanism for higher education and an increase in tuition fees. The responses from the close questions also paint a very strong picture of disapproval of the public funding policy and university commercialization. On average, about 80% of the open-ended responses expressed stiff opposition. However, the findings of this study should be treated with caution as it was only 4 universities that were studied and a small percentage of the staff in each university responded to the survey. The result of the analysis answers the research questions including: "How does higher education fee structures impact on student numbers?" The theory of demand and supply is used in an attempt to answer the research question. Demand and supply is used to project higher education demand for the next 10 years. The projection indicates that higher education tuition fees may rise and that could cause a decrease in demand for higher education. Already UCAS

figures indicate a fall in student registration in 2012, the first year of the introduction of £9,000 tuition fees. However, the figures for 2013 indicate a 1% increase in student registration for the 18 and 19 year olds but a decrease of about 9-10% in registration for the older age group. There was a 3% increase in 2014-15 and 3% increase in 2015-16.

In addition to the application of the theory of demand and supply, the study applied critical theory to the new market agenda for higher education in England where there is a dichotomy in the provision of HE. The system encourages social exclusion and this was expressed strongly in the survey responses. The link between demand and supply and the applied critical theory is that demand and supply creates a situation where those well off will demand quality products while the less well off will demand low quality products creating a class system as in the case of HE provision. Critical theory is against such a class system where the rich dominate and have the best in society.

The study would say it is too early to make any conclusions as to the full impact of the introduction of the fee payment and the high fees on student application numbers.

Acknowledgements

In 2002, I made a career move to teaching in higher education after working in several jobs in business, where I drew on my business, systems analysis and social policy masters degrees. I studied for the Postgraduate Certificate in Higher Education (PGCE) as it allowed me to acquire skills to teach. On graduating I taught for a few years in the university and went on to do a Masters degree in Higher Education (MEd). It was at this point that I decided to study for a PhD in Education to improve my chances of practicing at the top level in academia. This was also to fulfill my personal aspiration to engage in academic research in education. I made seven applications to different universities and received five offers. I have submitted this thesis for an MPhil and hoping to move on to complete the PhD.

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Glossary of Abbreviations

BIS:	Department of Business Innovation and Skills
CFE	Centre for Entrepreneurship
CHERI:	Centre for Education and Research Information
DFES:	Department for Education and Standards
FE:	Further Education
HE:	Higher Education
HEFCE:	Higher Education Funding Council for England
HEI:	Higher Education Institution
HESA:	Higher Education Statistics Agency
IBC	International Branch Campuses
IMEH:	Institutional Management in Higher Education
OECD:	Organisation of Economic Cooperation and Development
REF:	Research Excellence Framework

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CHAPTER 1 – INTRODUCTION

Background

This study is about higher education funding in England. In 2012 a new market system of funding was introduced and the reason for this study is to look at the impact of the new system on university education delivery operations, staff and students and parents. Past generations received free higher education but the new fee payment system could bring about less people receiving higher education. This means a class system being introduced into the HE system. However, it could be argued, on the other hand, that the working classes were subsidising the middle-class as very few people were going to HE and they were primarily from privileged backgrounds. Those who received free higher education are now upper and middle class and should payback by making a contribution. More people need higher education now. I am making clear here that this is my own subjective view of the changes brought into the HE system.

The funding debate and the government's market agenda for higher education has been a topical subject in recent times. The rational basis for the study is to find out the degree of impact of the higher education funding policy on universities, key stakeholders and an idea of the future of higher education. The research will investigate the views of one set of HE stakeholders - university staff - about the impact of the new policy on education delivery. Other sets of HE stakeholders -students and parents – are also affected by the impact on university education delivery. The research is also intended to contribute to the higher education debate between different institutions: government, universities, academics and writers. For example, McGettigan (2012) argues that the new funding system is competition driven and that using the resulting competition to reduce the cost of HE to the public sector finances may not work. Brown (2012) questions, given the new and more competitive environment in which all HE institutions are now to operate, whether the new regime will be strong enough to protect the quality of HE. However, Coiffait (2012) argues that the indicators of quality of HE will be course choices of applicants, the destinations of graduates and softer measures such as

wellbeing and believes the sector will continue to focus on high quality provision. Universities UK (2013) states that 'where student fees go' the funding has been shifting. This study did not find any research on the same subject matter during the literature search and can say that no study has provided information about the perceptions of university stakeholders up to the time of writing this thesis.

The research questions and aims:

The key element of this research is seeking the opinion of university stakeholders on the subject of marketisation and fee payment. For this reason, the research questions and aims reflect this theme.

Main research question:

How does commercialisation influence university education delivery operations; specifically

- a. Advertising for students
- b. Branch campus activities
- c. Class size decisions
- d. Staff recruitment
- e. Education delivery (Lesson delivery)
- f. Subjects offered
- g. Quality standards

Bok (2004) refers to commercialisation of HE as universities become more active in selling what they know and do to individuals and corporations. It is implied in this definition that universities sell their services for money though the phrase "to increase income" is not used. The phrase "more active" also implies that commercial activity of universities is more than it used to be or has intensified.

Universities have always advertised their courses to attract students to choose their university for undergraduate studies but under the current quasi-market, advertising has intensified. Advertising is one of the elements of a market system as there is competition for customers, in this case, students. They need

more students in order to increase the income from fees to plug the gap left by the cutting of the teaching budget to universities. A better advertisement is likely to increase the number of students a university attracts. Universities advertise both at home and abroad. At home different activities are organised, for example, open days, use of social media platforms and the old mediums such as brochures.

The market system may also encourage increased 'class sizes' since attracting more students in means the students have to be absorbed and retained so that more fees will be received. Commercialisation would also influence staff recruitment with the funding reduction giving less money for staff recruitment. This means less staff for more students hence the staff student ratio is likely to rise. Staff may be doing more work for the same pay. Commercialisation may also influence the way lessons are delivered as the motivation and performance level of teachers is likely to be reduced and they might not be operating at their best. Work overload will not improve the effectiveness of a worker.

Another influence of commercialisation is in the area of making decisions on what subjects to offer. It may mean only popular courses are offered and the dropping of courses which are less popular. This then limits choices with too many people doing the same courses which will result in skill shortages in other areas and this could impact on industry negatively. In fact, this could lead to downsizing of university departments.

Quality HE provision is expected of every university by the QAA and universities take this seriously and work to achieve good quality HE provision. The truth though is quality comes at a cost. It is the availability of the right resources that will help to bring about quality. One of the key elements that helps to achieve good provision is finance. Under the current quasi-market system, universities have less money as the teaching budget is cut and are asked to make-up the shortfall from fees, which are not guaranteed. They need a high number of admissions in order to collect fees to make up the funding cuts. Less admission means less money for HE delivery activities. The

survey responses made comments on the effect on the quality of education provided as a result of the market system.

Sub-questions

Of course research in this area raises a number of further questions that will be addressed by this study:

1. How does the HE fee structure affect the number of students registering for Higher Education? What are the likely consequences of a change in registration i.e. a reduction in registration? A reduction in registration means less fees for universities and less people going through higher education with its attendant social consequences. An increased registration will have the opposite effect i.e. increase university income, more people gaining higher education degrees and gaining employment because of the education.
2. What steps are universities adopting as players of the new market system of providing HE to increase income i.e. steps taken nationally and their activities internationally?

An indication of the examination of some of the four universities' governance and management data and business activities are made in this chapter. The analysis in Chapter Four provides a general synopsis of the four universities' management, governance and business activities and a comparison of these is also given. The current higher education funding policy is bound to affect the governance and management of any university and a critical look was undertaken. This helped to disclose how the government funding policy is impacting university activities and such information helped in answering sub research question 2 above.

The research questions above raise the issue of benefits to and deprivation of the customers - students in this case - in the new quasi-market HE system which critical theory is against in society. Critical theory is against oppression, deprivation and inequality in society. The market system favours one class of people in society and this is undesirable according to critical theory. The new HE system is a feature of a dichotomy where there is low fee and high fee

institutions. The fact that students have to borrow to acquire HE education with state sponsorship now a thing of the past is a form of deprivation. The marketing activities of HE institutions demonstrate that the state is out to make money out of the students instead of educating and empowering its citizens. A well-educated society is good for government and the individual who acquires it. The responses to the survey show that there is a strong opposition to the market system and it is from the responses to the survey that themes of the analysis in Chapter Four were drawn.

Research aims

Following on from the research questions above, the study devised the following research aims. The aims are drawn out of the research questions.

- To discover the perception of university stakeholders as to the new changes being introduced into the higher education system. There are many stakeholders but this is only a study of one group of stakeholders - university staff.
- To assess the immediate impact of the new HE funding policy introduced in 2012. The piece seeks to find out the long-term consequences of the new funding policy in terms of level of fees and student numbers.

Explanation of key concepts

Conceptual difference between governance and management:

The subject matter of this study involves governance and management although the words are not mentioned in the title. Governance in HE education is referred to as the means by which institutions for higher education (tertiary education) are formally organised and managed. Put simply, university governance is the way in which universities are operated. All universities have a governing body that is responsible for overseeing their activities, determining their future direction and monitoring progress against strategic ambitions. The university governing body is the council. The National Education Association (NAE) (2002) describes faculty governance in higher education as members

determining the curriculum, subject matter, methods of instruction, and other academic standards and processes, establishing the learning requirements for earning degrees and certificates, and authorising the administration and governing board to grant the same; exercise, where the faculty deems appropriate, primary responsibility for determining the status of colleges, especially appointments, reappointment and, tenure and establish procedures for awarding promotions, sabbaticals, research support, and other rewards or prerequisites. Chapter 3 of an OECD report (2003) on the 'Changing Patterns of HE Governance', states that in the 20th century in most OECD countries, governments exercised considerable control and influence over the sector to help pursue objectives such as economic growth and social equity. Today, governments have a greater interest than ever in ensuring that HE institutions help meet economic and social needs, given their importance in knowledge-oriented societies. However, the report points out that central planning of knowledge creation, teaching and learning is often inefficient and that a thriving society and economy require institutions to operate with a degree of independence. Shenstone, Director of the Leadership Foundation's Consultancy and Business Development believes currently there are issues facing governance in the UK HE sector. The key issues he says are that there is considerable uncertainty as to the future operating environment for HE and there is a need for governing bodies to have a diverse set of members and skills at their disposal. This is necessary as governing bodies in England are now being asked to give assurances as to an institution's academic governance (Shenstone, 2017).

Higher education management on the other hand is conceptually different from governance. While the council takes on a monitoring and oversight role as the governing body, it delegates the operational running of the university to the Vice Chancellor and President or Chief Executive. The Vice Chancellor and President undertake their responsibilities with the assistance of senior colleagues who meet regularly as the University Executive Board. The Executive Board assists the Vice Chancellor in overseeing the strategic direction for the university and delivering its vision. The board ensures effective leadership, management and coordination of all the major academic and

support activities undertaken by the university. The Board monitors and interprets external events, for example financial or political issues, to understand any possible effect on the university. The description here is the management structure of one of the English universities but all other UK universities have a similar structure. A holistic view of institutional performance management is a system of the formal and informal mechanisms an institution uses to facilitate the delivery of its mission. Individual performance development reviews or appraisals are just one small component of an institutional performance management system (France-Santos et al 2014).

The meaning of stakeholder and how it is used in this context

The Glossary of Education Reform (2014) defines a stakeholder in education as anyone who is invested in the welfare and success of a school and its students, including teachers, staff members, students, administrators, parents, families, community members, local business leaders and elected officials such as school board members, city councilors and state representatives. Collective entities such as local businesses, organisations, and advocacy groups - teachers' unions, parent-teacher organisations and schools boards could also be stakeholders. In some situations, the term may be used in a more narrow or specific sense, for example in reference to a particular group or committee. In this study, stakeholder is used to refer to one group of higher education members - university staff, amongst the many stakeholders in higher education. This research chose to study one group because the issue relates to the group more as they are the ones who deliver HE to the students who are directly affected by public changes to the funding policy.

Theoretical framework

A theoretical framework guides research and determines what things to measure. Eisenhart (1991) defines a theoretical framework as "a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomena and relationships." A theoretical perspective helps the researcher to explain the research problem. It

is about locating one's research problem in a body of theory. Thus, the theoretical framework is a collection of the beliefs of other scholars and the researcher. The current study has used theory to locate the research problem and a brief rationale for the theories that have been used and applied to this particular study is provided here. A more detailed account of the theories is provided as literature in the literature review chapter.

Critical Theory as discussed by the Frankfurt School

This study will not directly apply Critical Theory from the stand point of Habermas, of the Frankfurt School. Therefore this study will be conceptualising the university as a critical institution, which is open to market forces in which there is a conflict or tension according to Barnett, 1997 and Readings, 1996 whose work seem to show mediatory tone as to whether the university is now tending to be a business or a public institution. Therefore, there is need to define 'critical institution' in the first place and answer the question of how we can understand the university through critical theory. These authors critique the university using Habermas.

Habermas, in one of his most famous works "Toward a Rational Society" (1967), critiques the instrumental rationality characterising modern society and argues for a more truly rational society contingent on democratic politics and theory, 'Communicative Action' that is, a theory of a type of democratic, communicative rationality. Habermas believes this can counterforce modern society's over-dependence on instrumental rationality (Routledge Rational Society, 2016). While to the scholars of the Frankfurt School, the origin of critical theory can simply be accused of being excessively pessimistic, with which Habermas himself agrees, it is hard to ignore the reading of the theorists of the Frankfurt School about rationalisation and mass culture without an in-depth and more critical understanding of the dark side of modern social life. Clearly, the Frankfurt School wrote with a critical edge and urgency that is demonstrably without parallel in contemporary social theory (ibid, 2016). In this light, the current study discusses the new thinking brought into the university in England and Wales in the UK.

Expansions of critical theory

Expansions in language in critical theory is a topical subject in social theory in recent times. Post-positivist scholars “came back” with the critical and normative international relations. It means the development of critical theory enabled those who were excluded or exiled from international relations to start speaking their own language (Ashely & Walker, 1990).

Critical theory in international relations is part of the post-positivists turn or the so called “fourth debate,” which followed the inter-paradigm debate of the 70s. Post –positivism consists of plurality of theoretical and epistemological positions that opened up wide ranging criticisms of neo-realist “orthodoxy” that has dominated international relations theorizing since the beginning of the 1980s. Critical theory has challenged the mainstream understanding of international relations, and has spurred development of alternative forms of analysis and approaches. (Yalvac, 2017).

The most developed form of critical theory in international relations is the normative theory of Andrew Linklater (2017). The significance of critical theory for Linklater is to “facilitate the extension of moral and political community in international affairs” (Griffiths, 2007: 61). One of the contributions of Habermas in connection with developing his theory of communicative rationality was the step he took from a philosophy of consciousness to a philosophy of language, invariably changing the concentration of of Western philosophy for the first time since Descartes (Habermas, 1984, 1985; Fluc, 2012).

The theories of the Frankfurt School continue to inspire people both within and outside academia. In academia the Frankfurt School has inspired new generations of critical theorists, including contemporary scholars like Axel, Honneth, Nancy Fraser and others outside of academia, the writings of the FS theorists continue to inspire leftist pro-democracy, and anti-capitalist political activities alike (Routledge, 2016).

Critical theory in relation to social theory-critically reflective teaching.

The work of social theorists from an educational development perspective is appropriate in this study. Two such theorists are Stephen Brookfield and Paolo

Freire. Brookfield (1995, 2017) discusses the issue of critically reflective teaching in higher education in England. The current state of higher education funding in England affects teachers' ability to perform as teaching resources are reduced as demonstrated by the responses to the survey on university staff including academics. Most of the academics expressed dissatisfaction in their work because their ability to deliver is affected negatively by the reduction of teaching resources and changes in their duties with no bonuses, incentives or additional pay with increased workload. This is at odds with what Brookfield says:

I would offer my best teaching to help students act toward each other, and to their environment, with compassion, understanding, and fairness. When teaching works as I want it to, it creates the conditions for learning to happen. Students increase their knowledge, deepen their understanding, build new skills, broaden their perspectives, and enhance their self-confidence (Brookfield 2017: 1).

The academics are powerless to change what the government have decided to do i.e. making higher education a commodity (being sold in the market place). This situation limits what the teacher would like to do with their students who are treated as customers in the current marketised higher education in England. Teachers would like their teaching to be worthy and a process is needed for teachers to go through and this process is a "critical reflective process." The process involves four stages or is looked at from four different angles, referred to as 'four lenses': the autobiographical, the student's eyes, colleagues' experiences and theoretical literature which correlates i.e. corresponds (ibid, 2017). For the purposes of this thesis, the fourth lens, theoretical literature will be applied. This lens, according to Brookfield:

fosters critically reflective teaching and this is contained in scholarly literature on higher education. It means teachers who research, present or publish scholarly literature display an advanced vocabulary for teaching practice, which can become a psychological and political survival necessity, through which teachers come to understand the link between their private teaching struggles and broader political process (ibid, 37-38).

Brookfield adds that an engagement with both colleagues and scholarly literature supports teachers and also clarifies the contexts in which they teach.

In the case of teachers in the current higher education in England, the survey responses of this study indicate that teachers are disgruntled and unhappy. The respondents expressed shortage of resources, more workload with no increase in pay or bonuses or change of job function.

The second social theorist referred to in this thesis is Paulo Freire (1921-1997). This is the Brazilian who left a significant mark on thinking about progressive practice. His pedagogy of the oppressed is currently one of the most quoted educational texts. Freire was able to draw upon, and weave together, a number of strands of thinking about educational practice and liberation. There are five main aspects of Paulo Freire's work but I found two particularly relevant to the discussion on social theory in this study. The five are: dialogue, praxis, conscientisation, experience, and use of metaphors (Smith, 1997, 2000). The two chosen for discussion are conscientisation and the use of metaphors.

Freire's attention to naming the world has been of great significance to those educators who have traditionally worked with those who do not have a voice, and who are oppressed. The idea of building a pedagogy or an enlightenment of the oppressed or a pedagogy of hope and how this may be carried forward has formed a significant impetus to work. An important element of this was his concern with conscientisation-developing consciousness that is understood to have the power to transform reality (Taylor, 1993:52).

In this current quasi-market higher education system, the poorer members of society have the problem of paying high fees and not having a free maintenance grant. This puts off such groups of people in society from acquiring higher education which means higher education is not for all and could be regarded as a form of deprivation. This compares with critical theory as both advocate freedom for the low-income families who are not able to afford higher education. The second aspect of Freire's work chosen here is his use of metaphors drawn from Christian sources. An example of this is the way in which the divide between teachers and learners can be transcended. In part this is to occur as learners develop their consciousness, but mainly through the 'class suicide' or 'easter experience' of the teacher. (Smith, 1997). The current market-led higher education system treats the student as a 'customer' and the

students behave accordingly as a customer to the teacher. This may create a relationship that is not cordial.

One point of criticism of Paulo Freire's approach is

many are put off after his pedagogy of the oppressed was written within a more conversational or accessible framework. Another criticism is, we are either the oppressed or against them. This may be an interesting starting point for teaching, but taken too literally it can make for rather simplistic political analysis. Thirdly, Paulo Freire's approach was largely constructed around structured educational situations. While his initial point of reference might be non-formal, the educational encounters he explores remain formal (Torres, 1993: 127).

Reason for the application of Critical Theory

The current study applied Habermas' Critical Theory because of its stance on social justice - the emancipation of the 'poor' in society. Habermas' criticism of positivism and the epistemic status of knowledge, that is, the philosophy of knowledge is that:

there can be no objective knowledge as positivism claim and that it is detached from intersubjective forms of understanding. He says since knowledge is strictly embedded in serving human interests, it follows it cannot be considered value-neutral and objectively independent (Corriadetti, 2005).

Critical theory is explicitly prescriptive i.e. instructive entailing a view of what behaviour in a social democracy should entail (Fay, 1987; Morrison 1995a). The normative model or paradigm has two ideas: first, is that human behaviour is essentially rule governed; and second, that it should be investigated by the methods of natural science (Douglas, 1973). Normative studies are positivistic. Normative pertains to a norm. Normative research sought to clearly define the study population, spell out the phenomena under research and properly interpret the results. Critical theory provides a specific interpretation of Marxist philosophy and reinterprets some of its central economic and political notions such as commodification, reification, fetishization and critique of mass culture (Corriadetti, 2005).

The limitations of Critical Theory

It is not enough to discuss and apply Habermas' critical theory in this piece of work without taking cognisance of its limitations. Like most theories there are always limitations or drawbacks. It could be said that Habermas' Critical Theory is partly an attempt to identify the limitations of critique and emancipation as expounded in the first generation Critical Theory of Max Horkheimer and Theodore Adorno. Horkheimer and Adorno in their immense work: "The Dialectic of Enlightenment" mirrored a world trapped in instrumental rationality. This was a move to create an interdisciplinary, reflexive, emancipator and dialectical reason that is crucial towards palatable truths (Horkheimer and Adorno, 1982: 139). Habermas, in his traditional revolutionary critical theory contends that reason encompasses the emancipator and instrumental possibilities as well (Habermas, 2001). Habermas in his discourse of modernity identifies the balance of the two elements 'rational' and the 'instrumental' and presents an emancipator model although he falls short of paying sufficient attention to aesthetic truth ie truth that has no real value or truth in a dangerous realm that could damage discussion of knowledge. This clearly means Habermas' idea of emancipation of the oppressed, marginalised, poor and free education for all who need it in society may not be easy to implement or what he advocates may be difficult for the authorities to deliver.

Critical Theory adopts a radical, Marxist rhetoric, but his method remains the very traditional, hermeneutic stance in which the critic sets aside his or her biases in order to explain and to evaluate the cognitive or mimetic of the writer's insights and outlook (Kellner, 1989). It means Critical Theory takes the mimetic approach and produces some unresolved contradictions. For example, on this mimetic bias Kellner defends institution's belief that radical scholars should divorce themselves from oppositional groups and devote themselves to their theorising, yet he also complains that the institutions grow more and more withdrawn from practical politics. On the other hand, Kellner presents the School's withdrawal from practical politics as an original and insightful account of an objective. He says:

Critical Theory represents a stage in ...which radical intellectuals were separated from revolutionary social movements... The Institute theorists were among the first to describe this situation and to make explicit the problems for the Marxian theory of revolution when the working class was defeated or became integrated into capitalist societies.

Kellner faults Jurgen Habermas and other second generation theory for preserving the School's distance from political movements. His evaluation of what the Frankfurt School referred to as the culture industry discloses similar inconsistencies. Firstly, he contends that in the United States, to which the theorists of the Frankfurt School immigrated in the late 1930s, their status as exiles gave them extraordinary insights into American consumer society and culture industry (Goldstein, 1992).

The approach to law has important consequences for a critical theory, since it changes how we appeal to democratic norms in criticizing current institutions: it is not clear exactly what the difference is between a radical and a liberal democracy, since some of the limitations on participation are due to the constraints of social facts and not to power asymmetries. By insisting upon popular sovereignty as the outcome of the generation of "communicative power" in the public sphere, Habermas tries to save the substance of radical democracy. The unresolved difficulty is that in a complex society, as Habermas asserts, "public opinion does not rule" but rather points administrative power in particular directions; or, as he puts it, it does not "steer" but "countersteers" institutional complexity (Habermas 1996, chapter 8). That is, members of the public do not control social processes; they may exercise influence through particular institutionalised mechanisms and channels of communication.

The open question for current Critical Theory (although not all critical theories) is then whether or not "real democracy" is still the goal of social criticism given these putatively "unavoidable" facts about the structure of modern society. Even given the limits of social complexity, there is still room for judgments of greater or lesser democracy, particularly with regard to the democratic value of freedom from domination. For example, a critical theory of globalization could show that the democratic potential of modern societies is being undermined by neoliberal globalization and denationalisation of economic policy. Such a

theory sees the solution here to be the achievement of more democracy at the international level. It is also possible that the critical use of democratic concepts may require reconceptualizing the democratic theory that has informed much of Enlightenment criticism in European societies. Here critical theorists are then simply one sort of participant in the ongoing internal work of redefining the democratic ideal, not simply in showing the lack of its full realization. Either way, radical democracy may no longer be the only means to social transformation, and indeed we may, with Marcuse, think that preserving the truths of the past, such as democratic constitutional achievements, to be as important as imagining a new future. Given the new situation, Critical Theory could now return to empirical social inquiry to discover new potentials for improving democracy, especially in understanding how it may increase the scope and effectiveness of public deliberation. In these various roles, critical theorists are participants in the democratic public sphere. One of the main continuing legacies of Critical Theory has been to see that democracy is “the unfinished project of modernity” (Habermas 1986, xi) and its further realization and transformation a genuine goal even in complex and globalizing societies. To do so would entail a different, perhaps more reflexive notion of critical social inquiry, in which democracy is not only the object of study but is itself understood as a form of social inquiry. Critical Theory would then have to change its conception of what makes it practical and democratic.

The government’s policy to introduce a market system is a neo-liberal philosophy. This is about free enterprise, deregulation, decreasing the public sector and increasing private ownership and non-interference, laissez-faire capitalism, and Critical Theory is opposed to it as the poor are left out in the scheme of things as in the new funding HE system mentioned above. The theory of demand and supply is the second theory of the theoretical framework of the study. Like Critical Theory, it talks of the forces at play in a price and choice driven situation as in the HE funding system discussed above.

The theory of Demand and Supply

Firstly, the theory of demand and supply is referred to as neo-classical economics. This is the present day dominant school of economic thought built on the foundation laid by the 18th century 'classical' theories of Adam Smith and David Ricardo. This work was refined by the 19th century and the 20th century theories of Alfred Marshall and others. The theory is referred to as 'classical' in the sense that it is founded on the belief that competition leads to an efficient allocation of resources, and dictates economic activity that establishes equilibrium between the two forces hence demand and supply. It is 'neo' in the sense that it moves away sharply from the classical standpoint in its analytic approach that puts great emphasis on mathematical techniques. This school of thought in opposition to Keynesian economics, states that savings determines investment and not the other way around and that this is concerned primarily with market equilibrium and growth at full employment rather than the under employment of resources. It is proper here to note the distinction between 'New Classical' economics and Neo-Classical economics. New classical economics is referred to as new classical macroeconomics. It is based on the assumption of full flexibility of prices and wages and that all markets will reach perfect equilibrium, and the economy will automatically settle at the point of full employment.

Reason for the application of the theory of demand and supply

The word application in this context means use or employment as the theory is relevant to the current study. The study involves demand and supply for HE where price and choice are elements of the system. The reason for applying the neo-classical theory in the current study is that it is a study of a public sector previously wholly funded by public money but now changed to a market system where the funding has to be met with the interaction of the forces of demand and supply, which involves the allocation of resources, competition, choice and consumers who are the students. These are all elements that are in operation in the neo-classical ideology. This decision is based on rational assumptions that the companies - universities in this case - will maximise profit and market re-equilibrium believing that consumers will maximise utility. The government also believes that the economic option - education in this case -

will be lucrative or valuable in the future for the student. There is the comparing of goods - university education service and consumer choice.

The cost of higher education in the UK has been increasing. Tuition fees were first introduced in 1998 as a means of funding tuition to undergraduate and postgraduate certificate students at universities, with students being required to pay a fee. Here is the development regarding university undergraduate fees per year:

1998 - £1000

2006 - £3000

2011 - £3290

2012- £9000 'regulated market' system introduced.

Tapper and Palfreyman's (2014) view of a state regulated market is the policy of removing almost entirely public support for the payment of student fees. It is a way of delivering HE to growing numbers. The cost of higher education is now determined by the interplay of the forces of demand and supply, which means the higher the price of higher education the lower the demand. This is the law of demand and supply. This is a generally accepted economic principle and it is applied in detail in Chapter 2.

Indication of methodology and methods and type of data collected

The current study used the questionnaire instrument. It was an online self-completion questionnaire with structured and open-ended questions to collect the perceptions of stakeholders at four universities about the introduction of fee payment and the quasi-market or state regulated market in higher education. The questions related to the quasi-market. The main research question was about influences of commercialisation 'quasi-market' on university operations. The tool for organisation and analysis was Survey Monkey. This is a sophisticated and widely used tool and was found appropriate for this study. For the structured responses, the system produced bar charts, histograms, pie-charts and other diagrammatic representations and these are used to analyse

and interpret the responses. The open-ended responses were analysed manually using categories and groupings. The common feature in handling both the structured responses and the open-ended responses was the researcher manual analysis and interpretation. The study also conducted a secondary study of the universities business activities but this was not considered as a main element of the study and only a brief summary of the result of the study is given chapter 4.

Overview of thesis

Here I would like to present a synopsis of each of the chapters of the thesis.

Chapter One is the introduction and it is made up of the research questions and aims, personal inspiration, rationale, the current state of higher education funding and a brief history of higher education funding reflecting back to higher education funding in the 60s and the developments that followed to the present day and the theoretical framework and my philosophical position is stated.

In Chapter Two, the literature review, literature that is relevant to the topic is discussed using six themes which are also the themes used in the analysis in chapter 4. Again, critical theory is discussed as part of the literature review to follow the thread of the theoretical framework as well as the theory of demand and supply.

Chapter Three discusses the methodology and methods. It defines and explains the methodology and the construction of a research design which guided the investigation. The steps and the instrument employed are discussed. This study also constructed research questions and used the questionnaire instrument to collect data from university stakeholders. The questions contain structured and unstructured questions and generated numerical and text data respectively. The strategy was to elicit perceptions of university stakeholders on the subject of HE fee payment and marketisation. Four universities were chosen for the study for convenience – although it

should be noted that for the purpose of this research, any four English universities could have been chosen.

Chapter Four is analysis of the data collected. The open-ended and close-ended responses of the survey questionnaire from the higher education stakeholders (university staff) were analysed. Firstly, the target number of responses to the survey was 100 but 103 responses were received. There were 4 universities studied and 20 responses were received from university 1, 36 from university 2, 27 from university 3 and 20 responses from university 4. As mentioned earlier, the universities were chosen for convenience. More academics responded to the survey questionnaire than any other category of staff. There is not only a strong academic voice in this study but there is also strong senior academic representation. 6 themes were identified and they form the basis of the analysis: (1) Commercialisation (2) the new fee regime (3) universities expected to do more with less or change of job roles (4) awareness of conflict between decision making bodies (5) Higher education quality standards (6) Critical theory and critical business.

Chapter Five presents the current position and suggestions for further research. As a concluding chapter, it presents the limitations, generalisability and conclusions.

Positionality and centres and peripheries of Power

The government's policy to charge substantially higher fees for acquiring higher education reduced the number of people going to university in 2012 significantly; with only 1% increase in 2013, 2% in 2014 and 3% in 2015 as discussed above. It is likely that those on low income who may decide not to register for HE may increase. This study is against the reduction of the teaching budget and the introduction of high fees and a choice and competition driven system of HE. This study takes the standpoint that those who could not obtain higher education could suffer. Furthermore, this study disagrees with the government's higher education funding policy as it may expose society to

social and economic consequences in the long term since class and choice in terms of the customers - the students - will dominate the system. It will create a system of greater inequality. It means less people would acquire higher education which could result in undesirable social effects such as increased unemployment, crime and hopelessness. People lacking HE are more likely to fall into the categories mentioned in the future. The continuing injustice, unfairness and inequality in the higher education system described above is what critical theory is against. Critical theory advocates for a fair and just society and this is discussed in detail later in Chapter Two.

Conclusion

This introductory chapter lays the foundation of the thesis. It provides the ingredients that form the basis of the piece. The chapter introduces and contextualises the research with the research questions and aims, professional context and inspiration for the study and theoretical influences. It provides a brief history of higher education funding over the past decade and what is taking place at the present time. The chapter outlines the fact that society would be a better place if the 'poor' - those who have not got the means to afford HE - are given a chance too in life. It paints a picture that the change in the HE funding system might encourage inequality and a class system that would create social exclusion as far as gaining higher education is concerned. The chapter sets the scene with key literature that supports the idea of social justice and indicated the methodology and the approach of the study. It also gives a synopsis of each of the chapters of the piece. The synopsis of every chapter in Chapter One is a guide to the reader and the 6 themes that form the bases of analysis are also presented.

CHAPTER 2 LITERATURE REVIEW

Introduction

The literature is organised in themes of which there are 6. These themes form the headings and under each heading are several sub-headings which discuss the literature cited. Chapter One briefly considered key literature to set the scene in terms of contextualising the subject matter. In this chapter, the study will discuss further literature relevant to the study and this literature has been drawn in when analysing the data in Chapter Four and discussing the results in Chapter Five. The gathering of the literature threw light on the type of questions to investigate, and were designed accordingly to guide the current study. The literature provided discussions on the implications of the changing higher education fee policy and the introduction of market mechanism for higher education.

This review will discuss literature under the following six themes as each theme addresses a subject or an issue that relates to the subject matter of HE fees and the state regulated HE market.

1. Privatisation or commercialisation
2. The new fee regime-funding cuts and change in the teaching budget
3. Universities expected to do more with less or change of job roles
4. Awareness of conflict between decision bodies
5. Higher education quality standards
6. Critical theory and critical business

THEMES

Theme 1

Privatisation or commercialisation - the current market system

Bertolin (2011) states that governments of several countries are observing a phenomenon of commercialisation of HE, in which the developments of the ends and means of HE, both in the state and in the private realms, is redirected in accordance to the principles and logic of the market, and in which HE education loses its position as a public good and acquires the position of a commercial good or service. The two terms are relevant to the current study and they mean the same thing in this study and are used interchangeably. Commercialisation as defined in Chapter One is HE selling their service to students, in which there is state regulation; in other wards a “quasi-market.” In this market, private providers are allowed to enter.

The evolving university

Vernon, in his book “Universities and the State in England” (2004), talks of the purpose of the university saying that in the past universities were the preserve of a small highly selective minority apparently removed from the exigencies of everyday life. This has not been the case during the last two decades, fueled by concerns about skills shortages in the increasingly competitive knowledge economy i.e. a diverse economy requires diverse skills as competition increases. Successive governments have sought to increase the numbers of young people staying on into tertiary education while gearing it to the demand of the economy; while the level of funding has been proportionately reduced, raising the question of the means to pay for it as a key political issue. He went further to talk of the change that had taken place:

Student numbers have expanded prodigiously, and are set to rise still further. With the elevation of the former polytechnics, the total number of universities virtually doubled overnight, and more have since been recognized. Inevitably, serious questions and concerns have been raised about the nature of the university, its ethos and function, about academic standards, and about the role of the state (Vernon, 2004: 8).

Starkey, speaking on the traditional mission of the university, said the focus to educate should be paramount and advises universities to have effective narrative in their approach:

Effective narratives achieve two things. They are credible and they help people make sense of the world. In troubling times universities still have much to offer in terms of helping students make sense of the world. This part of their historical mission must not be allowed to fade away under the pressure of pure economic justification. Economy needs balancing with society and culture, giving universities a key role to play beyond 'employability' in helping students create a viable and sustainable sense of identity (Starkey, 2012 P: 1).

Starkey is clearly referring to the government's market agenda for universities and the economic situation and implying that the market system itself is not a panacea, but falls short of a clear attack on the government or suggesting clear steps for the government to take and rather requiring universities to fulfill their traditional role. The truth is, it will be difficult for universities to accomplish that task without adequate resources and their business activities for additional income could be a barrier to what Starkey expects them to achieve. The reason is there are implications for operating as a business. Starkey's contribution to the debate here suggests no solution to the increasing higher education funding reductions (reduction of the teaching budget) faced by universities. The current study fills the gap Starkey does not provide as four universities were studied. The study collected views of one group of university stakeholders, university staff, to ascertain what they feel about the newly introduced market system. It also makes a projection into the future as to what higher education fees might be.

The importance of the university to the state and the financing of it is expressed by Shattock in his book, "Making Policy in British Higher Education 1945-2011" (2012), where he talks of the changing structure of the system of HE saying the changes have come about as a result of the intimacy of personal interconnections and influences in the small elite system emerging from the Second World War. He believes the situation had been nurtured by the treasury through its oversight of the University Grant Committee since 1919. He speaks of the expansion through new universities in the 1960s and

through the new polytechnics and the binary policy of the 1970s and 1980s, to the unified structure created by the 1992 Higher Education Act. Shattock believes many of the significant changes that had taken place were finance driven, arguing that the expansion of HE and student numbers always outstripped the expansion of the national economy, stating that the underlying policy context has always been the availability of resources to finance the system (Shattock, 2012). This literature gives a picture of the development of HE expansion and funding which is useful to the current study as it looks at how university staff regard a new fee and funding policy or a state regulated higher education market.

Government's HE consultation White Paper in 2015

This paper is called "Fulfilling our potential-Higher Education: Teaching Excellence, Social Mobility and Student Choice". This is part of the Higher Education and Research Bill, Access to higher education and higher education participation." This was published in November 2015 and updated in May 2016.

The consultation came up with a number of decisions set out in a White Paper including: "making it easier for high-quality new providers to start up; achieve degree awarding powers, and secure university title status; requiring all universities to publish detailed information about application; offer and progression rates, broken down by gender, ethnicity and disadvantaged groups; publishing employment and graduate earnings data to provide prospective students with the best possible information; establishing the Office for Students (OFS) as the new regulator for all higher education providers, ... and launching a call for evidence on switching course or university and accelerated degrees" (BIS, 2016).

The result of the responses to the invitation to comment on the proposals on the teaching excellence, social mobility and student choice described above has been summarised as:

On the whole there was broad support for the overall policy objectives set out in the Green Paper. The focus on teaching excellence, widening participation and putting students at the heart of the system were widely

endorsed and there was near universal support for Government's continued commitment to the Haldane principle. There were mixed views on the increased focus on a market led approach and the increasing role of for-profit providers. However, increased student information and choice was welcome. In several areas, particularly TEF and research, further detail was called for, and ongoing consultation with stakeholders through the transition to new arrangements was considered important... There was strong recurring message on the need to retain high standards and ensure the reforms protect the value of the UK degree and the world class reputation and quality of UK higher education and research. Respondents recognise the policy divergence across the Devolved Administrations in the UK, but the importance of a coherent sector for students, employers, and institutions themselves was emphasised. Ongoing discussion between the Devolved Administrations to consider UK wide implications of the proposed reforms was widely advocated (BIS, 2016)

The quote above is important to the current study because it summarises the outcome of a major study involving HE stakeholders by the government on the subject of the best mechanism of delivering higher education and tuition fees. The relationship between the current study and the study quoted above is that the government study requested responses from different HE stakeholders and interested parties but not specific on one group of stakeholders or major HE stakeholders. Whereas the present study involved one group of the major stakeholders-university staff.

Demand and supply in the current regulated HE market

Figures from UCAS (University Central Admission Service) show that 46,413 fewer students applied to go to English universities in September 2012 than had applied in the 2011 academic year. So in 2012 student demand in England dropped by 10% in total (Whyness, 2012). Working on the basis of the 2012 decrease, Whyness concludes that tuition fees have had a severe impact on university applications. However, Whyness points out that there are few problems with the conclusions. One is that pool of applicants for 2012 entry is lower than normal because admissions were up dramatically in 2010 and remained high in 2011 as students who would normally have put university off for a year or more decided to apply early to beat the fee increase. Secondly, that we do not know what university applications would have been had there

been no increase in fees or that we do not know the “counterfactual”. There was one per cent increase on the 2012 figures in 2013 according to UCAS but this does not remove the uncertainty of what the fees and the demand for higher education would be. There is still a big gap between the 2013 and 2010 figures.

Therefore, the theory of demand, price and supply apply here and the phenomenon is illustrated with straight-line graphs (a) and (b) below applying the current study subject matter-state regulated HE market. Supply and demand form the most fundamental concepts of economics. Whether you are an academic, farmer, pharmaceutical manufacturer or simply a consumer, the basic premise of supply and demand equilibrium is integrated into the daily actions of our society (Pinkasovitch, 2014).

Higher education fee projection for the next 10 years by the current study

The Diagram also shows a decrease in higher education demand figures for 10 years below the years on the x-axis. It shows a fee increase of £500 a year (estimated taking inflation into account) so that by 2024, the fee could be as high as £14,000 a year.

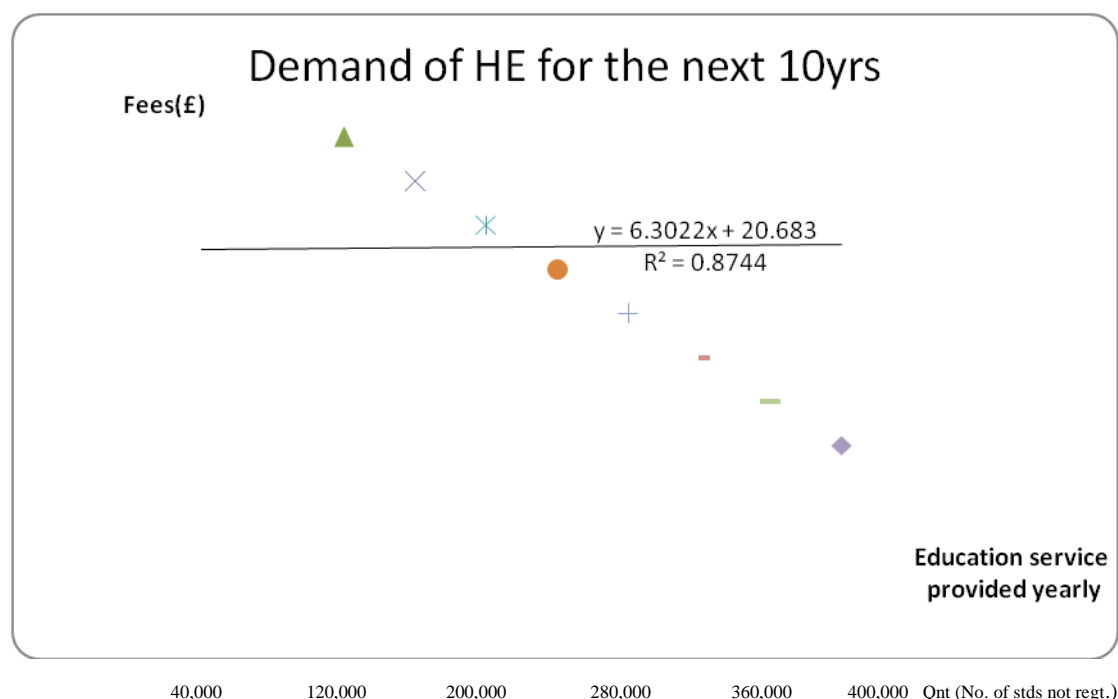


Figure 1 Source: A fee projection by the current study

The 40,000 decrease in student registration in England in 2012 indicated on the graph is estimated from the figure released by UCAS as indicated above and if this figure is repeated every year on average, by 2024, the number of those who will not go to university because of fee increases could be as high as 400,000. The 1 per cent increase in demand in 2013 may improve or not. This study is more inclined to say that it may in fact drop if the repayment conditions of the student loan are restructured in a way that is difficult for one to avoid repayment. The reason is repayment will be a huge burden for graduates as it will reduce the income available to them for spending on personal items.

The graph above is a simple two-dimensional graph. It shows the relationship between two variables-the price of HE and the quantity (in this case the number of students) that are not likely to purchase HE service i.e. those who will not register for HE. Supply and demand are not two independent variables interacting; they represent a symbiotic relationship where each is absolutely dependent on the other. A disruption of one automatically disrupts the other (Adam, 2009). The figure illustrates that as the price (fee) of education rises, quantity demanded (number of students) falls and as price falls, i.e. fee falls, quantity demanded (number of students) rises. As is normal in economics, the following assumptions are made:

- The fee charged by other higher education providers i.e. private higher education providers remain constant
- The income of consumers (income of parents remains constant)
- When one variable – price - is changed to analyse its effect on quantity (number of students) in this case, all other elements are kept constant, including the time period to which the stated quantity relates, which is a year in this case.

The price-quantity relationship is one of the most important things one needs to know when considering sales of products or services. In respect of the diagram, it is a convention or general rule in economics that price per unit is measured on the vertical axis or y-axis, while quantity in units per period of

time is measured along the horizontal axis or x-axis and it is customary to label the axis “price and quantity”.

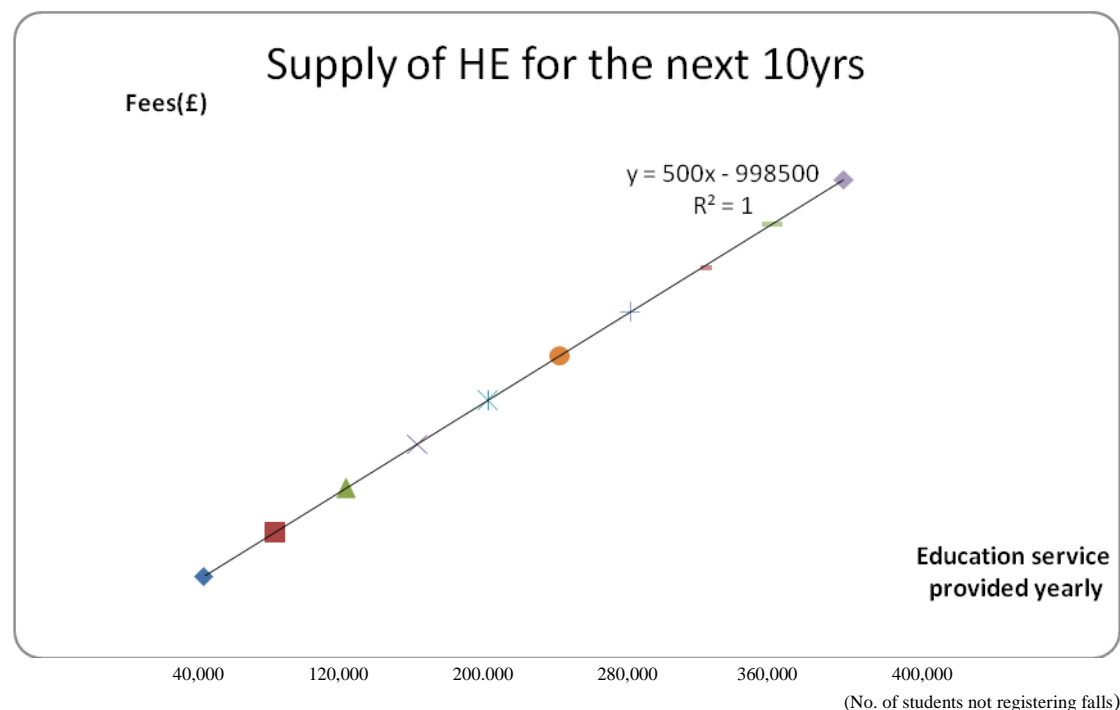


Figure 2. The market supply for HE provision (undergraduate course) next 10 years. Source: (Sikpi, 2015)

As the price (fee) of HE comes down, the number of those who will not register falls; in other words, registration rises. More people will register for higher education because the fee is less or the government decides to substantially subsidize HE provision or go back to tradition and make it free once again. This is the only means where an equilibrium state will be achieved. This is where the suppliers of HE (universities) are happy as there will be no need for them to operate as a business under all sorts of uncertainties and the implications there are and the consumers (students) who will be free of debt after graduation. This is the desired stable state where society is likely to progress, where more people are able to acquire higher education. The consumers, i.e. the recipient of low cost or free higher education provided by the state will pay-back in form of tax payments when they graduate and secure a job. The higher education acquired increases their chances of finding a job than if they were not graduates because of high fees. It will be a kind of

payback period that many may not be unhappy to be in. So a stable state where the government is able to provide free HE education and the beneficiary secures employment and payback in the form of tax seems to be the ideal state because it is progressive.

The best way forward for funding HE rather than the current demand and supply situation

The current study believes an equilibrium state is the best way for funding HE. An equilibrium state in this context is where all parties to the higher education market—universities, government, students and parents are satisfied in terms of what is given out and received in return. Market as explained above is a group of buyers and sellers of particular goods or services. These individuals are assumed to be rational, attempting to maximise their welfare subject to the limitations they face (Mankiw, 2012). Consumers are rational and will typically look for the best value with the lowest possible cost, while producers are encouraged to increase outputs only at higher costs (in this case universities increasing the price of HE with the approval of the government as they are public institutions). Naturally, the ideal price a consumer would pay for a good would be the smallest possible price. However, such a phenomenon is unfeasible as producers would not be able to stay in business in the case of the open market. But the sector under discussion is higher education in which one player is in the middle controlling the price and that is the government. The government can decide to make the cost of education “Zero” for the student and provide the funds for the university to deliver. So the government can create the desired equilibrium where the beneficiary pays back in tax after graduation as happened in the past.

In economics, the stable state is called the equilibrium state in demand and supply of a commodity. The stable state is where demand and supply balance. It means the economy (the demand and supply for higher education in this case) is said to be in equilibrium i.e. the two variables: fee and number of students registered. This simple principle is actually a law and called the law of supply and demand by economists. There are many influences on demand for a product or service and the most important is the product’s own price as

illustrated above. As the subject in this case is education provision (a service), where government provides credit for the consumer (student), the influence on demand for higher education is clear. The loan the government provides for the student is borrowed money. The terms of the loan could make some students not to go to university. If students consider the terms of repayment they could decide not to go to university. This study therefore believes that the government making loans available to students does not necessarily mean a good thing for some students. The government's model of funding higher education attaches importance to education and trying to convey the message that education comes with a cost. It implies that people in the past did not recognise its importance because it was free. The government wants people to see that education is useful to anyone who acquires it. Usefulness and scarcity take the form of demand and supply respectively as explained. Consumers demand commodities because they are useful and producers cannot supply infinite quantities of commodities because they are scarce-this is the saying in economics. In effect, the government is saying education is useful and you have to pay for it if it is useful to you. It is saying the days of free higher education are over and it is not possible to provide free higher education as it did in the past.

The above section discussed the issue of demand and supply applied to the current higher education sector. The section highlights the fact that higher education delivery is now in a quasi-market where there is more than one player - provider and students are now customers who makes a choice who to buy from. This also means there is choice in terms of the price-fee for higher education. It points out that there are implications in the market mechanism- quasi-market now in operation and explains that it could lead to a situation where the price of higher education could be so high that some people could be priced out. For example, there was a drop in higher education registration in 2012, the first year the new funding system became operational according to UCAS figures.

Theme 2

The new fee regime (funding cuts and change in the teaching budget)

A shift in government funding of higher education

The National Committee of Inquiry into Higher Education (1997a, paragraph 3.93), states the proportion of the UK's Gross Domestic Product (GDP) that was spent on higher education fell from 1.2% in 1976 (NCIHE 1997a, paragraph 3.94) to 0.8% in 2003 (DfES 2003a). It states the increase in the number of universities triggered an associated increase in government funding between 1976 and 1995 and there was a real-term increase of 45 percent in government spending on higher education. However, this represented a fall in the proportion of the nation's resources that were committed to higher education. This gives a picture of the changes in government funding policy on higher education. So the growth in higher education was followed with a real increase in public funding in the past which may have been a good thing. But according to Universities UK report: 'Where Student Fees Go' (2013), the funding had been shifting. The 1990s saw a rapid expansion in the number of students in UK universities but public funding for teaching did not keep abreast with that expansion to the extent that between 1989 and 2014 public funding per student fell by 37%. The period saw tuition fees introduced in 1997 to tackle that decline and in 2006 fees became variable-capped at £3,000. The fee cap was increased to £9,000 in 2012.

As the amount that the government spends on higher education decreased, so the government's aims for higher education appear to have shifted. Whilst the role of higher education in developing the nation's economy was made clear in the Robbin's Report (Committee on Higher Education 1963), this aim seemed to have similar weight to the other aims of developing the intellect of the person, developing knowledge, and developing society. It means that there were other areas of similar importance that the government needed to tackle. However, a White Paper (DfES 2003a) appeared to emphasize that it was the vocational nature of higher education that was most valued:

In a fast-changing and increasingly competitive world, the role of higher education in equipping the labour force with appropriate and relevant skills, in stimulating innovation and supporting productivity and in enriching the quality of life is central (DfES 2003a paragraph 1.3:10).

This quote is important to the current study as it is an expression or identification of the importance of HE in building a nation's economy. The current study is about a new funding system introduced into the sector that might have a negative effect on its contribution to the economy of the nation. The study seeks to know what HE stakeholders think of the current situation and suggests what the government could do to bring about a solution. So, the emphasis seemed now to be on the economic benefit of higher education to the individual. Higher education is now viewed as a 'private good' rather than a 'public good'. The government believes that equipping the individual with the necessary skills is a way of improving the manpower of the state. However, making the beneficiary of higher education pay for the cost and also justifying the steep increase in tuition fees and the abolition of maintenance grants has implications. Whether this policy direction may bring about undesired consequences or is beneficial to the sector and to the state at large is yet to be seen.

Anderson (2010) states "a particular social dilemma in Britain, exacerbated by marketisation and the introduction of fees, is how to avoid returning to a situation where the best universities, still holding to the traditional idea of 'the university', are the preserve of social privilege." He asks what policies will be pursued to preserve democratic access to the best higher education and to match individual talent to intellectual opportunity? Furthermore, he talks about the era of 'elite university' saying, at the time of Robbins, university education still reached only 4 or 5% of the age group, and led chiefly to the professions or public services. It was not until the 1980s that the participation ratio passed 15%, which is generally seen as the tipping-point between elite and mass education. Also, Anderson (2016) points out that state support for universities had a longer history than is often imagined. The support allowed student fees to be kept low. Even before 1914, outside Oxford and Cambridge, fees usually accounted for less than half of university income. Requiring the students to pay

the full cost of their education is a drastic change; adding that free education dates from 1962, and was part of the expansion to do with the Robbins report. Between the 1960s and 1980s, it coexisted with the funding regime of the University Grants Committee, which advocated university autonomy and traditional academic values. The history behind university funding explains why this equilibrium became unsustainable, and underscores the contrast with present policies (Anderson, 2016). The understanding here is that free education offered in the past is not sustainable as numbers have grown and population is increasing and this is piling pressure on the government along with demands from other vital public services. I agree with this claim but cannot say that the present quasi-market policy of funding HE is the best way forward.

The above two sources of literature talk of the history of higher education and funding but fall short of a study of any group of higher education stakeholders or all the different groups of stakeholders on the subject of HE funding and tuition fees. The present study in addition to stating some aspect of the history surveyed stakeholders at four universities as to their perception of current public HE funding policy and what fills the research gap.

Grants for all and loans for all

Hillman (2013) writing on the subject, 'From Grants for All to Loans for All', gives an account of the HE funding history saying that the National College Union (NCU) spoke against the recent radical changes in public HE funding policy in 2010, but said that the Anderson Report of 1960, which led to the extensive system of grants in place from 1962, and the Browne Report, which led to the extensive system of loans in place from 2012 were not just contrasting points at either end. In between there were gradual shifts which eventually led to a series of major policy changes under different governments in 1990, 1998, 2006 and 2012 that put the financial burden on the direct beneficiaries of HE (Hillman, 2013). So there was the era of 'public university' as it was sometimes characterised. Hillman continued his account by pointing out that, in time, the settlement came to look unsustainable as expensive student maintenance support and expensive traditional delivery models were largely retained despite the growing demand for HE.

There have been arguments from the government. Willetts (2012), Minister for Universities and Science states “our recent reforms tilt the system so that there will be greater contributions from graduates...” Their arguments centre on the premise that higher education can deliver larger private financial benefits alongside wider social returns and that by shifting the costs of higher education to the beneficiaries this will allow for the costs of expansion as access to HE is not confined now to the upper-class males who had predominated. The reason is to save money and enable spending on other vital areas. Another argument for loans is to ensure a better fit between institutions and students and to make the institutions more responsive to the students. Of course there are the counter arguments against loans as presented earlier in this chapter. Therefore a consequential question is why, if loans are a useful public tool for shifting the costs of higher education, the government administers and funds them? Hillman added that private loans struggle to match universal coverage, the low interest rates, the income related repayment terms, the built-in life insurance and the write off costs of loans subsidised by tax payers. This is where the question as to whether the loan system is a better option is asked.

The economic case for free higher education

Barr and Crawford (2005) discussing the subject of subsidising higher education make a key economic case. They argue that there is a potential external benefit unless the extreme version of the screening hypothesis holds. They talk of the ‘screening hypothesis’ (Padron, 2004). This hypothesis states that educational investment is considered a primary force to fight poverty and inequality. It is believed that if qualification gaps between population groups are reduced through more and “better” education, it will be possible to reduce income gaps. Barr and Crawford say higher education raises a student’s earnings and thereby increases his or her future tax payments. In the absence of any subsidy, an individual’s investment in a degree would confer a dividend on future tax payments. They say this line of argument can be used to justify subsidising on any type of investment which raises future income. They added that it is precisely what usually happens through the tax system at least so far as business investment is concerned. The tax dividend point gives an efficiency case for some subsidy, but it is not possible to show how much. This

argument counters the case that it is wrong for the government to fund higher education which only benefits the individual (a 'private good') and not (a public good'). A graduate stands a good chance of finding a better job and this means more tax paid into the public coffers by the graduate. Molongo (2012), classifies the significance of education and human capital into two levels - the micro-level and the macro-level. At the micro-level, he postulates that an individual bear the costs (direct costs such as fees paid and indirect costs such as opportunity cost of student time) of education because he expects this investment will create a future stream of benefits to him (higher productivity and higher wages). At the macro level, he cites Robert (1991) who developed a human capital model which shows that education and the creation of human capital is responsible for both the differences in labour productivity and the differences in overall levels of technology that we share in the world today. This is an explanation of the relationship between education and human capital. It demonstrates the importance of education. If education is so important, it is good that as many people as possible have it and not just the privileged.

Contribution from graduates

The government policy is making graduates contribute to the cost of their education. Johnson (2017) the then UK Minister of State for Universities state that she was determined to complete a piece of "unfinished business" from the Tory manifesto, namely the introduction of a so-called Teaching Excellence framework. This is a way to assess how well universities actually teach their students. "My priority will be to make sure students get the teaching they deserve and employers get graduates with the skills they need". A week later in the budget in July 2015, the then Chancellor George Osborne, announced that universities that "offer high quality teaching" would be allowed to raise the cap on the £9,000 undergraduate fee in line with inflation from 2017-18. Alongside this Osborne said maintenance grants would be abolished from 2016-17 for new students. (The Independent on 10 August 2016) also speaking on the subject of the new HE and Research Bill (fees and contribution from graduates) quotes Jo Johnson on reforms:

The reforms will ensure making the decision to go to university will pay off for all students. The bill will enact the proposals as set out in the recent White Paper including the Teaching Excellence Framework (TEF) which will allow institutions with high teaching quality to further increase their tuition fees.

Referring to the recent rise in tuition fees-from £9,000 to £9,250 Johnson says: "If universities fail to perform, their right can be taken away." This recent move by the government confirms the prediction made by this study earlier in this chapter that the fees will rise in the future.

Before the recent changes described above, Willetts (2012), the then Minister for Universities and Science writes,

Our recent reforms tilt the system so that there will be greater contributions from graduates in reasonably paid employment and less from the generality of taxpayers. The monthly repayment plan will be lower and 30% of graduates will pay less over their lifetime than under the previous system. That's why, as I discovered on a recent trip to the US, our model is gaining interest in places that have university tuition fees but which lack taxpayer-subsidised and income-contingent loans to pay for them" (Willetts, 2012 P: 1).

This is of interest because the minister is talking about fees and private provision. This is a one-sided view pushing the cost burden to the student in an indirect way. There is no mention of the implications of the government policy. One implication is, potential students may be turned away from acquiring higher education as a result of the fee increase and the abolition of maintenance grants even though maintenance loans are provided by the student loan company and the fact that such are not free and have to be paid back after graduation. A valid question is, what will happen if graduates are not able to pay back the loans? It will be a failure on the part of the government. Also, David Willetts speaking on alternative provision of higher education said that there are many ways an alternative provider can participate in the system with the system welcoming new start-ups and international institutions with experience abroad. Or that an existing university might set up a commercial subsidiary aimed for example at the overseas market or at more flexible provision. He envisaged that a wider range of providers with a particular focus

on teaching will apply for a license to practice including distance learning (Willetts, 2012). This is all about market, competition and profit and it might not be as easy as the minister is saying because there are implications in allowing private providers to participate in higher education delivery. One implication is the fee. Will they charge the same fee as the conventional universities? Will the government control the fee they charge? If the answer is yes, there are still further implications such as type of courses offered, number of students, the quality of teachers and the learning environment of the institution. This is rather a lot for the government to have oversight of.

Higher education fees and effect on application numbers

Commercialisation is one of the themes of the literature review of this study.

Many topics have been discussed under the theme and below is a demonstration of the policy on student application numbers.

Below is a picture derived from available data.

**Table 1 Analysis of university applications for 2013/14 admissions
September 2013**

The number of applicants by year and country of domicile: all UK domiciled applicants, compared to 2010.

Domicile	2010	2011	2011 v 2010	2012	2012 v 2010	2013	2013 v 2010
England	446, 177	451, 114	1.1%	406, 548	-8.9	415, 208	-6.9
Northern Ireland	18, 929	19, 636	3.7%	18, 795	-0.7%	19, 957	5.4%
Scotland	41, 018	41, 807	1.9%	40, 984	-0.1%	41, 323	0.7%
Wales	22, 188	22, 668	2.2%	22, 131	-0.3%	21, 448	-3.3%
Total Result	528, 312	535, 225	1.3%	488, 458	-7.5%	497, 936	-5.7%

Source: The Independent Commission on Fees/ Sutton September 2013

The table indicates that overall, there was an increase in 2013 in the number of applicants across the UK of 1.9% when compared to 2012, but the level still stands 5.7% lower than in the 2010 cycle, which was the last year unaffected by the new fee regime. However, these total numbers are significantly affected

by the decline in the population of school leavers (18 and 19 year old applicants), who account for the majority of applicant numbers. Nevertheless, the drop in applicants from England remains the largest, while both Scotland and Northern Ireland have seen increases when compared to 2010. This could be due to the fact that Scotland does not charge tuition fees and Northern Ireland charges less than England.

Another interesting pattern is the number of older applicants. The Independent Commission on fees (2013) refers to UCAS application data on those who applied for full-time study. Many older applicants mix work and part-time study and apply directly to universities. Table 5 below shows that there have been significant falls in applicant numbers amongst mature students. The Independent Commission believes it is likely that it is among this group that the higher tuition fees have had the greatest impact, as the demographic factors accounting for the decline in the number of school leaver applicants do not affect the broader population of mature students

Table 2 Percentage of older applicants by country of domicile and country of institution applied to:

Age	Domicile	Percentage of applicants applying to	2010	2011	2012	2013
20 and over	England		92.4%	91.8%	92.0%	91.6%
	NI	NI only	55.5%	49.6%	54.3%	56.5%
	Scotland	Scotland only	87.5%	87.4%	89.8%	89.4%
	Wales	Wales only	55.9%	53.0%	51.2%	47.9%

Source: The Independent Commission of Fees/Sutton Trust September 2013

Overall, the table indicates that there have been different geographical patterns for applications in different countries. In England, there is a very high percentage of older students applying only to English universities. In Northern Ireland, 2013 has seen the highest proportion of older students applying only to

local universities, (almost 57%). Since 2010, the percentage of older Welsh applicants applying only to Welsh institutions has fallen from 56% to 48%. In Scotland there is a near record figure for Scottish applications to Scottish institutions. According to the Independent Commission, this is one of the areas where it can be inferred that students are making rational choices in response to the current tuition fee system.

Table 3 HE entry by country of provider, acceptances to the 2015-16 entry, and changes compared to the 2014-15 entry year

Country	Entry	Change	Change %
England	435,270	+ 13, 250	+ 3
Northern Ireland	9, 910	-1, 150	- 10
Scotland	41, 910	+ 620	+ 2
Wales	24, 640	-110 No change to the nearest percent	0

(UCAS undergraduate report 2015-16)

The above breakdown of undergraduate acceptances indicates a slight increase of 3% for England, a decrease of 10% for Northern Ireland, an increase of 2% for Scotland and no change for Wales on the previous entry year, which was a decrease of 110.

The current study believes it is too early to make any conclusions as to the full impact of the introduction of fee payment and high fees on student application numbers. Considering the fact that there is no fee payment in Scotland, the increase in registration is not a surprise. However, in England a higher fee is required, whilst the small increase may be comforting for some it does not remove the uncertainty of the new market mechanism of delivering higher

education. The higher education funding system has been changing and the study is only focused on the period 2008-2017.

Theme 3

Universities expected to do more with less or change of job roles

Change in funding cuts is making staff do more with less resources.

The current market mechanism for HE in the UK brings with it funding cuts and fee increases and the impact of this on universities can be seen in the way universities are operated. With the shrinking public funding universities are forced to do more with less. Change in funding affects every aspect of the university including the physical infrastructure. Change in any system in fact, could be a good or bad thing. In the case of the UK HE, change is introduced with less resources (cut in the teaching budget) and therefore the former could be the case as decisions under management and governance (terms are explained in Chapter One), are based on the resources-available. The study investigated the implications of the change - the introduction of the quasi-market in higher education.

A statement from a HEFCE official is defensive of the cuts in funding in higher education. Atkin (2013) states public higher education funding is experiencing continuing constraints just as any other sector. He believes the cuts to teaching funding and the continued cash standstill in research funding will hurt universities. 'They come at a time of considerable change in higher education. The HEFCE Board has made some difficult decisions, balancing several competing interests. We are asking the sector to do more with fewer resources, but, with care, the reductions are manageable' (HEFCE 2013). Surely, asking universities to do more with less resources has huge implications in terms of the quality of education delivered, staff morale in addition to the university operating like a business. All these add to the uncertainty of where higher education will be in the next ten years. Fraser (2005) talks of quality of education delivered in the present regime. He states 'quality regimes' do not necessarily support transformative change and that

how quality is defined makes a difference to the capacity of the quality regime to support educational change and development. That quality is variously interpreted as an outcome, as characteristics and as a process. Another work cited is Sallis (2003) which distinguishes quality as fitness for purpose, which is associated with consistent and effectively documented process, subject to accountability and audit; and the one which refers to quality as transformational quality which is about improving ...doing things right not just doing the right things. Law and Glover (2000) talks about the market university. They state that while we need to identify that different business principles may be applied to educational issues as it becomes market-driven, it is obvious that there is no tailor-made or generally applicable theories we can simply pull off from the shelves.

Theme 4

Awareness of conflict between decision making bodies

In the current market agenda for HE there is considerable uncertainty as to the future operating environment. There is need for decision making bodies to have a diverse set of members and skills to carry out the different functions. Shenstone, (2017) as mentioned in chapter 1, states that governing bodies in England now have been asked to give assurances as to the institution's academic governance.

Higher education governance is conceptually different from management. The council is the governing body and takes on the role of monitoring and oversight. It delegates the running of the university to the Vice Chancellor and Chief Executive. He performs his functions with appointed members who forms the University Executive Board.

The university executive board ensures that there is effective leadership, management and coordination of all the major academic and support activities undertaking by the university. The Board monitors and interprets external events, for example financial or political issues, to understand any possible

effect on the university. The description here is the management structure of one of the English universities but all other UK universities have a similar structure. A holistic view of institutional performance management is a system of the formal and informal mechanisms an institution uses to facilitate the delivery of its mission. Individual performance development reviews or appraisals are just one small component of an institutional performance management system (France-Santos et al., 2014).

Theme 5

The issue of quality of higher education

This has been a topic of debate between different higher education stakeholders before the Latest White Paper: “Fulfilling our Potential-Higher Education: Teaching excellence, social mobility and student choice” (BIS, 2016). In this, the TEF (Teaching Excellence Framework) is addressed. Maintaining quality of higher education in the current entrepreneurial university is an issue in the current study. The issue of quality of higher education in these changing times is a subject that occupies the minds of those responsible. They must be constantly asking themselves whether it is possible to control or achieve quality in the current higher education transformation.

Academic power in the regulated higher education market

Higher education is now a market where there are new private providers alongside the universities. This means universities making appropriate decisions to be able to operate effectively in this new climate. Halsey (1992) believes British higher education is internationally perceived as being in crisis. He argues that, despite the subsequent expansion of higher education following the Robbins Report in 1963, this initiative represented a failed thrust towards mass higher education. Halsey believes the rise of liberal economic policies reinforced the long-term decline of academic power. That power has ebbed away from academics towards government, students and industry. This study agrees with Halsey’s perspective of what is going on in HE governance. The current quasi-market system shifts power away from the university. For-profit providers of HE are allowed to operate, there is competition, and the

student is regarded as customer and treated accordingly as in the private sector where the buyer is a customer. Halsey's analysis gives important information about the current state of the UK's higher education system and makes a vital contribution to the debate about educational policies, which currently is one of the main subjects of UK political debate.

Deem (2001) talks of management practices and mechanisms in UK universities in her work on academics: 'Manager academics' lives were described as involving long hours packed with meetings, mountains of paperwork, work email and the search for additional resources with research marginalised and little time for reflection. Academic autonomy, the absence of proper reward-structures, long-hours cultures and lack of adequate administrative support for HoDs (head of departments) and Deans all contribute to heavy workloads...'HoDs had to manage increasing tensions between different good performance requirements in teaching and research' (Deem, 2001: 4). The situation described is not good for universities. The current market system requires efficiency and effectiveness in management but Deem's study cited here is not the best for the university as too much pressure is put on staff and demonstrates one of the implications of the market system of funding higher education.

Bargh et al (2000) believe most higher education institutions still regard themselves, and are regarded as, professional rather than industrial organisations in which academic reputation is as important as managerial competence. Whether the traditional academic management structure works with a business university is yet to be seen. I would say different skills may be needed in managing a business and an academic organisation but both skills are needed to meet different demands. Therefore, I would say it is not enough maintaining the academic management structure in the new business university i.e. in the quasi-market system where market forces are in operation-demand and supply, competition, choice and price. This requires decision making and management. This market system has implications, which counts against the system.

Indicators of quality of HE delivered

The government is taking steps to ensure that the student gets good value for the fee he pays in the quasi-market system introduced in 2012 (TEF, 2016). The Teaching Excellence Framework (TEF) is one of the elements in the latest government proposals in the consultation White Paper. Details have been discussed in this Chapter under commercialisation. The idea is to improve teaching quality. Quality is a governance problem as teaching standards are set by the university in accordance with the QAA (Quality Assurance Agency) Quality Code. It is difficult to determine the correct answer to the question of quality without a specific study. Education delivery costs money and if the money required is reduced as is the case the quality produced might be affected negatively somewhere or at some point. For example, some writers on education have given their views on this issue such as Coiffait (2012) referred to in chapter 1. He says he is confident that the sector will continue to focus on high quality provision and that this will dictate the pace and degree of change rather than the opposite. His justification for his approach is based on what graduates do with their degree after achieving it. Coiffait is speaking alone without a study of higher education stakeholders - university staff who directly provide education and know what goes on in the university in terms of quality presently. However, the current study was on higher education stakeholders and the issue of quality was part of the study and fills the gap. Coiffait is in fact, arguing here that the changes will not lead to a fall in quality. One counter view to this is given by Duke (2002) who believes managing quality is inseparable from larger questions of institutional direction and leadership and explains that the quality of the work itself, within agreed purposes and directions as distinct from winning at the quality game presents challenges in abundance. Without a high degree of commitment on the part of all staff in an almost obsessively 'client-service' culture success will be limited.

The dangers of having to react to predictions of the future have been emphasised by Putz and Raynor (2005) when they wrote about the innovation paradox, saying

the paradoxical requirements of persistent growth demand that senior management simultaneously cope with the needs of potentially disruptive

initiatives ... There are no data about the future (Putz and Raynor, 2005 p.47).

They are saying that the future prediction with a view to selecting an appropriate objective is inherently difficult. The paradox of management, which relates to setting the future towards which the actions of others are to be controlled, may not be fruitful as they are based on assumptions. It is people that would provide the quality and quality goes hand in hand with competition.

Brown (2012) argues that the central issue, given the new and more competitive environment in which all higher education institutions are now having to operate, questions whether the new regime will be strong enough to protect the future quality and standards of UK higher education. He believes it will be difficult to maintain quality because the risk-based approach to quality being adopted relies on past performance which cannot be a reliable guide to future performance. He adds that universities are now undertaking a lot more activities and that makes it difficult to maintain quality. He also believes the new competitive environment poses a threat to the quality and that quality regulations do not deliver quality. He says the key to improvement is quality enhancement not just regulation. He recommends academic peer review as the best way to defining and protecting quality. As the quasi-market i.e. formal market in students - where there is competition for students; thereby treating students as educational goods develops resource disparities between institutions which is likely to grow as some institutions are financially better off than others. Brown argues the threat to the academic community as the custodians of academic standards is latently the most damaging implication for quality assurance of the new competitive environment. He identifies that the QAA is becoming an agent of HEFCE which in turn is an agent of the Government thus undermining the QAA's independence and potentially compromising its ability to hold the association between the Government and the sector (Brown, 2012). I would like to agree with Brown here from the critical paradigm perspective. This is "a perspective on research that addresses social inequalities, inequalities, and power differentials..." (Wang, 2015). The new higher education environment is based on universities making money in

delivering the service and this may have the potential to affect quality as controls in place may not serve the interest of consumers. Low quality education means the student is disadvantaged and this would affect the whole of society. Secondly, the fact that there are resource differentials between universities and some are disadvantaged in the market system, is undesirable as it encourages inequality. Critical theory opposes inequality and advocates a fair and just society. The QAA and HEFCE are the independent bodies set up to oversee the activities of universities and they should be seen to be doing the right thing.

Leadership and management

Kubler and Sayers (2010) talk of themes and implications for university leadership and management. The leadership are those in positions that make strategic decisions whereas management is to do with decision making at the operational level. It is about carrying out the strategic plans. The leadership of the university is expected to perform their functions in accordance with government guidelines as they are publicly funded by the government. Even the few private universities are expected to follow government rules where they concern quality. The report of the two authors looked at recent research on the future of higher education and the future of the university. That report also touches on the questions facing institutional leaders as they guide their institutions toward a future that is by definition uncertain. The report also discusses key challenges and opportunities and explains that the issues confronting higher education system and individual universities are many, interweaving and complex. The issues encompass how universities will be funded and what kinds of students will they teach and what will they teach and the question of regulation and governance, service and the structuring of the university. The methodology or approach adopted was a selection of recent sets of scenarios about the future of higher education. These scenarios were selected because of their depth and relevance. Furthermore, they made a thematic analysis of these scenarios which provides the framework for their report. They also draw on wider literature on the future of higher education. In fact, some specific areas covered are: the role and function of higher education within society and the impact of a changing student population. The report

referred to covers a few of the areas i.e. the future for higher education in terms of funding which links with some aspect of the survey undertaken in the current study and the changing student population. The study referred to was not a study on university stakeholders as to their perception about the current situation in higher education. The overall conclusion of their study was that the funding issue facing higher education needs to be tackled in a way that is beneficial to all concerned.

The relationship between the state and the university

King (2004) explains the relationship between the state and the university arguing that there is nothing positive in the controls placed on universities by the government but the government would like to think the opposite. He believes the government does not trust the universities to deliver what they are expected to deliver.

Government seem unable to make up their minds as to how far universities can be trusted and left to their own processes, and the result is oscillation in the university arrangements, particularly on quality arrangements that show little sign of stabilising (King, 2004: 20).

Even in this current market agenda for universities, there is no evidence of control relaxation. After all, the word market connotes 'free enterprise'. It has to be said though that universities get taxpayers money and governments are accountable to their citizens and would like to ensure that public money is spent wisely. These are some of the implications of the entrepreneurial university and I agree with the writer. There are still controls placed on the university by the government even with the so called 'market mechanism for higher education. It appears it is a market system with specific controls to ensure quality. The problem is, market is supposed to be determined by the interplay of supply, demand and price (market forces) according to the widely accepted "classical" economic theory of supply and demand discussed earlier in this chapter. Any artificial control removes the phrase 'free market'. Yes, the argument about what is 'free' in a free market system is always an open question and I am not against some regulation, for example, the food industry requires food safety regulations, but the price of food is not determined according to how safe the food is. There is nothing like 'low safety, less price'.

The price is determined by market forces- the interaction of the forces of demand and supply. The subject in question is a service- HE service. The same market forces apply. The government's new policy is a quasi-market as mentioned earlier. High quality education is to be determined by price as indicated by Jo Johnson, the Universities Minister mentioned above. This is an indication of the relationship between price and quality in a market system.

Theme 6

Critical Business

The problem of critical thinking in the university

In Chapter One, I introduced the concept of critical theory and briefly discussed how this might be applied to a university context. Barnett explains that critical thinking is a defining concept of a western university and says almost everyone is in favour of critical thinking but we have no proper account of it. Higher education, which prides itself on its critical thought, has done no adequate reflecting about critical thinking. The result of this inattention to critical thought is three-fold. First, higher education is often not critical. Secondly, even where it is on offer, critical thought is construed narrowly: the freeing of the mind that it promises is not forthcoming. Thirdly, and most seriously of all, the whole idea of a higher education founded on a view of critical thought is now inadequate for the modern age (ibid, 1997). Barnett highlights three elements of critical thought: One is that critical thought is potentially emancipatory for individuals. Through critical thought, students cannot just come to free themselves from dependency on their former taken-for granted worlds, but can also be free from dependency on any world at least in theory. The second is that critically thought is educationally radical. The reason is that it is where everything is potentially criticizable and the teacher and the students stand on an epistemological level (Jaspers, 1960). The third is that critical thought is radical in social and cultural terms. The arguments of the 1960s about higher education being a base for social revolution cannot be sustained. It will simply politicize in a most problematic way. Barnett concludes, what is conceivable is that a higher education especially a mass higher education system-which takes

critical thinking seriously can act indirectly as a formative agency in society simply through the power of critical disposition as they are released into society (Barnett, 1997).

Barnett proposes that critical thinking should be displaced as a core concept of higher education with a more comprehensive concept and this concept is 'critical being' which he argues embraces critical thinking, critical action and critical self-reflection. Adding that in suggesting that society needs a new concept of critical thinking, he is also advocating a new concept of higher education itself. Barnett also introduces a term, 'uncritical thinking' in trying to discuss the unwilling position of the university to engage in critical thinking in a seemingly subtle way of attacking the university. Barnett believes we need a higher education that places criticality at the centre of its enterprise. He talks of criticality in terms of levels: knowledge (critical reason), the self (critical reflection) and the world (critical action). He says in contemporary times, our universities have focused somehow narrowly on the aspect of knowledge and largely seated at the level of skills instead of moving towards critique. He identifies that critical thinking is seen as the deployment of cognitive skills by individuals and that this is inadequate because it is "thinking without a critical edge" (ibid, 1997)

Critical thinking as context dependent

Barnett sweeps aside the debates between those who see critical thinking as context dependent or as independent and points out what he believes is the wrong question which is whether students already have some kind of innate critical thinking capacity that can be developed or whether they need to be working within the context of a discipline to develop this capacity. He sees "critical thinking as taking on the burden of supplying a general culture of the mind to the whole higher education system" (Barnett, 1997:64). He says those in higher education should embrace an emancipator vision of critical being: "... to live the critical life in higher education, and engender a critical spirit" (ibid p34). Barnett talks of:

understanding the modern (post-elite) university as an organisation that can provide new cognitive resources for the community through the

reconstruction of the critical university. Such an organisation would be characterised by open conversation where the end is uncertain not just between academics but between management and all other staff. This will be challenged and will be resisted because the cost-benefit returns will be poor yet the managerial role has to be reconceptualised as opening up the possibility of academic community. (Barnett, 1995: 59)

Barnett's vision of a 'critical university' is that it is a vehicle for bringing about "a learning society in its fullest sense where students are encouraged to critique both ways of knowing and of acting in the world rather than focusing narrowly on skills and 'what works'". He identifies three conditions necessary for such a university: One, students have to be exposed to multiple discourses and not just intellectual ones but practical and experiential ones as well within their programmes of study. Second, they must be exposed to wider understandings, questionings, and potential impact of their intellectual field, undertaken by reaching out from the academy and engaging with society at large as part of the enterprise of study. This would certainly agree with the The Leich Report (2006) on the future of education. The third condition is that it requires a committed orientation on the part of the student to this form of life.

Barnett writes in 'Convergence in Higher Education: The Strange Case of "Entrepreneurialism"' (2005), in which he says systems of higher education are converging around the world. He adds that

the idea of convergence is, of course non-specific. The development of mass higher education, emergence of markets, the opening of multiple income streams, a lessening of state involvement in higher education and a greater specificity and diversity of institutional mission are, surely, part of the convergence (Barnett, 2005: 1).

Barnett talks of the "neo-liberal" policy framework of government. The overriding idea perhaps is that the state plays a lesser part in the conduct of higher education. This means universities have resources and services that paying clients or customers can access. Another business word associated with the market system of HE is 'entrepreneur.' Barnett defines it as a go between, who attempts to shift or take an entity X from point A to B, and there is some risk associated with the undertaken. This person is willing to stake himself, his reputation and his capital, in the undertaking; and he may be able

to convince a third party also to risk their capital and reputation. Marginson and Considine (2000) state that an entrepreneurial university is one that invokes sentiments of undertaking, venture or enterprise and risk. Taking on the risk element, Beck (1992) states that the “entrepreneurial university” is a university at risk and adds that the capital, both intellectual and economic, may be at risk for the reason that the university could find itself in a “deficit” situation, there could be high staff turnover as they are assigned new pedagogical identities and ask to be retrained. The emphasis here is the unpredictability of the situation. The presence of risk could mean that the university may risk its reputation, its intellectual capital, its position, its ethos, educational character, its role as a cultural good; that under market conditions, the pedagogical relationship may be damaged by the undue pressure of money for example, the transactions between teacher and taught may be irrecoverably disrupted as the student is identified as a customer looking a return on his investment (Barnett, 2005). Slaughter and Leslie (1997) describe the new quasi HE market system as “academic capitalism.” Bourdieu (2000) states that capital does not have to be financial and says in the case of the university, it might be cultural, intellectual, or social capital. He believes that could also be at stake; which is to be put at risk.

As the university characteristically would like to see growth in any of its capital, be it financial, social or cultural, the key resource of the university is its intellectual capital and the fact is that the professoriate is not happy with certain aspect of the new quasi-market, for example, being required to be involved in marketing activities to attract customers –“students” in this case for courses or even to be involved in the design of new market-sensitive courses. The respondents to the survey on university staff of this study confirms this point.

Higher Education: A Critical Business

“Higher Education: A Critical Business” is a book written by Professor Barnett. It is highly regarded by many academics, being one of the most frequently cited works on the topic of ‘criticality’ in higher education. It is a book about the work of universities which asks questions about the nature and uses of

knowledge (Barnett, 1997 in book review Hilsdon, 2007). In an attempt to define critical institutions, Professor Barnett attempts to define the word 'critical.' Critical includes thinking, self-reflection and action. It means "Critical persons are more than just critical thinkers. Critical persons are able critically to engage with the world and with themselves as well as with knowledge" (Barnett, 1997:1). Barnett argues that we, 'society', have no account of what 'critical thinking' really is and that this lack of attention to criticality undermines the set objectives of the higher education systems to equip graduates 'to take on the world'. He warns against the critical thinking industry which has the agenda of serving only particular purposes or subject related functions and yet ignoring the need to critique the overall enterprise and context of higher education itself (ibid, 1997).

Relating the concept of the university as a critical business to critical theory, Barnett talks of individuals' self-critical awareness which encompasses the notion of contesting or challenging what is 'given'- rather than seeking acceptance or assimilation within a disciplinary community. He refers to this 'the transforming' objective of HE and says we are not only changed as individual persons through our learning, but can also facilitate change in the world as a result. He refers to the underpinning role of critical theory in his own development and speaks of an emancipating experience through critical being, which is a process of freeing ourselves from the bondage of beliefs or knowledge systems which help to curtail human potential (ibid, 1997). Barnett also talks of epistemologies saying

our epistemologies are irredeemably social that society places different kinds of value on different kinds of knowledge. The computer age, the age of action and of getting things done, extra payment in terms of the value placed on appropriate new knowledge i.e. information, reflective experience, and problem solving and what count as knowledge is not just social but societal (Barnett, 1997)

Barnett goes further to say that knowledge is not given but socially sustained and invested with interests and backed by power. On this, there is agreement both between contrasting conservatives (such as Gellner and Searle and contrasting radicals (such as Foucault and Habermas). According to critical

theorists, “a critical theory” may be distinguished from a “traditional” theory according to a specific practical purpose: a theory is critical to the extent that it seeks human “emancipation from slavery,” it acts as “liberating... influence”, and works to “create a world which satisfies the needs and powers” of human beings (Horkheimer 1972:246). According to the Standard Encyclopedia of Philosophy (2005),

such theories aim to explain and transform all the circumstances that enslave humans and many “critical theories” in the broader sense have been developed. They have emerged in connection with the many social movements that identify varied dimensions of the domination of human beings in modern societies. In both the broad and the narrow senses, however, a critical theory provides the descriptive and normative bases for social inquiry aimed at decreasing domination and increasing freedom in all their forms (Standard Encyclopedia, 2005).

On the understanding of what critical theory is, Barnett says a critical higher education should, therefore take on knowledge itself and that we cannot leave sensing that there is a givenness to the knowledge structures that they are encountering or that those structures are socially neutral. However, a social epistemology of this kind has a deeply personal character to it. If the full promise of critical thinking is to be achieved, then it will have to be achieved not only through students but also by them. Students and individuals collectively, will have to realise the transformative potential in themselves (ibid, 1997). Horkheimer’s definition of critical theory that it is adequate only if it meets three criteria: it must be explanatory, practical, and normative i.e. right or proper, all seeing at the same time. It means it must explain what the fault is with the current social reality, recognise the players to change it, and make provision for both clear norms for criticism and attainable practical goals for social transformation. Any truly critical theory of society, as stated further by Horkheimer in his writing as Director of the Frankfurt School’s Institute for Social Research, “has as its human beings as producers of their own historical form of life” (Horkheimer, 1993: 21).

A perceived current state of the University

Another writer whose work attacks the university is Bill Readings: “The University in Ruins.” His work is also informed by critical theory. In his

introduction, Readings states that there is uncertainty as to the “role of the University and the very nature of the standards by which it should be judged as an institution. He added that the production of knowledge within the university is equally uncertain. Readings’ main purpose of the book was to “perform a structural diagnosis of contemporary shifts in the university’s function as an institution, in order to argue that the wider social role of the university as an institution is now up for grabs. It is no longer clear what the place of the university is within society nor what the exact nature of that society is, and the changing institutional form of the university is something that intellectuals cannot afford to ignore” (Readings, 1996). Readings believes ‘the current shift in the role of the university is above all, determined by the decline of the national cultural mission that has up to now provided its ‘raison d’etre’. The university is becoming a different kind of institution, one that is no longer tied to the destiny of the nation-state by reason of its role as a producer, custodian and inspirer of an idea of national culture (ibid, 1996). Readings expressed his two minded view of his position of the idea of the university:

I have written this book out of deep ambivalence about an institution. It is an attempt to think my way out of impasse between militant radicalism and cynical despair...The University, I will claim, no longer participates in the historical project for humanity that was the legacy of the enlightenment: the history project of culture. (Readings, 1996).

The above quote is important to the discussion of the university as a critical business because Readings expresses his concern for the current state of the university looking back on the history of the university.

Readings observes that the current market system makes students behave as consumers. “Students’ frequent perception of themselves or their parents as consumers is not merely wrongheaded, since the contemporary university is busily transforming itself from an ideological arm of the state into a bureaucratically organized and relatively autonomous consumer oriented corporation”. Readings makes another argument that “since the nation-state is no longer the primary instance of the reproduction of global capitals, culture-as the symbolic and political counterpart to the project of integration pursued by the nation-state has lost its purchase” (ibid 1997). Readings views the

contemporary university by discussing the ways in which university administrators, government officials, and even radical critics now increasingly speak of the university in terms of “excellence” instead of “culture.” He says excellence is becoming so important to policy documents in higher education and argues that the new interest in the pursuit of excellence indicates a change in the university’s function and that the university no longer has to safeguard and propagate national culture, so the nation-state is no longer the major site at which capital reproduces itself.

Discussion of other important elements

The nature of change

Change is a key theme in the current study. King (2004) discusses the nature of change taking place in the university. The traditional universities have experienced great changes from the introduction of a stricter external evaluative framework that affects both funding, particularly for research and reputation in terms of teaching quality grades and the introduction of ‘league tables’. The government’s regulation of universities is driven by the historic relationship of the university and the government and this impacts on university activities (King, 2004). However, it could be said that in the UK, universities used to have huge independence but there had been changes as could be seen in the different organisations set up. The controls by the government apparatus are for example, the Higher Education Funding Council for England (HEFCE) and the Quality Assurance Agency (QAA). Yes, the government is causing universities to change. The funding has changed and its operations have changed in some respects. King’s contribution to the higher education funding debate here is rather general. There is no specific analysis of the type of funding changes referred to and the actual effects of the external evaluative framework on universities is not stated. There is no comparison of the current situation to what happened in the past. The period covered by this study is 2008-2017. One of the research questions in the current study is the impact of fee increase on student numbers and impact of changes on university

operations. The current study also offers the perceptions of university staff on the implications of the changes.

Social Exclusion

Olin (1997) defines 'social class' as a status group of people in society. Status differs as people do different things and pursue different careers. The social class is generally a group of individuals with identical and comparable characteristics as regards relationships of production, ownership and consumption; legal status; acculturation including education; and family structures (Olin, 1997). A survey called: "The Great British Class Survey" was undertaken by academics. A collaboration between the BBC and academics from six universities, used economics, social and cultural indicators rather than occupation, wealth and education to define the new class and not the old model of working, middle and upper classes. This old approach to defining class makes way for tiers ranging from 'precariate' to 'elite' based on economics, social and cultural indicators. (The Great British Class Survey 2013). The research found the established model of an upper, middle and working class had fragmented to such a degree that there are now seven categories ranging from the "precariat" to the "elite".

The bottom of the newly constructed heap is the "precariate" (or precarious proletariat). This category makes up 15% of the population and its members take home pay is just £8,000 a year. The next in the new structure are the "emergent service workers". This is a new young urban group which is comparatively poor but has high "social and cultural capital". This group are the youngest with an average age of 34 and a high proportion of ethnic minority members belong to this group. The "traditional working class", who are described as "not completely deprived" despite scoring low on forms of capital, comes next. Those who belong to this group tend to have properties with reasonably high values because they are, on average, 66 years of age. This category, making up just 14% of the total population, "is fading from cotemporary importance", say the academics. The "new affluence workers" comes next. This is the young, socially and culturally active group with middle levels of economic capital. Next is the "technical middle class", a small,

distinctive new class group which is prosperous but scores low for social and cultural capital. This group is further distinguished by its “social isolation and cultural apathy”. The next rung is the “established middle class” described as the largest and most sociable group, scoring highly on economic, social and cultural capital. This group comprises a quarter of the population, and it is the largest group, with household income of £47,000 and “highbrow” tastes. The “elite” is the top group. This make up 6% of the population. Members here have extensive social contacts and are educated at top universities and have average savings of more than £140,000.

The new class structure above means that those who fail to attain university education as a result of the new fee payment system and high fees set may find themselves in category one and two where their parents also belong. It is families in the first two categories i.e. the “precariate” who earn just £8,000 after tax and the “emergent service workers” who are relatively poor but have high social and cultural capital who may suffer. Even the “traditional working class” group who are described as not completely deprived, might have problems seeing their child through university. Whereas families in any of the other four classes may not face the same financial problems in going through university and are at advantage in every way in terms of fees, maintenance and choice of university revealing the inequality that is present in the new system. This is where critical theory comes in which has been explained earlier.

Providing free HE is part of caring for the poor in society and this is what critical theory is advocating (Habermas, 1970). It is about social justice i.e. fair treatment and equal opportunities for all in society and it is discussed here in more detail. It talks about the positivist paradigm approach. The feature of the new HE funding system is, a quasi-market: different fee levels, and competition under government control. The current study seeks opinion of stakeholders on the new policy using two research approaches: objectivity and subjectivity. Positivism strives for objectivity, the construction of laws and rules of behaviour, predictability, measurability, controllability, patterning, and the ascription of causality: that means observed phenomena are important. The

second paradigm of critical theory is the interpretive paradigm. The interpretive paradigms tend to be anti-positivist. These paradigms contend to understand and interpret the world in terms of its actors and meanings and interpretations. The main effort in this is to understand the subjective world of human experience. The open-ended questions presented in the questionnaire in the current study were efforts to know what the cohorts have in mind. Their responses were free from any influences of me (the researcher).

The intention of critical theory is not merely to give an account of society and behaviour but to realise a society that is based on equality and democracy for all its members. Its purpose is not merely to understand situations and phenomena but to change them. In particular it seeks to emancipate the disempowered, to redress inequality and to promote individual freedom within a democratic society (Cited in Cohen, Manion and Morrison, 2005: 28).

The critical paradigm approach discussed above outlines the preferred approach to the issue of higher education funding. The chapter also presents the philosophical position of the study which is that the government's policy to charge substantially higher fees for acquiring higher education may deter people. I am against the abolition of free higher education because the working-class families like mine may suffer. I disagree with the government's higher education funding policy and the taking of the 'critical paradigm' approach. Yes, I have pointed out that the current HE policy is running it as a business (quasi-market) where profit on the part of providers is a part. It means some people may not be able to afford it and a class system may be introduced.

Demonstrating use of research questions and themes

Sub research question 1 is: How does higher education fee structures impact on student numbers? A questionnaire question that relates to this is: Would charging the maximum fee £9,000 turn some people away from acquiring education? The responses to this question relate to the student application numbers released by UCAS and discussed in the literature. Another example is the main research question 1: How does commercialisation affect university

education delivery? A questionnaire question that relates to this is: 'Do you think a university becoming a business organisation is good for higher education'? The responses to this question relate to the literature: 'British higher education is entering into a period of severe disruption brought about by the government's recent policies for higher education' by Holmwood (2012). The literature review therefore contextualised and exemplified the subject matter and thus contributes to the understanding of the subject matter. The gap in the literature was the absence of a study that actually conducted research on university stakeholders as to their perceptions on the new higher education funding system.

Thus the literature discussed brings to light the subject matter in different ways: marketisation, fee payment, quality of HE, management and governance, equality and social justice. There were more arguments against the current HE funding system in the literature than for. It says there should be free access to HE for all those willing to acquire it as it is a progressive system. The survey presented to the university staff covered these elements and Chapter Four presents the results and analysis of the open and closed-ended questions of the perceptions of university stakeholders on the issues. The following themes derived from the data collected are used in the analysis of the data in Chapter Four. The themes are: Funding higher education - the new mechanism; the new fee regime - university transformation; the change in the teaching budget, universities expected to do more with less or change of job roles and awareness of conflict between decision-making bodies.

Conclusion

In concluding it is worth stating again that each of the themes used as main headings relate to a key aspect of the study and the themes in the theoretical part are used to identify the relevant literature. I would therefore say that the literature discussed has shed light on the subject in many ways. Each piece of literature discusses aspects of the issues surrounding the new higher education policy and the market system from 2010-2016 and its implications. I

would say the literary works cited have contributed to the understanding of the study. The literature review informed the field work in that the review discussed themes from the survey. The survey themes emerged from the responses of the respondents. The survey questions were constructed to capture the research questions. A survey was used to collect the quantitative and qualitative data to give the respondents an opportunity to express what they indicated by 'yes' or 'no' responses. Both the quantitative and qualitative data were treated as qualitative as no independent variables were compared. The research questions were based on the issues surrounding the new market system so that respondents were only presented with issues that are relevant to what is happening in the new system. The different sections of the questionnaire presented specific issues and the questions were made up of closed and open-ended questions. The open-ended questions on some of the key questions enabled respondents to state why they had chosen a particular option i.e. expressing their reasons and the data received on this was very useful in terms of content. The close-ended questions received 'Yes' or 'No' answers. Both approaches provided data that relate to some of the literature.

CHAPTER 3 METHODOLOGY

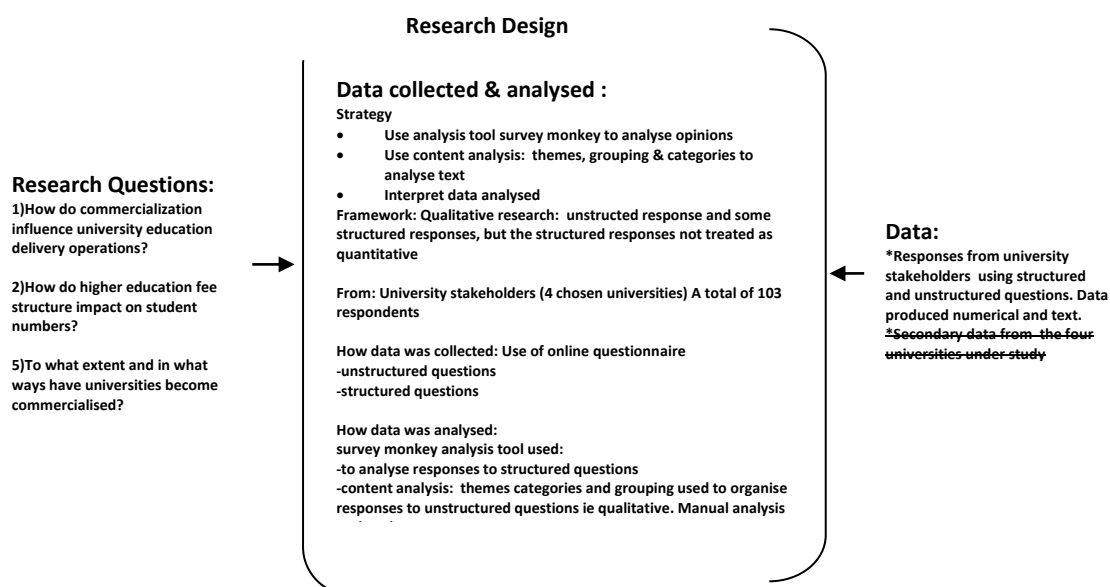
The research questions for the present study as defined in chapter one are one main research question and two sub-questions:

The main research question: How does commercialisation influence university education delivery operations? A brief Explanation of this question is given in chapter one. The sub-research questions: (1) How do higher education fee structures impact on student numbers? (2) To what extent and in what ways have universities become commercialised? The university stakeholders survey responses will show whether or not the research questions have been answered.

Research design

This study tried to ensure that the survey questions capture the research questions in both the structured and unstructured questions. Below is a diagram of the research design constructed by this study.

Figure 3



Source: Researcher (Sikpi, 2016)

The diagram above outlines the key elements involved in the research process. I made the design as part of my methodology. It indicates that the research questions give rise to the methods. It means that the methods were based on the research questions otherwise the survey outcomes may not answer the research questions. The diagram shows the strategy for the data collected i.e. the type of data, how it was collected, and from whom it was collected. The two sets of data collected. One is perceptions of university staff and secondary data of universities but the secondary data was not considered as a key part of the study. However, brief a summary of the result of the secondary study is given in chapter 4.

Hale (2011) defines methodology as scientific techniques used to collect and evaluate data and explains this using the example that the primary goal of correlation research i.e. research comparing independent variables, is prediction, while the primary goal of experimental research is explanation and understanding. This study is adopting the second category i.e. the study is seeking to explain the higher education funding situation through the views of people. (Rajasekar, Philominathan and Chinnathambi (2003) state that research methodology is a systematic way to solving a problem. It is a science of studying how research is to be carried out. Essentially, it is the procedures by which researchers go about their work of describing, explaining and predicting phenomena. I agree with the authors as a researcher needs to observe the various steps needed to undertake a study. This study went through various processes to ensure that the result obtained is valid. The authors went further to define methodology as the study of methods by which knowledge is gained with the aim to give the work a plan for the research. This understanding informs this study in using different methods. In order to answer the 'how question' this study constructed research questions and used the questionnaire instrument to collect data from a chosen respondents (see appendix 2 where the survey questions are written or survey link: <https://www.surveymonkey.com/s/YD7HY67> The questions included structured and unstructured questions in order to capture the research questions. The strategy was to elicit opinions on the subject of investigation. Both the unstructured and structured responses were treated as qualitative

data and the Survey Monkey analysis tool was used to analyse the structured responses (quantitative data). The content analysis used themes, groupings and categories to analyse the unstructured responses manually and interpretations were made on the analysed results. Thus, understanding the content of the qualitative data was important as respondents have given different views on the questions presented to them through the questionnaire. This is where research paradigms are useful and this is discussed below. It is mentioned above that the current study collected structured and unstructured responses-quantitative and qualitative data respectively. They represent two different paradigms: positivism and anti-positivism.

Kuhn (1962) describe a paradigm as a unitary cluster of essential concepts, variables and problems attached with identical methodological approaches and tools. Dash (1993) states that different paradigms have taken birth in the past century but due to remarkable growth in social sciences research, the paradigms of positivism and anti-positivism have become central to the verification of theoretical propositions. On positivism, the author refers to the ideas of the French philosopher August Comte, who according to him, true knowledge is based on experience of senses and can be obtained through observation and experiment. Objectivity is the approach to studying social phenomenon in this. The research method for the positivist paradigm is the quantitative method which can be used in carrying out scientific investigation where the researcher follows laid down steps in collecting data and where there is objectivity and respondents are not given the chance to express themselves i.e. they respond to close questions. Part of the questionnaire questions for this study used structured questions and collected structured responses but the data was treated as qualitative as no independent variables were compared. Opinions of university staff is one variable.

On anti-positivism, Cohen, Manion and Morrison (2000) explain that anti-positivism stresses that social reality is looked and interpreted by the individual himself in accordance with the ideological stance he holds. They added that knowledge is personally experienced and not acquired from or charged from outside and that anti-positivists believe that reality is multi-faceted and complex

and a single phenomenon is having more than one interpretation because people give different views to one situation. It emphasises subjectivity in studying social phenomenon. The research method for the anti-positivist paradigm is qualitative method (Cohen, et al, 2000) as there is subjectivity in what the respondents say. Furthermore, they are expressing their views on a particular issue and what they say can only be interpreted by the researcher. This focuses on qualitative analysis, e.g. self- completion questionnaires, personal constructs, personal interviews, account of individuals etc. This study used the qualitative approach using the self-completion questionnaire instrument as shown in appendix 2.

Data was obtained on both sets of questions and analysed and interpreted. As complete objectivity is impossible in the process of data collection, this study tried to reduce subjectivity through the design of the survey questions. Bryman (2012) talks of confirmability and explained that "this is concerned with ensuring that, while recognising that complete objectivity is impossible in social research, the researcher can be shown to have acted in good faith; in other words, it should be apparent that he or she has not knowingly allowed personal values or interest to sway the conduct of the research and findings deriving from it" (Bryman: 416). I agree with what Bryman is saying here. However, it is not easy for the researcher to show that he acted in good faith as this is more to do with the mind. Lincoln and Guba (1985) talk of dependability in evaluating the quality of research. They argue that, in order to establish the merit of research in terms of meeting the criterion of trustworthiness, researchers should adopt an 'auditing' approach i.e. ensuring that complete records are kept of all phases of the research process in an accessible manner.

Selecting the sample

The participants of this study were university stakeholders. Four universities were chosen for the study. An open invitation was made to staff of each university. Any four university could have been chosen for the study. Reason for the choice of university is explained later in this section. The term sample

has a specific meaning within quantitative research. Quantitative research originates from the probability theory. This is where every member of the target population has an equal chance of being selected. In this context, a sample should represent the target population so that the results may be generalised to the whole of that population. Qualitative research rather seeks to include people or situations within a project where there is similar social description or background. In such cases it will take a small sample and where there is heterogeneity in the population, then a larger sample must be selected on some basis that respects that heterogeneity (Cohen, Manion and Morrison, 2005: 95). This they believe will be most fertile, given the nature of the research question. This is known as purposive sampling and it is where the researcher decides to take a sample of the target population. "Purposive sampling is a non-probability form of sampling. The researcher does not seek to sample research participants on a random basis. The goal of purposive sampling is to sample cases or participants in a strategic way, so that those sampled are relevant to the research questions that are being posed" (Bryman, 2012: 418). Purposive sampling is about selecting units i.e. people, organisations, documents, departments for example, and making direct reference to the research questions being asked.

However, it was important to ensure those who responded represent the university and the four universities represented (as far as possible) all the universities. There are what is called representative sample i.e. where the sample represent the whole population in question and unrepresentative sample where the sample only seeks to represent a particular group of a particular named section of the wider population. Morrison (1993) states if the sample is unrepresentative or skewed and one that is too large or too small, it can easily distort the data, and indeed in the case of very small samples, prohibit statistical analysis. In the present study the target population was universities and the sample were taken from 132 universities available in the UK. The study chose four universities to carry out the investigation. One reason for the four universities is that increasing the sample in a one person study would have taken a very long time to complete. In fact, any four universities chosen would have enabled me to answer my research question.

The fact that universities are funded by the government and most are public institutions with similar structure and method of operation supports the selection of the sample. Selecting a number from a target population is an accepted practice in qualitative research as stated by the Association of Qualitative Research (AQR 1980).

That said, the four universities were chosen using certain criteria. Very old universities with high reputation were not chosen because they are less likely to be engaged in large scale commercial activities to raise income in the way newer universities are involved. I have chosen one pre-1992 and three post 1992 universities because I was a student of the universities and that was an advantage in making the connections for access to administer the questionnaire. This is convenience sampling or as it is sometimes called, accidental or opportunity sampling, which involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. The researcher simply chooses the sample from those to whom she has easy access. (Cohen, Manion and Morrison, 2005). This is why this study has reported that the parameters of generalisability in this sample is negligible. I contacted 'gate keepers' of the universities (University External Research Officers) for access to the stakeholders of the universities to administer the survey questionnaire. I have assigned these codes to the universities 1 2 3 4 to anonymise them.

The reason for choosing university staff to give their opinion i.e. as a source of data, in this study is because they are key university stakeholders and they are part of the HE delivery operations staff. University operations and the future for higher education are central to my research questions. Every member of staff of the university contributes to the operations of the university. Stakeholders such as academics are the front-line staff that deliver the core service of teaching, managers take decisions on the day-to-day operations and the administrators keep the system running. Their role underpins the management and academic activities.

Table 4 No of academic and other front-line staff of each university from which the responses came from

University	No of staff	No of responses	% of responses
1	2, 500	20	0.8
2	2, 500	36	1.44
3	1,500	27	1.3
4	2000	20	1

As can be seen, only a tiny proportion of the staff have responded though the number responded is what the study intended to achieve. The reason for the numbers above is to know the population from which the respondents came. The result of the study should be treated with caution because it may not be a true representative view of all the universities. Furthermore, it should be noted that the sample for the current study is not stratified in any way as every stakeholder (category of staff) was invited to participate. There was need to stratify a group, say academics. Every HE staff was invited to participate. The study wanted the opinion of every staff and no need to study a particular group or category of staff. The nature of the study does not need stratification. Stratification of sample involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics (Cohen, Manion and Morrison, 2005: 101). Before the questionnaire was administered, effort was made to see if the survey questionnaire contained serious errors by getting a small number of people from the university staff to complete it as a test run.

Piloting

According to Gratton and Jones (2004), it is important to pilot a questionnaire because it allows the researcher to check the sequence of questions and the administration of the questionnaire as well as analyse the results to ensure data is suitable for study purposes. Schleef (2013) talks of two things in a pilot

survey. One is that the questionnaire is administered to a small number of individuals from the target population and the collected data should be checked with a view to ensure sufficient information is provided to the participants and instructions are clear. The second is to ensure the elicited data will be valid, complete, reliable and can be analysed efficiently.

A pilot study was undertaken on the questionnaire. I wanted to ensure at least that there were no obvious errors and bias and ambiguity in the construction of the questions. It was in fact, a small methodical test intended to ensure that the proposed methods and even the procedures will work in practice before applying it to the main study. The idea was to provide an opportunity to make adjustments and revisions. The pilot survey questionnaire in this study was given to three academic staff of one of the universities under study and the feedback received was valuable. Examples of changes made as a result of the pilot feedback were: Under 'governance and management' section, the question: 'Some of the common challenges as a leader, manager or administrator in higher education as universities move through the transition from a large 'mass' or post-elite system towards a universal entrepreneurial higher education are: (1) increasing effectiveness (2) greater accountability (3) awareness of competitiveness and the answer options were: agreed, disagree, neutral and other specify. Two of those who participated in the pilot commented that they do not understand the choice they were presented with. As a result, this question was removed from the questions. Another question removed from the questionnaire was: 'private sector entry to higher education provision is with a profit motive, just as some universities are now operating for profit or additional revenue. This means there is a common objective between them which could help in a partnership situation. Do you agree"? 'Yes' or 'No' options were given. One of the pilots commented: 'I am not sure I understand the question'. The reasoning behind the removal of this question was that if one of them expresses that the question is not understood, a lot more people could be in the same situation when presented to many people. One of the external research officers of the universities under study who I had to apply to for access to the staff to administer the questionnaire had to make sure that the questionnaire was free of errors and read every single question and few

typographical errors were identified. It was mentioned in chapter 1 that the study will use the qualitative approach and a distinction was made between the qualitative and quantitative approaches and below is a more detail explanation of the approaches.

Approaches to research

Qualitative research encompasses many varieties. It studies people, things and events. In qualitative research, “most analysis is done with words. They can be assembled, sub-clustered, broken into semiotic segments and they can be organised to permit the researcher to contrast, compare, analyse and bestow patterns upon them” (Miles and Huberman, 1994: 6 -7). Qualitative content analysis is mainly inductive, allowing the examination of topics or questions and themes, as well as the conclusions drawn from them, in the data. Induction permits researchers to understand social reality in a subjective but scientific manner (Zhang and Wildemuth, 2009). The very fact that an issue has been chosen for research denotes judgment about what is a vital subject for research and these choices depend on values and concepts (Gray, 2009).

Qualitative researchers appreciate and take cognisance of their own biases as a way of dealing with them. They attempt to seek out their own subjective states and their effect on data but no matter how they try, qualitative researchers never think they are completely successful. Particularly when the data must “go through” the researcher’s mind before it is put on paper, the worry about subjectivity arises (Rajendran, 2001). The same thing is applicable to quantitative researchers as explained below. The point therefore is that all researchers are affected by the feeling of inability to eliminate bias completely. As the observer, the bias is always there. For example, the interest of the person is reflected in the construction of questionnaire or questions; therefore, this study is no exception to this. In the current study, an unintended consequence for example, would be only one category of stakeholders responding to the survey. Qualitative approach is however, expensive and time consuming to implement. Additionally the findings cannot be generalised to participants outside of a program being studied and are only indicative of the

group involved. So the opinions of the respondents of the current study (a study of four universities) can only be generalised to staff of similar universities in the UK and not to every higher education stakeholder or the general public.

As pointed out above, this study is not a quantitative study even though part of the questionnaire used structured questions which generated data that can be analysed numerically. It will be proper here however to discuss briefly what is quantitative data to make it clear that this study has undertaken qualitative research. Quantitative research in general is mainly based on positivism and the whole approach of constructing concepts and measuring variables is inherently positivistic (Tesch, 1990). Data about the world do not occur naturally in the form of numbers and measuring something entails prescribing a structure on it and there is a choice in research in terms of structuring data quantitatively or qualitatively. The choice in this study was to use the qualitative type of data. The numerical data collected from the structured questions involves asking people to answer 'Yes' or 'No' and is not treated or analysed as quantitative data as two independent variables were not compared. Although the structured questions give the respondents no chance to say their opinion in the form of text or sentences but require them to respond to Yes, 'No' and a third option 'Neutral or Don't know' on a 'Likert scale' and other forms, the respondents were still given their opinion. It is on this basis that the data collected is regarded as qualitative. However, the SurveyMonkey tool was used to organise the structured data and the current analysed the data. Kruger (2003) confirms that quantitative methods allow us to summarise vast sources of information and facilitate comparisons across categories and over time i.e. quantitative approach produces numerical data. In a quantitative survey, respondents are not given the chance to explain reasons for their choice of answers.

Quantitative approaches require respondents to choose from a specific selection of answers and do not allow for the respondents to qualify their answer or elaborate. This is what this study did for the structured question but treated the data as qualitative as no variables were compared as explained above. web link for the survey: <https://www.surveymonkey.com/s/YD7HY67>

or (access the Survey on Survey Monkey website: username: cliffdoc and Password: docliff) Quantitative methods can provide vital information about a society or community, through surveys, examination or records or census that no individual could obtain by observation. Questionnaire is one instrument used in this respect. Questionnaires collect data in a standardised way, so that useful summaries can be made about large groups of respondents (ESRC, 2013). Researchers' have to be careful that the questions are not 'leading', that the options are comprehensive i.e. covering every possible answer and are mutually exclusive (so that only one answer is correct for any respondent).

Justification of methods adopted

The questionnaire was constructed to seek answers to the research questions. The questionnaire questions were designed to capture the research questions. In other words, ensuring that the questionnaire questions relate to the research questions and the questionnaire was made up of questions and statements. Questions require respondents to answer specific issue whereas statements require the respondent to comment on an issue. There were 29 questions in total. The questions were designed to address the issues surrounding higher education funding policy and university commercialisation. Questionnaire is a widely used and useful instrument for collecting data. It provides structured or numerical and non- numerical data and it can be administered without the presence of the researcher (Wilson and McLean, 1994). The current study was a self-completion online questionnaire. To make it possible for those respondents who wish to develop their views in some depth, the study included some open-ended questions. Advantages of questionnaire over interview are that it tends to be more reliable because it is anonymous. Another disadvantage is that if a participant decides to lie deliberately on the questionnaire, it will be difficult to discover. Furthermore, questionnaires are more economical than interviews in respect of time and cost but it depends on the type of study. Research by Sudman and Bradburn (1982) suggests that self-completion questionnaires work better than personal interviews when a question or questions carries the possibility of interviewer bias. On the other hand, the disadvantages of questionnaires are that the percentage of returns is

often low and there may be delay in returning the questionnaire (Bryman, 2012). The current study experienced these disadvantages.

The questions asked in the questionnaire I believe are appropriate as they try to elicit the perceptions of the respondents on specific key issues of university frontline education delivery operations. The stakeholders-the respondents themselves are involved in performing activities in the delivery of higher education. I believe the questions cover enough ground on the issues in the market system of delivering higher education. To see the questions you can refer to Survey Monkey web link <https://www.surveymonkey.com/s/YD7HY67> The research questions were constructed to address the issues about higher education funding and commercialisation. Each of the three questions addresses a specific issue that higher education is experiencing currently and each question covers a range of issues. Each of the questions could form a research topic but this study is studying the three topics focusing on specific areas on each.

The research context

As mentioned earlier, 4 UK conventional universities were chosen to administer the survey and the point was made that any of the universities in England and Wales could have been chosen because they are all funded by the government. Any change in funding policy may equally affect all universities. Other elements that make them similar are the rules governing their set up. Most of them came into existence by a Royal Charter and the operational structure of the universities are similar and they are not for-profit and are classed as public institutions and are equally accountable to the government and adhere to the same control measures set up by the government. They have similar mission statements and have higher education delivery and research as their core activities. Therefore, this study makes no distinction between the universities in terms of staff employed. Therefore, detail description of each of the universities in terms of type, location, staff and mission beyond what is described under secondary analysis later is considered not appropriate in this study. Governance and management information of

each university is discussed under secondary analysis. Also care had to be taken to ensure that information that make individual university identifiable were not given in the study as anonymity of participation was promised to each university.

All staff of each university were invited to participate because of the nature of the study. The only distinctive element included was the role or level of the participants. The survey asked participants to indicate their position or level and these are identified in the analysis section. The study did not consider age, gender and experience important as far as the research topic is concerned. The reason is all staff up to the legal age for employment and being male female does not make any difference to the study. These elements could be included in a further research study about the differences in the composition of staff of universities and their perceptions of higher education funding policy. Therefore detail information of each individual participant regarding age, length of service or experience and gender was considered not appropriate. Again participants' anonymity was promised and that had to be kept.

Ethical Consideration

I, the researcher was a student of the four universities but would not class myself as an insider researcher but rather an outsider as I had already left the universities. Furthermore, the research conducted as an outsider and I was treated accordingly. I went through the process of gaining access as an outsider. The current study is qualitative and needed to obtain data from a set of respondents. As the researcher, I have a responsibility to the participants in terms of transparency and honesty (BERA Guidelines, 2011: 5). This is the 'British Educational Research Association' guidelines. The rules of ethics are that data must be obtained with the consent of the respondents. "Educational researchers should operate within an ethic of respect for any persons involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice...The ethic of respect should apply to both the researchers themselves and any individual participating in the research either directly or

indirectly" (*ibid*, 2011). As the researcher, I was careful not to use my power to deceive the cohorts to obtain information. I did not let my own belief about the subject of higher education funding and commercialisation to get in the way of investigation. My own view is that higher education should be free for anyone willing to acquire it. However, there was no attempt made to let potential respondents know about it. Potential respondents were given the right information and I assured the respondents that their personal and other details obtained would only be used for the purpose of the research and would not be disclosed to anyone else. Other sensitive issues the study clarified to the cohorts was: telling them that their names will not be mentioned in the thesis, their personal details would be discarded once the research was concluded, and only code would be used to represent the name of their institution. So there was informed consent (See ethical approval letter on appendix 4). Prospective research participants must be fully informed about procedures and risks involved in research and must give their consent to participate (Trochim, 2006). As a researcher in pursuit of truth, I was aware of the demands placed on me. At the same time, I made sure that the rights and values of the cohorts are observed (Frankfort-Nachmias and Nachmias, 1992). The essence of it is that I have to consider the likely social benefits of my endeavours against personal cost to the individual and to the institution (See letter to respondents on appendix 4b). It was a self-completion online questionnaire and not a face-to-face interview where it is possible to use my power as the interviewer to influence the participants in terms of making them to respond in the way I wanted with a view to distort the result. However, one advantage is that interviews have a higher response rate than questionnaires because respondents become more involved and, hence, motivated; they enable more to be said about the research than is usually mentioned in a covering letter to a questionnaire. Furthermore, they are better than questionnaires for handling more difficult and open-ended questions (Oppenheim, 1992: 81-2). Willis (1977 in Thompson 2016) states that the main theoretical disadvantage of unstructured interviews is the lack of reliability as each interview is unique as variety of different questions are asked and phrased in a variety of different ways to different respondents. Willis also talks of interviewer bias in unstructured interviews. This is where the values of the researcher interfere

with the results which might undermine the validity of the interviews. Szolnoki and Hoffman (2013), state that one of the key strengths of face-to-face surveys is that they are clearly structured, flexible and adaptable and are based on personal interaction. They can be controlled within the survey environment and physical stimuli can be used and respondents are able to be observed. However, they also talk of disadvantages including interviewer bias and geographical limitation and time pressure.

The study took permission to gain access to the respondents through the 'gatekeepers' (external research officers) of the 4 universities. I presented confirmation of ethical approval for the study by my University to the universities under study. "Permission to carry out an investigation must always be sought at an early stage. In seeking to obtain data be honest to state the true purpose of the research. If you feel the study will probably yield useful and/or interesting information, make a particular point of that fact-but be careful not to claim more than the investigation merits" (Bell, 1991: 42). I would like to stress though that the process of balancing benefits against possible costs is chiefly a subjective one. Another set of data examined was university governance and management data of the 4 universities in the public domain. The other type of data examined was data of university business activities in the public domain. In both cases the names of the universities are not mentioned to give anonymity. In all two category of data there are no individual rights to observe in the collection of such data.

Validity

Validity could be referred to as reliability, soundness or permissibility. The relationship between validity and reliability are explained below. Validity has specific meanings in different contexts. One form of validity is measurement validity. Measurement validity means the extent to which an instrument measures what it is claimed to measure; an indicator is valid to the extent that it empirically represents the concept it purports to measure (Punch, 2009). This in fact, is asking the question: how do I know that this measuring instrument measures what I think it measures? Cohen, Manion and Morrison (2005) state

that internal validity seeks to demonstrate that a particular set of data which a piece of research provides can actually be sustained by the data.

One way this study addressed the issue of validity and reliability is through the questionnaire. As the main instrument of the current study, it is appropriate to review some of the key issues considered earlier on in ensuring validity of the steps taking in the construction and administration of the questionnaire. The questionnaire used in this study is a self-completion online questionnaire. I was not present when the respondents were answering the questions. Therefore the question that needs to be asked though is whether the respondents completed the questionnaire accurately, honestly and correctly (Belson, 1986). A respondent could do the wrong thing and pretend to have done the right thing or there could be a genuine mistake. A very few respondents in each of the universities gave responses that did not actually answer the question asked. Such responses were not discarded though but effort was made to see if it makes any sense within the context of the study but there only very few cases. The honesty of respondent is difficult to determine if not impossible and there was no specific attempt to determine honesty. What the study did though was to appeal to the respondents to answer the questions honestly in the letter sent along with questionnaire to respondents (See respondents letter on appendix 4). The study also did not take any steps to check accuracy as there was no face-to-face contact with the respondents. The question of accuracy can be checked by means of interview method, a technique consisting of twelve principal tactics that include familiarisation, temporal reconstruction, probing and challenging (Belson, 1986: 35-8). This method was not used because the study did not use the interview instrument due to the problems of arranging interviews and time factor. As it was an on-line self-completion questionnaire, there was also the issue of delay in response. This was dealt with adequately by follow-up contact in form of email thanking those who responded and encouraging those yet to respond to do so and again emphasising the importance of their participation in the study as higher education stakeholders.

Reflexivity

Epistemological reflexivity refers to the theoretical framework underpinning a study. In this study the theoretical framework is Critical Theory and the Theory of Demand and Supply. Critical theory is prescriptive. It outlines behaviour in a social democracy. It advocates freedom or emancipation from oppression, social justice. It is against a class system where 'have' 'not are denied of social rights. The current quasi-market system of delivering HE creates dichotomy where people in the lower end of the social ladder are disadvantaged and are denied of achieving higher education because they cannot afford the high fees. The classical theory of demand and supply is a widely accepted economic theory. It is a market situation where price determines quantity bought and sold and where there is competition and choice. The current quasi-market system of delivering HE has these features and the interaction of these market forces determines price of HE. Since there is competition quality of HE delivered comes into play. The two terms have been explained in detail in chapter 2.

As a conclusion, this chapter tried to discuss the steps taking to investigate the subject matter as well as indicating the research instrument and the analysis tool and the approaches employed. In fact, a research design was constructed where the research questions, data collected and who from and how data was analysed are put together in a diagrammatic form. There is also a discussion of the sample and its significance in relation to the subject of investigation, a brief description of a pilot study undertaking and justification of the methods. The next chapter will present and discuss the data from the participants of the study.

CHAPTER 4 RESULTS, ANALYSIS AND INTERPRETATION OF DATA

This chapter will analyse and interpret the data collected from 103 responses to the self-completion online questionnaire. The research questions of this study are stated here again. There is one main research question and two sub-questions:

- How does university commercialisation influence their advertising for students, branch campus activities, class size decisions, staff recruitment, lesson delivery, subjects offered, quality standards and setting of tuition fees?

Sub question 1: How does higher education fee structures affect the number of students registering for higher education?

Sub question 2: What steps are universities adopting as players of the new market system of providing HE to increase income?

Position or category of respondents and their department for each university

Reporting the position of staff who responded is appropriate here but this was not a key aim of the survey. There was no specific request for a particular level or department to respond and no particular level or department treated as more important for the purposes of the study. The staff information below for those who responded and disclosed their position indicates a good spread of staff and departments across each of the four universities, even though not all respondents stated their position for anonymity reasons. In fact, 4 people declined to disclose their position and 96 answered the question. The current study regard position of respondents as inappropriate as position of university stakeholders is not an issue in the quasi-market system of HE delivery. The focus was on staff irrespective of their professional position. No specific request was made to any class of respondents. I Chose to do this because this gives a better spread of opinions than only very senior people who make strategic decisions. One could see from the tables below that staffs are drawn from different departments and there is a mix of positions and there are professors and head of departments. I refer back to chapter 3 on the question of appropriateness of the sample. I have said qualitative research rather seeks

to include people or situations within a project that useful data can be obtained; given the nature of the research question.

The first question in the survey asked respondents to state their position and generally, 96% of respondents answered the question and 4% declined. As many responded many levels of staff are represented. Below is a breakdown of academics who responded in each of the universities.

Table 5 Academics who responded in each of the universities

University 1	University 2	University 3	University 4
2 Readers 2 Senior Lecturers 2 Lecturers	6 Lecturers 2 Readers 2 Professor 1 Research Fellow 1 Professor/Head of Dept.	1 Professor 1 Principal Lecturer 1 Director of Dist Learning 1 Research Assistant 4 Senior Lecturers 1 Postdoctoral Research 1 Reader	1 Academic Support 3 Senior Lecturers 1 Professor 3 Program Leaders 1 Lecturer 1 Principal Lecturer

The table indicates that the academic voice is strong in this study. This is important because some academics are front line staff. In university 2, academics are represented by 33% of the people who responded. In university 3, academic representation is 40%, university 1, 30% and university 4, 50%. A breakdown of all the responses across the 4 universities gives the picture below:

Table 6 Overall break-down of participants per university

The table indicates the number of categories of respondents from each university.

Respondents	University 1	University 2	University 3	University 4
Research Associates	-	1	1	-
Lecturers	2	6	1	5
Senior/Principal Lecturers	2	-	6	4
Readers	2	2	2	-
Professor/Head of Department	-	3	2	1
Admin/Mang/Clerks	-	13	6	3
Librarians	-	1	6	3
Students Leaders	-	3	-	-

Again, it is worth pointing out that some respondents declined to indicate their position so as not to be recognised. The different levels of those who responded is indication of the interest stakeholders of the university have in the idea of commercialisation of HE education. A meaningful conclusion here is that the same category of staff participated in each university though the number from each university is slightly different. As I have shown in the literature review, commercialisation and the new fee policy could disadvantage low class families which could decrease student registration numbers.

Table 7 Position breakdown of all the respondents of the 4 universities with total Nos indicated for each category of staff

ACADEMICS					OTHER GROUPS		
Res Associates	Lecturers	Sen Lec/Prin Lec	Reader	Prof/HoD	Admin/Mang/Clerks	Librarians	Students
Res Asst Res fellow PhD student Analyst Post Doc. <u>Res</u> 5	Lecturer Lecturer Lecturer Lecturer Lecturer Lecturer Lecturer Lecturer Lecturer Lecturer <u>Lecturer</u> 11	Senior Lecturer Senior Lecturer Senior Lecturer Senior Lecturer Senior Lecturer Senior Lecturer Senior Lecturer Senior Lecturer Senior Lecturer Principal Lecturer Principal Lecturer Program Leader <u>Program Leader</u> 14	Reader Reader Reader Reader <u>Reader</u> 5	Professor Professor Professor Professor Professor/HoD <u>Director</u> 6	Administrator Administrator Administrator Residential Manager Opts Manager IT Manager Info Serv Manager IT Technician IT Support Project Assistant Project Assistant Circulation Assistant Head of Camp Executive Officer Learn Material Dev Adviser Student Adviser Planning Officer Senior Planning Officer Chaplain <u>Records Officer</u> 21	Librarian Librarian Library Assistant Library Assistant Library Assistant Library Tech Cord <u>Learn Res</u> <u>TL</u> 7	Vice-Pres SU Res student Student DISC <u>MA</u> <u>Student</u> 4

The table presents the positions and the number for each group that responded. The question asked to obtain this detail achieved its purpose. The question was asked to know what levels of staff would respond to the survey. The table clearly indicates this objective was achieved even though not all the respondents answered the question. Generally, academics outnumber all other positions as can be seen from the table. On the whole, 41 academics responded out of which 5 were researchers, 11 lecturers, 10 senior lecturers, 2 principal lecturers and 2 program leaders, 5 readers and 6 professors. Managers, administrators and clerks all make up 21 respondents, 7 librarians and 4 students leaders i.e. there were 33 non-academic responses. Another point is that senior positions are well represented in the responses. It is also noted that the responses of the different level of staff are similar. They are all out- majority against marketisation and fee payment in HE. There were no significant tensions between the responses of the different levels. Whether the number of participants is a true representation of the total number of staff in each university cannot be claimed. Total number of staff: University 1: 2, 500, University 2: 2,500, University 3: 1,500, University 4: 2000 as shown in the methodology chapter. The result should be treated with caution as mentioned in chapter 3, and the fact that people's perceptions are only how they feel about something and they could be wrong. The responses from academics may be different from that of clerical or admin staff and responses from librarians could offer different perspective.

OPEN-ENDED RESPONSE ANALYSIS

The analysis below is organised in themes that emerged in the survey. Six themes were identified:

- Commercialisation or privatisation;
- the new fee regime;
- universities expected to do more with less or change of job roles;
- Awareness of conflict between decision making bodies;
- Higher education quality standards
- Critical theory and critical business

The responses of the 4 universities are put together under each of the themes and an attempt is made to breakdown the responses.

Theme 1

Commercialisation

The government's decision to fund higher education differently prompted the current study to learn and explore the perceptions of respondents as to their approval of the current system where a quasi-market system has been introduced. This is a state-controlled market system.

In university 1, 12 people responded to the question about commercialising the university and they are all against commercialisation. Here are 4 direct quotes from the responses they give as reasons to their answer:

“Higher education is an important public service and should not be a money-making business”.

“I don't believe education should be in the free market place”.

“We will end up moving away from what we should be doing-teaching and research”.

“Universities need to be well managed but teaching and research should be their priorities”.

The direct quotes above from respondents 1, 2, 4, and 10 indicate a clear agreement that higher education should not engaged in business activity for the purpose of making profit or increasing income. The respondents believe the idea of market mechanism in higher education may not work in a way that will benefit the student and society and should not be experimented upon and called for a focus on education-teaching and research. This point seems to tally with the literature (Starkey 2012: 1) drawn in chapter 2, which argues that the traditional mission of the university is to educate and should be paramount and advises universities to have effective narrative in their approach:

Effective narrative achieve two things; they are credible and they help people make sense of the world. In troubling times universities still have much to offer in terms of helping students make sense of the world. This part of their historical mission must not be allowed to fade away under the pressure of pure economic justification.

The feeling seemed to be that there should be no change of direction for the university and that the best thing is to focus on the traditional functions-teaching and research. One respondent who was a lecturer put it this way: "Higher education is an important public service and should not be a money-making business" takes the tone of the literature Fraser (2005: 8) in chapter 2, which talks of changes taking place in HE funding and states "it is not only the operations of universities that are undergoing change. The *raison d'etre* for universities ...Some universities might be represented as seeking to maintain their traditional image and some appear to operate as multi-national, profit-oriented corporations. Some appear set to take on the role of electronic publishing houses." This links with sub- research question 2: "What steps are universities adopting as players of the new market system of providing HE to increase income"? Another respondent who was a senior lecturer said: "the neo-liberal agenda that is being applied to UK universities is damaging to education, universities, citizens, and the society and the world in which they live".

On the same commercialisation question, only 5 out of 17 respondents in university 2 support the idea of universities becoming independent business organisations. Here are three of the expressions from those in support:

"more streamlined services offered to students".

"The sector is too large for university funding".

"business has fewer restraints and ethics than universities".

These comments are from respondents 2, 3 and 5. "Business has a few restraints and ethics than universities." Statement seems to be in favour of privatisation as there might be more controls placed on universities. However, the privatised university is still controlled (i.e. the quasi-market). Generally, the message they convey is that privatisation of HE is good because it will provide choice for students and that universities would be more effective and efficient. This expresses a similar point with the literature Willetts (2012) in chapter 2 which talks of 'contribution from graduates'. It says "Our recent reforms tilt the system so that there will be greater contributions from graduates in reasonably paid employment and less from the generality of tax payers. This is about fee payment, competition and profit and relates to sub- research question 1: "How

do higher education fee structures impact on student numbers”? Another argument presented is that free HE education is now unaffordable because of the growing number of students. They believe privatisation will open the doors for universities to raise funds independently and operate freely and effectively. Many economists argue that in mass systems of higher education coordination by “competitive markets” is more efficient in terms of allocation of resources, all things being equal, than coordination by government regulation or by voluntary or self-regulation (Teixeira, et, al 2004 in Dill, 2005). A literature in chapter 2, Hendley (2013) makes a point about third player in HE delivery. Sue Hendley, Chair of Study UK, responding to the publication of report titled “controls already in place for independent HE institutions” said: “while it is right that we move towards a HE sector in which all providers are subject to a consistent set of regulations, this must go hand in hand with a consistent level of opportunities. In far too many areas at present, publicly funded providers have been granted a competitive advantage”. Dill (2005) argues that while a number of higher education market experiments may also be motivated by a desire to constrict public expenditures in rapidly increasing systems of higher education, many policy makers and academics believe that there is a relationship between the degree of market competition and academic quality. (Marginson, 2010) speaking on the subject of higher education in Europe, commented that between 2008 and 2012, there were overall decrease in public funding of higher education in more than 10 percent in 11 countries. At the same time some of the states maintained or added public funding including...In general research-intensive universities have often been better secured than others, though not always. But the overall direction is a continued and accelerated increase in the proportion of costs for teaching that are financed by the students and /or families. Marginson (2010) also stated that the role of higher education is not only limited to fostering the economic development of nations and providing opportunities for individuals. It is also extended to promotion of cultural diversity, political democracy and trade.

However, 12 respondents out of the 17 here are against universities becoming business organisations. Here are 4 direct quotes from respondents 1, 6, 7 and 8:

“Capital has no regard for anything but capital”.

“This will severely compromise the pedagogy process and the relationship between academics and their students”.

“Higher education and freedom of academic research ought not to be treated like a commodity”.

“Business is not the purpose of universities”.

The voices against privatisation believe the quality of education might be affected as profit would be the main focus. A literature, Fraser (2005) in chapter 2, discusses the issue of quality in the current HE climate. Fraser expressed that “quality regimes do not necessarily support transformative change and that how quality is defined makes a difference to the capacity of the quality regime to support educational change and development. Quality is variously interpreted as an outcome, as characteristic, and as a process”. This is an expression that quality is hard to achieve in a period of change. The 4 respondents here are arguing that universities will be profit centered like any other private business and attention will be focused on making profit and the main purpose of the university which is to provide education and contribute to knowledge building will be defeated. This relates to the main research question: “How do commercialisation influence higher education delivery operations”? Another literature drawn on quality of HE provided is Coifait (2012). He believes that the indicators of quality to watch over time are the course choices of applicants, the destinations of graduates and softer measures such as well-being and says he is confident that the sector will continue to focus on high quality provision in spite of the new commercial nature of HE, and that this will dictate the pace and degree of change rather than the opposite. However, another literature, Brown (2012), argues that the central issue, given the new and more competitive environment, it will be difficult to maintain quality because the risk-based approach to quality being adopted relies on past performance which cannot be a reliable guide to future performance. Privatisation means higher fees and this might discourage people from acquiring education. Privatisation will make HE as a ‘commodity’ and students as ‘customers’. Thus students will behave as customers and this could affect the student academic relationship.

On the same commercialisation question, 14 out of 16 people in university 3 responded to the question and gave reasons for their answer. Here are some direct quotes from respondents 3, 4, 7, 10, 13 and 14:

“interest of student will be lost-will only care about money rather than progress”.

“this would fundamentally damage the spirit of higher education whose remit must be to go beyond merely preparing people for the labour market...”.

“entry requirement to the university will change.”

“it is an educational institution not a money-making business, should be about research and teaching.”

“universities are a public service for the advancement of knowledge to benefit society.”

“education is a human right and should be provided by the state and funded through a progressive and aggressive fiscal policy.”

Again, the majority feeling is that the traditional role of the university is to deliver education to interested members of society who use it to contribute to commerce and industry and also tax. In other words, expressing that education is a ‘public good.’ A literature Holmwood (2012) cited argues that higher education is a public good and not a private good is a statement that triggers debate and some academics have spoken on the subject. He said the government frequently poses the rhetorical question, why should the person without qualifications pay for university education for others. But it is clear that this is an argument that weighs more with the beneficiaries of free higher education, who perceive it as a means of protecting their labour market position. The government’s argument is that it is right that those who benefit more should ‘pay more’. Holmwood believes ‘paying more’ means that universities will also be aligned with a secondary education system in which some ‘pay more’ to have access to better resourced private schools. In this way a social elite is conflated with an intellectual elite and, in the name of student choice, existing social privilege is reinforced over time. This relates to sub- research question 1: “How do higher education fee structures impact on student numbers”? The respondents are also expressing that the market

system means it is the business perspective: supply, demand and price that will be the focus and there will be adverse effects. Maintaining the provision of free HE and the traditional role of teaching and research is called for by the majority of respondents. There is the belief that many will be turned off from acquiring higher education and some able students will be denied the opportunity to acquire higher education in the new system.

However, respondents 1 and 2 were ambivalent in the reasons they gave. Their comments imply that they support universities becoming businesses but one statement say: “the current fee system is a compromise, but I would not like HE sector to be completely privatised”. Another said: “If there is no government funding, obviously, the money will have to come from somewhere. So, while I don’t think the university should be run as a business, there may be no other way to obtain funding.”

In university 4, all except respondent 8 was against universities becoming business entities. 9 people responded against universities becoming independent business organisations for the purpose of increasing income and self-funding. Here are some direct quotes from respondents: 1, 2, 3 and 7

“Business and education should always remain separate”. Education should be about bringing out the best in people. Business is about drawing as much revenue from people as possible”.

“university becoming a business will reduce intellectual freedom, inquiry and critical thought”.

“I am convinced this will result to decline in standard”.

“full privatisation will mean unemployment for some lecturers, librarians for example”.

The only voice in support of privatisation said “without making them independent businesses, many universities will be pushed into loss making public sector organisations”. As you can see some respondents are expressing that profit might take priority in the affairs of the university and that higher education might lose its traditional purpose. The concern for standards also came out. That there is the likelihood of standards declining as attention is

focused on making profit and that the question of fee increase is a possibility. Majority of the respondents foresee that higher education will be for those who can afford it. This relates to sub-research question 1: "How do higher education fee structures impact on student numbers"? It also links with research aim 2 which is about assessing the immediate impact and the likely long-term consequences of the new HE funding policy. Barr and Crawford (2005) cited in the literature, discuss the 'economic case' for free higher education. They believe subsidising higher education makes a key economic case. They talk of the 'screening hypothesis' which argues that there is a potential external benefit unless the extreme version of the screening hypothesis holds, higher education raises a student's earnings and thereby, increases his or future tax payments. In the absence of any subsidy, an individual's investment in a degree would confer a dividend on future tax payments. The respondents believe universities should remain public institutions and do what they are good at i.e. educating the citizens and not engage in business activities (ibid, 2012). The question of jobs also came out. Some respondents are worried about their jobs as universities might slim down for efficiency in that event. The only voice in favour of universities becoming independent business organisations fear that they might not do well. The reason he gives is that they are not complete business organisations and argues they become full businesses and be free from public control.

In concluding this theme: "funding higher education-the new mechanism, note that the subject here is about adopting market mechanism in funding HE, in other words commercialisation of the university. As explained earlier, the system in operation is 'quasi-market' or 'state-controlled' HE market. In this, the features in operation are competition, choice, price, quality and demand and supply where the price is set by the state. So the terms: commercialisation and market mechanism means the same thing in this context. In all the 4 universities, the respondents unanimously opposed the idea of universities becoming business organisations. Almost all the responses to the question whether they would like universities to become business entities or not, responded with stiff opposition. Their response is that they do not want universities becoming business concerns. This unanimous opposition is

agreeing with Habermas' critical theory which advocates equality, emancipation of the poor and discourages oppression.

Theme 2

The new fee regime

This relates to sub-research question 1: "How do higher education fee structures impact on student numbers"? The introduction of the £9, 000 fee is a concern for students, parents and university staff and other stakeholders. The respondents were asked to give their opinion on whether they support the new fee for higher education in the current study.

In university 1, only two voices were in support of the maximum fee arguing that the cost of funding HE has risen because of the number of people coming into HE and that the government is now unable to afford any more and that fee payment will attach more value to HE. Their perception of the new HE funding system is different from the majority. Research aim 1 set out to know the perception of stakeholders of the new changes introduced. Here are some direct quotes from respondents 1 and 2 who are in support of fee payment:

"the problem is that there are too many people in higher education." This is an argument against mass higher education.

"fee payment makes students think about the course they are doing."

Whereas, 7 respondents were against fee payment: Here are some direct quotes from respondents 3, 5, 4, who are against fee payment:

"I think education is a civil right and therefore should be freely available,"

"because I think it may put off some of the very best students from coming to higher education," and "it is divisive. It treats higher education as a commodity and treats students as consumers".

Generally, the respondents see fees as determining the education received, they believe the current competition in HE is unhealthy and that the system creates a three tier-system. One respondent said "we might as well return to

the old poly/university divide which was unsatisfactory". Clearly these respondents see fee payment as a violation of a long-standing tradition. This agrees with one of the literature cited in chapter 2. NCIHE (1997a, paragraph 3.93), discusses the changes in the government funding policy on higher education. The increase in the number of universities triggered an associated increase in public funding between 1976 and 1995. So, the growth in higher education was followed with a real increase in public funding in the past. But according to universities UK (2013), the funding had been shifting and between 1989 and 2014, public funding per student fell by 37%. The emphasis seemed now to be on the economic benefit of HE to the individual and HE is now viewed as a 'private good'. The government's argument is that equipping the individual with the necessary skills is a way to improving the manpower of the state. Fees were introduced in 1997 and in 2006 fees became variable-capped at £3,000. The fee cap was increased to £9,000 in 2012.

On the same fee level question, 9 of the respondents from university 2 said 'No' to the high fees and 7 said 'Yes'. Here are some of the statements made by those against choice (respondents 1, 3, 5, 6)

"All universities should have the same fee structure nationally.."

"choice encourages a stratified HE which re/produces social inequality".

"commodification of higher education in itself is a fundamentally flawed approach".

"I think it should be one price for all".

The respondents here believe one fee level for all universities is desired as differentials will read meaning into degrees which could be wrong. Other arguments are that a choice based on cost could mislead the student because quality is not made apparent with the choice. Sallis (2003), a literature drawn in chapter 2, distinguishes between quality as fitness for purpose, which is associated with consistent and effectively documented process, subject to accountability and audit; and one which refers quality as transformational quality which is about improving ... doing things right not just doing the right things. That is the problem with issue of quality. Choice is the market system and students are faced with this choice. Price, choice and competition will not work in HE is the tone of this group of respondents. A stratified fee system is

discriminatory. The varying fee levels are wrongly associated with quality and this encourages a class system.

However, the minority view on this is that choice is good as it allows one to make a reasoned decision. Here are some comments from respondents 1, 2, 5, 7:

“I value what I pay for and I think long and hard before I actually agree to pay for it”.

“maximum flexibility maximises inclusiveness”.

“lower fees mean lower teaching quality”.

“this should drive improvements in efficiency and quality”.

The respondents here believe that there is flexibility in choice and it is an inclusive system where everyone goes for what is within one’s budget but recognising that a low fee institution choice may not provide the quality one would expect. Furthermore, that as government is not funding for free, students accumulate debt and payback after graduation. The advocates of high fees are also arguing that high fees provide quality education without considering the fact that quality cannot be determined on registration and may not be the case. Therefore, the assumption of the proponents of high fees and choice could be wrong. Stockwell (2012), a literature cited in chapter 2 suggests that in this current HE climate, it is worthwhile for some providers of higher education to experiment running a two-year degree instead of 3 years if they can ensure no dip in quality. Another voice on the subject of a two-year degree programme is Gilleard (2012). He states that as tuition fee increase, two-year degrees are a tempting option, but in his own opinion these condensed courses do not allow enough time for student to mature in developing skills for the work place. These comments on the issue of high fees demonstrate how opinions are divided.

2 out of 10 respondents in university 3 supported the choice of high fees. Their idea is that choice gives poor students the opportunity to choose low fee institutions. In fact, it gives every student choice. 8 respondents were against high fees and here are some direct quotes from respondents 1, 3 and 6:

“it gives lower class students-a big disadvantage’, very Marxist opinionated”.

“high fees is unfair competition”.

“obviously, affected students are going to have to choose universities based on fees and not necessarily on the course or programme...”.

So the argument against high fees here is that the respondents believe that choice is a disadvantage to the poorer students who may not be able to afford high fee institution and say it is in fact, classifying students and institutions and a HE dichotomy. One of the Dearing Report 1997 recommendations cited in chapter two states: “Government and funding bodies when allocating funds for the expansion of higher education, should give priority to those institutions which demonstrate a commitment to widening participation, and have in place a participation strategy, a mechanism for monitoring progress, and provision for review by the governing body of achievement”. One reason for this recommendation is to discourage a class system, which high and low fee system encourages.

Here are some responses from university 4. There were 4 people against higher fees and 2 in support. Here are some direct quotes from respondents 1, and 4, who are against high fees:

“fee payment will cripple most students with huge debts”.

“the £9,000 fee will create a multi-tiered higher education system”.

Those against are concerned about the education of fewer number of students and the possibility of a two-tier system where universities will deliver education according to fees paid and that this is bad for higher education and society. The fee payment and in fact, the high fees leading to educating fewer number of students is an issue government and other stakeholders are debating about. (UCAS 2012), a literature cited in chapter 2 said, “So far this year, student demand in England has dropped by 10% in total”. Working on the basis of the 2012 decrease, (Whyness, 2012) concludes that tuition fees have had severe impact on university applications. Whyness however, points out that there are few problems with the conclusions. One is that pool of applicants for 2012 entry is lower than normal because admissions were up dramatically in 2010

and remain high in 2011 as students who would have put off university for a year or more decided to apply early to beat the fee increase. There is also the worry that students will leave university with huge debt. This relates to sub-research question 1: “How do higher education fee structures impact on student numbers?” It also tallies with research aim 2: “to assess the immediate impact of the new higher education funding policy...”

2 Respondents support fee payment and the high fee and here are direct quotes from them:

“High fee is not the only criteria used by students in choosing institutions.”

“Need more flexibility within the university between expensive sciences and cheaper social sciences for example, to be a real choice.”

The respondents here believe that the government just cannot afford free higher education because of the numbers that are entering higher education and that fee payment will place value on education. A literature cited in chapter 2, (Willetes (2012) Minister for Universities and Science writes about “contribution from graduates”. “Our recent reforms tilt the system so that there will be greater contribution from graduates in reasonably paid employment and less from the generality of taxpayers”. This of course, is one of the arguments for the government’s case.

In conclusion, the new fee-regime, the title of theme 2 discussed above did elicit from the minds of the stakeholders their position of the new fee payment and loan system of higher education. Majority are against the fee structures in every way. The expressions they used in voicing their opposition include: the system will bring about a higher education dichotomy and that it encourages a multi-tier system. It is very Marxist opinionated system and it is a feature of ‘class’. Those in support say it encourages choice and flexibility. Again, critical theory’s opposition of a class system is expressed by the university staff here. They see the new quasi system as favouring one class of people in society. Whereas the few on the business side-the theory of demand and supply the

second theoretical approach in this study see it as efficient, effective, choice driven and flexible but choice also encourages class.

University transformation-the change in the teaching budget

The government's market agenda is transforming universities in the sense that the new quasi-market system is making universities to be more customer-focused and engage in more revenue generating activities. The increasing funding cuts (the reduction of the teaching budget by 80%), causes universities to seek to obtain additional income through business activities. This brought about the research question: "To what extent and in what ways have universities become commercialised"? So the general opinion of university stakeholders about the change in the teaching budget was considered necessary in the current study survey. Here are direct quotes from some of the responses (respondents: 1, 2, 3, 4), to the question about cuts in the teaching budget in university 1:

"Cuts in the teaching budget are immensely short-sighted".

"the cuts cannot be regained from somewhere else".

"teaching and research are both core activities and their funding should not be touched".

"research and teaching and associated activities are thus central and should not be cut".

This demonstrates a sign of opposition to the inclusion of the teaching budget here. As it was a small sample, it can only be taken as an indication of opposition. The majority of respondents believe the government has failed to consider the consequences that the cuts will create in the future of higher education and say in fact, that funding for the core activities: teaching, research and associated activities should be sacrosanct in cuts. Universities UK (2013), a literature cited in chapter 2 states 'where students fee go', "the HE funding had been shifting. The 1990s saw a rapid expansion in the number of students in UK universities but public funding for teaching did not keep pace with that expansion to the extent that between 1989 and 2014 public funding per student fell by 37%. This period saw tuition fees introduced in 1997 to tackle the decline and in 2006 fees became variable-capped at £3,000. The fee

cap was increased to £9,000 in 2012". This is the history about the state of affairs.

There were though two voices supporting the inclusion of the teaching budget in the funding cuts. Here are direct quotes from respondents 1, and 2:

"it is inevitable that cuts will affect the teaching budget as it is the biggest part of the budget."

"every area needs to tighten their belt".

They are saying this not because it is the right thing to do but the fact that cuts have to be made and it is not possible to avoid the teaching budget.

Furthermore, there is a feeling that the cuts will bring about efficiency and effectiveness in terms of management of resources. This relates to research question1: "How does commercialisation affect university governance and management"?

There were 12 people who expressed against the inclusion of the teaching budget in the funding cuts in university 2 and only 2 people supported the inclusion of the teaching budget. Here are direct quotes from respondents 1 and 2 expressing support for the inclusion of the teaching budget:

"no part of the university can be excluded from financial controls".

"too many students doing pointless degrees that will never get them a job".

They are arguing that no part of the university can be excluded from financial controls and that the cuts are necessary to stop students undertaking courses that will not lead them to their career goals.

However, there were 12 people against the inclusion of the teaching budget and here are some direct quotes from respondents 1, 2, 8, and 10:

"you can't have teaching without any support staff. I do not think there should be any cuts though".

"no cuts because teaching is a core part of what universities do".

"no funding for research and no funding for teaching-they could as well close down the HE institutions".

"high quality teaching, high quality graduates"

The respondents here have put forward different arguments. Most of them have emphasised the fact that teaching is a core part of what the university undertake and requires adequate funding. The funding is required to provide the necessary resources for effective education delivery all the time. The cutting of the teaching budget means financial shortage for universities. It leaves universities to fill the gap and this creates uncertainty. Universities have to engage in business activities to generate income. Like normal businesses, the market system is filled with uncertainties. If a university is struggling or not able to provide the funds for teaching, they do not see the point of a university. A literature cited in chapter 2; Starkey (2012 P:1) arguing against the public funding policy said ...In troubling times universities still have much to offer helping students make sense of the world. This part of their historical mission must not be allowed to fade away under the pressure of pure economic justification...” Other themes in their responses are that the quality of HE will gradually drop if there is no proper state funding. One literature cited in chapter in 2 is Law and Glover (2000). It states that while we need to identify that different business principles may be applied to educational issues as it becomes market-driven, it is obvious that there is no tailor made or generally applicable theories we can offer from the shelves. This relates to sub-research question 2: “To what extent and in what ways have universities become commercialised”? The respondents here are implying that there are potential problems with the business system. Another obvious impact of the reduction of the teaching budget and introduction of fees will be a drop in student registration in HE as projected in chapter 1. A respondent who did not actually answer the question states that research is more important than teaching; implying that the cut in the teaching budget is OK but wants more money given to research. The comparison of research and teaching is a different issue and I decided not to go into this debate.

Theme 3

Universities expected to do more with less or change of job roles

This is about management and it is linked to the main research question: “How do commercialisation influence higher education delivery operations”?

Academic staff are the people carrying out the activities of the entrepreneurial demand as a result of the change introduced into the system by the government. So the current study asked the respondents whether their roles have changed as a result of the new system: “Are there any changes to your role as a result of marketisation”?

In university 1, 7 people responded and expressed in one form or the other that there has been a change of their role as a result of university marketisation. One other respondent did not actually answer the question. Here are some direct quotes from respondents 4 and 7

“I am increasingly drawn away from research and so research-led teaching in order to cover employability matters, create impact, events, etc”.

“competition for students and need to market courses”.

The expression from the respondents is that they are increasingly removed from their normal role to targets, completing work loads, running promotional events and undertaking recruitment campaigns. These are clearly market driven activities with a view to bringing in more students for more income. Staffs are displeased with this as less attention is given to research. There are also comments that in the current system more activities are undertaken and more effort is being expended. Competition for students is intense. One of the literature cited in chapter 2 is McCaffery (2005), who states some universities are seriously engaged in entrepreneurial activities both in the UK and abroad. That the traditional function of the university is to provide education and not to run it as a business for profit?

On the same question of role change, 7 respondents in university 2 expressed that they have experienced changes to their role as a result of marketisation. Here are some direct quotes from respondents 1, 2, 3, 4, 5

“more focus on bringing in external funding”.

“much greater emphasis on income generation of all sorts and on turning applicants into on-course students”.

“do more with less”.

“increased emphasis on acquiring research income to the detriment of me setting my own research agenda.”

“less flexibility and less focus on student experience and more in raking in any money possible”.

The interpretation of this is that staff are made to do more external funding activities and more marketing and competitive activities. Income generation is the watch-word in every area of activity. Applicants for a university place are treated as students already in the course. This obviously is a bid to increase student numbers as more students' means more fees. Being asked to do more in work activities with less resources-implies tight budget and cost cutting to increase income. (McCaffery, 2005) cited in chapter 2 states the traditional function of the university is to provide education and not profit-making but the business activities of universities has increased since 2005. Before 2005, the current fee and maintenance grant situation was not there and the funding reductions were not as much as it is today. This relates to sub- research question 2: “To what extent and in what ways have universities become commercialised”?

In university 3, 8 responses were received on the question: “Are there changes to your role as a result of marketisation”? Here are some direct quotes from respondents 1, 2, 3, 4, 5,

“restructuring of the department-cutting costs-job is unstable and can't progress”.

‘more duties.’

“task has to be cost justified and no room for sentiment.”

“there is a greater emphasis on the student as customer.”

“a willingness to take on more responsibility”. I am now performing two functions.”

So the expression of disapproval includes: restructuring effects, job insecurity, additional roles. Another respondent expressed “increased job activities (doing

more than usual) even covering two job roles, cost cutting is a must, treat student more as customer". Others are: "There is increased focus on 'networking' with potential business partners for the university and immense pressure to deliver". "There are no adequate support staff to teach and provide skills training", "staff are asked to teach outside of content area and could see this worsening in the next few years", "relying on contract workers is increasing as cost reduction strategies often means cutting staff and decreasing the number of fully employed staff members". Bargh et al., (2000) cited in chapter 2, comments that most higher education institutions in this current climate still regard themselves-and are regarded as professional rather than industrial organizations in which academic reputation is as important as managerial competence. This is an expression that despite the addition of new role to the university, its academic management structure is maintained. This relates to the main research question: "How does commercialisation influence HE delivery operations"?

In universities 4, there were also comments not in support of the current system. Here are some direct quotes from respondents 1, 2, 3,

"I had to adapt to several changes that has come about"

"role is now more task driven"

"we are asked to refer to our students as customers"

"much more administrative burden and less time for the students"

"excessive administration"

"more responsibility at the same pay spine, reduce time for core teaching development"

The responses indicate that there is some kind of pressure put on staff as a result of commercialisation. There is increased work-load and managers are making changes to match the changing operations. Academics and administrative staff are seeing an increase in the amount of administrative tasks which is not compensated with an increase in salary. This relates to the

main research question: “How do commercialisation influence HE delivery operations”? Academics that are passionate about their profession are not happy with what the new workload they have to cope with. There is a clear opposition to the idea of commercialisation of HE because of perceived adverse effects to staff roles. So, some of the implications of the new system are manifesting here. Aswin (2006:4) cited in chapter 2 describes types of changes that has taken place in university operations: “changes in the higher education system, changes in government spending on HE, changes in what government sees as the purpose of HE, changes in student numbers, changes in student diversity, and institutional changes in higher education”. Clearly there are implications to these changes and the market system is part of the changes and it has some negative impacts as demonstrated by the responses to the survey quoted above.

The discussion of theme four in respect of the responses from stakeholders did reveal their experiences. Stakeholders were asked about the effect of commercialisation on their daily activities or functions and the responses were those of dissatisfaction, unhappiness and pessimistic expression of the new system and believe the future is bleak for the university. All who responded believe they are doing far too much work than they should and what they do now is far more market and task driven. Literature that relates to this market driven approach was referred to and the main research question, which is about the effect of commercialisation on management and governance was referred to. This theme answers one element of the main research question, “how does university commercialisation influence their staff recruitment. The respondents to the survey express their dissatisfaction with the way they are asked to do more work. Critical theory advocates freedom from oppression by those in high authority. Habermas’ critical theory talks of emancipation of the poor or those in low income.

Theme 4

Awareness of conflict between decision making bodies

This is also a management issue and is linked to the main research question: “How does university commercialisation influence their advertising for students,

branch campus activities, class size decisions, staff recruitment, lesson delivery, subjects offered, quality standards and setting of tuition fees”? Conflict of interest is a feature in the new entrepreneurial university.

In university 1, one respondent made a comment and here is a direct quote:

“Conflicts are academic versus management”.

The interpretation to this is that the senate being the principal academic body argues for things academic and the council wants to ensure effective management and control. Therefore, conflict is inevitable because each body would like to see their specific function performed. The reason why only one respondent could see or experience conflict between the council and the senate is that staff may not have been properly informed about the functions of the two bodies and does not know what to say on the question. Of course, it could also mean that the respondents are knowledgeable but see no conflict between council and senate. Kubler and Sayers (2010) cited in chapter 2, talks of themes and implications for university leadership and management. One of the elements the report touches on is the question facing institutional leaders as they guide their institutions toward a future that is by definition uncertain. The issues encompass how universities will be funded and what kind of students will they teach, what will they teach, and the question of regulation and governance, service and the structuring of the university. These are issues that faces the university at any given time but is made worse when there is a drastic change in the HE system as is the case now.

In the case of university 2 on the same question of conflict, just 2 people responded to the question. The reason could be lack of understanding or interest by the respondents just as in the other universities. This is what the respondents expressed:

“there is too much emphasis placed on income generation to the exclusion of many other important areas of work that university exist for”.

“the nature of conflicts between the organs are academic versus commercialisation”.

They talk of conflict existing between the two bodies in the area of income generation and that there is too much focus on making money and this is creating division between the two bodies as other vital areas of university activities are given less attention. Clearly this is one indication that the current commercial interest is dominating the traditional university agenda.

Commercialisation is selling the services of university with a view to generating income for the survival of the university as a normal business organisation would do. The academic interest is driven by the traditional role of the university as delivering quality education to the people and these two interests are clashing. This relates to the main research question which is a question about management. A recent White Paper Higher Education: Fulfilling Our Potential: Teaching Excellence, Social Mobility and Student Choice BIS (2016) cited in chapter 1 discusses the issue of new providers-for-profit providers:

“making it easier for high-quality new providers to start up, achieve degree awarding powers and secure university title status...” (BIS, 2016)

An English White Paper (DfES (2003a), cited in chapter 2, discusses the shift in HE funding policy saying it was the vocational nature of higher education that was most valued:

“In a fast changing and increasingly competitive world, the role of higher education in equipping the labour force with appropriate and relevant skills, in stimulating innovation and supporting productivity and in enriching the quality of life is central” (DfES 2003a paragraph 1.3:10)

The response to the question of conflict between the two bodies in this present entrepreneurial climate in university 3 indicate that majority of staff and student reps have no idea of the existence of the council and senate in the university structure and most who know the existence of these two bodies does not actually know their functions. This could be due to lack of education. It is not surprising that not many people responded to the question of conflict between the council and the senate. It would do the university a lot of good I believe if staff knew the administrative structure of the university.

In university 4, respondents 1 and 2 responded to the question on the existence of conflict between senate and council. Here is what they expressed:

“the two functions not well integrated”

“senate has vocational objectives”

They are expressing that one body's interest is in management and the other is academic and the two functions conflict. Of course, this was also a feature of the old system but the more commercial activities in this new system may add to the bureaucracy. The fact that each body has its own specified objectives could create conflict as each tries to meet its stated objectives. The body with the responsibility to engage in commercial activities would have different perspective in terms of policies. It is therefore difficult for two bodies with many structures to function together. More commercial activities than before could be detrimental to the university system in the future and would prefer the universities not to increase business activities than it has done in the past. The issue of the future of the university and management is reflected here. Putz and Raynor (2005) cited in chapter 2 discuss this. They talk of the 'innovative paradox': “the paradoxical requirement of persistent growth demand that senior management simultaneously cope with the needs of potentially disruptive initiatives...There are no data about the future”.

In concluding this theme, it should be noted that the respondents would like the universities to concentrate on the traditional function of the university and that is providing teaching. They see conflict between the two organs unhealthy. There is a sense of dissatisfaction with the current model of governance. The respondents believe there is limited academic involvement in financial decision making. The fact that the vice-chancellor does not stay long enough in office makes it difficult for the person to be as effective as he or she would like. In all the universities, conflict between the two governing bodies is a feature and is a cause for concern for university stakeholders. Generally, people are not sure of what the current system will lead to. There is lack of knowledge of the existence of the two governing bodies. Therefore, more effort is needed to educate stakeholders of the existence and functions of the two bodies.

Theme 5

Higher education quality standards

The respondents believe the changes introduced into the higher education system could bring about less quality education. They believe less attention will be focused on delivery quality education and more attention paid to the money making side of it. The responses from university 3 regarding the question about the teaching budget show that 7 out of the 9 respondents are opposed to the inclusion of the teaching budget in the funding cuts. Here are some direct quotes from respondents 1, 6 and 7,

“it will affect the quality of teaching”.

“if the teaching budget is reduced, this will adversely affect the quality of teaching.

“neoliberal ideology drives these reductions and the unfettered belief of efficient markets in the face of evidence to the contrary drives these policies”.

They passionately believe that the teaching budget for HE should be intact to enable universities to meet the demand for resources in teaching and quality education. Cutting the budget and making the universities charge high fees is a break of tradition. The respondents believe the free market, free enterprise laissez faire ideology in HE is untested and may bring about unintended consequences. One of the literatures cited in this study is Peters, (1999) talking about the state’s desire to introduce a social market economy or neo-liberalism-a political philosophy that supports free trade, open -markets, privatisation, deregulation, and decreasing the size of the public sector while increasing the role of the private sector. Peters is writing here based on the work of the economist and political philosopher, Friedrich von Hayek (1899-1992) and that during the decade of the 1980s, Hayek’s political and economic philosophy was used by Thatcher and Regan to legitimise the neoliberal attack on ‘big government’ and the bureaucratic welfare state. It appears the neoliberal system is brought back again in the HE sector. Respondents see the teaching grant as the ‘life blood’ of education delivery by universities. One respondent expressed: “Some universities without the help of this grant may find it difficult to attract the best of teaching staff which would consequently

affect negatively the standard of teaching which the student receives". This relates to the main research question: "How do commercialisation influence higher education delivery operations?" Only 2 out of the 9 respondents who answered the question were in favour of the inclusion of the teaching budget in the cuts; arguing that too much waste is taking place in universities. That the cuts will bring about accountability and good management. Here are direct quotes from them:

"to prevent servicing courses that are not justified".

"yes, if fees are increased"

8 people responded to the question about the reduction of the teaching budget in university 4 and they were all against the inclusion of the teaching budget in the cuts. Here are some direct quotes from respondents 2, 4, 5 and 7

"less teaching budget means less teaching-so do not reduce".

"teaching should be highly valued and free from economic rationalism".

"less teaching budget will adversely affect the quality of education".

"stop cutting the teaching budget-would prefer cutbacks on administrators".

Clearly, university staff who responded to the survey are not happy with the whole situation of the teaching budget. They believe the reduction will lead to a fall in standards as money is one of the elements that will help in providing high standards of education. They are in favour of state provision of higher education. However, one of the literatures cited in chapter 2, Coiffait (2012) believes that the indicators of quality to watch over time are the course choices of applicants, the destinations of graduates and softer measures such as well-being and says he is confident that the sector will continue to focus on high quality provision and that this will dictate the pace and degree of change rather than the opposite. He is in fact, saying here that the changes will not lead to a fall in quality. One counter view to this is given by Duke (2000) who believes managing quality is inseparable from larger questions of institutional direction and leadership and explains that the quality of the work itself, within agreed purposes and directions as distinct from winning at the quality game, presents challenges in abundance. This relates to the main research question 1: "How do commercialisation influence higher education delivery operations"?

In concluding the discussion of theme three, note that the subject of the theme was the reduction of the teaching budget. The question put to the respondents was whether the HE funding cuts should have included the teaching budget or not. In all 4 universities, a substantial majority of the responses said, the cuts should have avoided the teaching budget. They said it was wrong to have included it and believe it will do more harm than good in the long run for the university and students.

Theme 6

Critical theory

The problem of critical thinking in the university

In chapter 1 and 2 I introduced the concept of critical theory and briefly discussed how this might be applied to a university context. In this section I would also like to discuss briefly what critical theory is and how the response to the survey links to critical theory. Barnett (1997) explains that critical thinking is a defining concept of Western University and says almost everyone is in favour of critical thinking but we have no proper account of it. The respondents in the survey undertaking expressed that the new Kwesi-Market system of Higher education would create inequality because of choice as in any market system. It is a system where some people may not be able to afford higher education and they believe this is a form of oppression and calls for a system that frees people from oppression. There is the belief that many will be turned off from acquiring higher education and some able students will be denied the opportunity to acquire higher education in the new system Here are some of the responses from the universities:

University 1: *“Higher education is an important public service and should not be a money-making business.”*

“I do not believe education is should be in the free market place.”

Some other direct quotes from the respondents in the universities are:

University 2: *“business is not the purpose of universities.”*

University 3: *“education is a human right and should be provided by the state and funded through a progressive and aggressive fiscal policy.”*

University 4: *“Business and education should always remain separate.”*

Education should be about bringing out the best in people. Business is about drawing as much revenue from people as possible.”

“University becoming a business will reduce intellectual freedom, inquiry and critical thought.”

Higher education, which prides itself on its critical thought, has done no adequate thinking about critical thinking. The result of this inattention to critical thought is three-fold. First, higher education is often not critical. Secondly, even where it is on offer, critical thought is construed narrowly: the freeing of the mind that its promises are not forthcoming. Thirdly, and most seriously of all the whole idea of a higher education founded on a view of critical thought is now inadequate for the modern age. Barnett highlights three elements of critical thought: One is that critical thought is potentially emancipatory for individuals. Through critical thought, students cannot just come to free themselves from dependency on their former taken-for-granted worlds, but can also be free from dependency on any world at least in theory. The second is that critically thought is educationally radical. The reason is that, it is where everything is potentially criticisable and the teacher and the students stand on an epistemological level (Jaspers, 1960). The third is that critical thought is radical in social and cultural terms. Barnett (1997) states that the arguments of the 1960s about higher education being a base for social revolution cannot be sustained. He concludes, what is conceivable is that a higher education especially a mass higher education system-which takes critical thinking seriously can act indirectly as a formative agent (Barnett, 1997).

Overview of the themes

Below is a general conclusion of the themes discussed above. This is done in a bid to draw together some of the key points raised in each of the themes. Table 1 appendix 2A shows one thing and that is, a unanimous voice against privatisation of the university. Different words and phrases have been used by different respondents to describe their opposition but they are all conveying the same message. Also that a business university will reduce intellectual freedom, inquiry and critical thought. Also it can be seen from table 2 appendix 2A that the reduction of the teaching budget is unanimously opposed by the respondents. The interpretation of table 3 appendix 2A on the question of weaknesses in governance is that majority of those who answered believe that

entrepreneurial activities of universities would eventually lead to weaknesses in governance and management. The interpretation of the comments made by respondents from the 4 universities in table 4 appendix 2A on the question of preferring more executive model again demonstrate a general opposition to a more executive model of governance. They believe a commercialised university would adopt the more executive model as it involves fewer people in the helm of things and they may not know enough about the operations of the component parts. They have no faith in the model and calls for a more representative model.

CLOSED-RESPONSE DATA ANALYSIS

This analysis will look at total number of responses and each of the different answer options for each of the close-ended questions of the 4 universities together. A theme follows each of the questionnaire questions. The theme relates to the questionnaire questions.

N = 103 = No of staff who responded to survey

T = Total who answered question

S = No who omitted

Charts showing result of responses on each of the structured questions for the 4 universities together are presented below.

Question 2: Do you think a university becoming a business organisation is good for higher education? (N = 103)

Answer options	No who responded (T)	Response count (Per cent)
No	69	75
Yes	22	24
Omitted (S)	12	4

- The table is showing that 75% of respondents are against universities becoming business organisations. Theme one of the analysis themes used above: “Funding higher education-the new mechanism” relates to this question. The question relates to research questions 1: “How does university commercialisation influence their advertising for students, branch campus activities, class size decisions, staff recruitment, lesson delivery, subjects offered, quality standards and setting of tuition fees”?

The survey question is asking respondents to say whether or not the entrepreneurial university is good for higher education.” The message indicated in the table is that university staff are against commercializing of the university and these are the very people that are involved in undertaking the commercial activities. This is not a good thing for the university and something the government should take into account in implementing its market agenda.

Question: 3 In your opinion, does the government’s market agenda for higher education and funding reductions cause universities to operate like businesses? (N = 103 T = No who responded

Answer options	No who responded (T)	Response Count (per cent)
Yes	68	73
Neutral	15	16
No	10	10
Answered	93	
Omitted (S)	10	

The table above is indicating that 73% of the respondents believe that the HE funding reductions are causing universities to operate like businesses and 16% were neutral and only 10% said it is not the reason. Theme 2: “The new fee regime-university transformation used in the analysis of the open-ended responses above relate to this question. The overwhelming response is that the government’s market agenda and funding reductions is making universities to be engaged in more revenue generating activities. This tally with sub-research question 2: “To what extent and in what ways have universities become commercialised”?

Question 4: With the declining government funding for higher education, would you like the government to eventually declare universities independent business organisations free to operate like any other business for the purpose of increasing income? N=103

Answer options	No who responded (T)	Response Count (Per cent)
Yes	15	16
No	77	83
Answered question	92	
Omitted (S)	11	

The breakdown of the responses on the table above indicate that 83% are against the government making the universities business organisations. Theme 1: “Funding higher education-the new mechanism”? used in the analysis of the open-ended responses above links to this question This question was asked to know if university staff would support the idea of the government declaring universities to be independent business organisations. The question here relates to the main research question: “How do commercialisation influence university education delivery operations. The responses here are overwhelmingly against the idea. Again, the responses demonstrate a stiff opposition to marketisation of the university. These are people in the university system and their combine opinion should be taken seriously by the government.

Question 5: What would university do if there are further cuts in funding by the government after 2012? Please choose the most likely option N=103

Answer options	No who responded (T)	Response Count (Per cent)
Closedown some depts.	37	40
Combine smaller depts.	22	23
Intensify commercial activities	24	26
Merge with another university	8	8
Do nothing	1	1
Answered question	92	
Omitted question (S)	3	

Of the several answer options given on this question, closedown some department option is the highest response option with 40%. “Change in the teaching budget” theme 3 used in the analysis of the open-ended responses above relates to this question.

Some higher education funding reductions has taken place and further reductions cannot be ruled out as the government is bent on market mechanism in delivering higher education. Hence the question was put: what would universities do if further funding reductions take place because more reductions will mean more strain on universities to generate more income to cover the short-fall. This tallies with the main research question of the study: “How do commercialisation influence university education delivery operations? The respondents foresee that further funding reductions would make some universities to downsize in order to remain in business. Another 23% believes combining smaller departments is an option. This is still part of downsizing and this means 63% believes universities would have no option but reduce courses and departments in that event. Only 26% believes universities could increase commercial activities to generate the funds needed.

Question 7: The teaching budget made available to universities is for the purpose of delivering the core service (teaching). Do you think the funding reductions by the government should include the teaching budget? N=103

Answer options	No who responded (T)	Response Count (Per cent)
Yes	22	26
No	60	73
Answered	82	
Omitted (S)	21	

The breakdown of the response figures in the table above show that 73% expressed disapproval of the cuts in the teaching budget. The teaching budget is a major element of the public higher education funding and the question about the inclusion of the budget in the funding cuts was to get respondents to say whether it is the right thing to do. As can be seen, the ‘No’ response is overwhelming, meaning that they believe the cuts in the teaching budget is

wrong. They are seen the impact of the cuts on university activities and only 26% believe it is right to include the teaching budget in the funding cuts. This again relates to theme 3: “The change in the teaching budget used in the analysis of the open-ended responses and also tallies with the main research question: “How do commercialisation influence university education delivery operations?”

Question 9: If you say yes to question 7, which of the following is the most important reason? N=103		
Answer options	No who responded (T)	Response count (Per cent)
The economic situation is worsening	2	3
This govt. no longer believes in fully funded HE	39	70
There is too much provision in HE	7	12
Money is being diverted to other public services	6	10
HE delivery through market mechanism does not require public funding	3	5
Answered	57	
Omitted question (S)	46	

70% of those who responded chose the option: “this government no longer believes in fully funded higher education” and it is the highest option. This question provided options for respondents to indicate a possible reason why the government is embarking on the policy of HE funding reductions. As can be seen from the table above, the option “This government no longer believes in fully funded higher education is majority. This is an indication that the mood of the government is that only market mechanism i.e. the interaction of the forces of supply and demand can deliver higher education effectively which possibly is indicating that they do not believe it is the right thing for the government to do. This relates to theme 1: “Funding higher education-the new mechanism” used in the analysis of the open-ended responses above and also tallies with sub- research question 2: “To what extent and in what ways have universities

become commercialised”? And the main research question: “How do commercialisation influence university education delivery operations?”

Question 12: With the teaching budget being reduced in 2012/13, universities will need to take measures to reduce some of the services they provide. Do you agree? N=103

Answer options	No who responded (T)	Response Count (Per cent)
Strongly agree	8	11
Agree	36	43
Neither agree or disagree	15	18
Disagree	14	17
Strongly disagree	9	10
Answered	82	
Omitted (S)	21	

The table shows 43% (the highest number of response) people agree that universities would need to take measures to reduce some of the services they provide. This relates to theme 3: “the change in the teaching budget” used in the analysis of the open-ended responses and also links with the main research question: “How do commercialisation influence university education delivery operations? The question wanted to know what universities would do in 2012 with the new fee regime taking effect and the reduction of the teaching budget as there are likely to be impacts on the university and students. There is quite a spread of responses as can be seen from the table above. This means downsizing which could include cutting courses, merging smaller departments. Each of the other responses are less than half of the 39% response.

Question 16: Are you concerned about your role in the government higher education funding cuts and the entrepreneurial climate? N=103

Response options	No who responded (T)	Response Count (Per cent)
Yes	50	64
No	27	27
Answered question	77	
Omitted (S)	26	

64% answered yes to the question as against 27% who said 'No' in the table above. This question is about how each respondent feels about the current climate in terms of how it affects their job role or function. The response figures on the table above clearly indicate that staff are concerned about their careers as a result of the changes brought about by the funding cuts and marketisation. One of the things they might be concerned about could be uncertainty of their job functions i.e. whether their jobs would change. This relates to theme 4: "Universities expected do more with less or change of job roles" used in the open-ended responses above and also links with the main research question: "How do commercialisation influence university education delivery operations?"

Question 17: The funding cuts could eventually result in some universities merging or closing some departments. Are you worried about losing your job through redundancy as a result of the funding cuts and commercialisation? N= 103

Response Options	No who Responded (T)	Response Count (Per cent)
Yes	45	57
No	33	42
Answered question	78	
Omitted (S)	25	

In the table above, 57% of the respondents are worried as opposed to 42% who say they are not worried that they might lose their job through redundancy as a result of the cuts. Respondents are worried about losing their job just as with the question about job function. They feel their jobs may become irrelevant and be done away with as a consequence of downsizing. As in any change situation in an organisation, there are always losers and winners and the question was asked to test their confidence in retaining their jobs. This relates to theme: 4: “Universities expected to do more or change of job roles” used in the analysis of the open-ended responses and also tally with the main research question: “How does commercialisation influence university education delivery operations.

Question 20: Is it right to say that entrepreneurial activities may eventually lead to weaknesses in governance as business activities and competition intensify? N= 103

Answer Options	No who Responded (T)	Response Count (Per cent)
Yes	36	53
No	31	46
Answered question	67	
Omitted (S)	33	

The breakdown of responses in the above tells us that 53% believes more entrepreneurial activities undertaking to increase income will lead to decline in standards. 46% do not believe that will be the case. The two options are close but it is still a good majority for the ‘Yes’ option.

Quality is a major issue in HE delivery and the fact that several factors contribute to high quality and changes in governance i.e. the methods of HE delivery is bound to affect quality positively or negatively. So, the question was presented to the respondents as they are the ones involved in the delivery of HE and better placed to know what the likely effect would be on quality. Respondents foresee that decision makers will be too occupied with activities

to generate income and give less attention to actual education delivery. This might lead to weaknesses in governance. This relates to theme 1: “Funding higher education-the new mechanism used in the analysis of the open-ended responses and also links with the main research question: “How do commercialisation influence university education delivery operations?”

Question 21: The present governance and management structure of the university (composition of the council and senate is too large and bureaucratic in making decisions? N= 103

Answer Options	No who Answered (T)	Response Count (Per cent)
Disagree	32	47
Agree	35	52
Answered question	67	
Omitted (S)	36	

The breakdown of the response figures in the table above tells us that 52% agree with the statement that the present governance structure is too bureaucratic and 47% disagree. So, a majority of 5% agreeing that there is bureaucracy in the system. The effectiveness of the main decision-making organs of the university says a lot about the university. So the question on governance and management structure was asked to know what staff think of the present structure in their university and whether it would be appropriate to change in the new business climate. This relates to theme 5: “Awareness of conflict between decision making bodies” used in the analysis of the open-ended responses and also relates to the main research question: “How do commercialisation influence university education delivery operations?”

Question 23: Do you think members of smaller governing bodies (senate, council or committees), feel a much greater sense of shared responsibility and accountability? N= 103

Answer Options	No who Answered (T)	Response Count (Per cent)
True	34	57
False	25	42
Answered question	59	
Omitted (S)	44	

In the above table, 57% of respondents believe smaller governing bodies are better for members as it gives them a much greater sense of shared responsibility and accountability and 42% does not believe that is the case. The result is close but a sizeable majority in favour of smaller governing bodies. The idea of the effectiveness and inclusiveness of a smaller governing body as opposed to a larger one was put to the respondents. This question is necessary as some of the respondents themselves are members or have been members of such bodies. This relates to theme 5: "Awareness of conflict between decision making bodies" used in the analysis of the open-ended responses and also links with the main research question: "How do commercialisation influence university education delivery operations?"

Question 24: In the current higher education climate, universities have to compete nationally and internationally to increase student numbers with a view to increasing income. This is not good for higher education N= 103

Response options	No who Answered (T)	Response Count (Per cent)
Strongly agree	16	21
Agree	15	20
Neither agree or disagree	14	19
Disagree	22	30
Strongly disagree	6	8
Answered	73	
Omitted (S)	30	

In the above table, there is a split of opinion of responses. This may be because of the many answer options on whether universities compete nationally and internationally to increase income. Adding the strongly agree and agree options gives (41%) whereas the strongly disagree and disagree options together gives (38%)- a slim majority. This is one of the questions presenting some of the new entrepreneurial nature of university activities to the respondents to know whether this is good for HE. Obviously, student numbers matter in terms of income and there is competition for students. This relates to theme 1: “Funding higher education-the new mechanism” used in the analysis of the open-ended responses and sub-research question 2: “To what extent and in what ways have universities become commercialised”?

Question 25: Some universities offer scholarships (grants to study) to attract top students to their institution N= 103

Response Options	No who Answered (T)	Response Count (Per cent)
Agree	63	91
Disagree	6	8
Answered question	69	
Omitted (S)	34	

The breakdown of responses in the above table show that 91% agree that universities offer scholarships to attract top students. Only 8% disagree that universities do it.

This is a discriminatory activity as it encourages class and inequality; yet, universities do it as part of their strategy in competing with other universities. This is another question to convey the current entrepreneurial nature of university activities and the question wants respondents to say whether universities are using a particular competitive strategy. This relates to themes 1 and 2: “Funding higher education-the new mechanism” and “the new fee regime-university transformation” used in the open-ended response analysis. Furthermore, sub-research question 2 tally here: “To what extent and in what ways have universities become commercialised”?

Question 26: Revenue from fees make a substantial part of university income. So, do some universities charge high fees to make up their income? This burden is passed onto the student who pays back the fees after graduation.
N= 103

Response Options	No who Answered (T)	Response Count (Per cent)
Agree	47	68
Disagree	22	31
Answered question	69	
Omitted (S)	36	

The breakdown of responses in the table above shows that 68% agree that universities charge high fees to make up their income and 31% disagree.

This question expected respondents to say one thing the universities are doing in this new funding regime to close the funding gap as a result of the cuts in the teaching budget i.e. the fees charged by universities. This question highlights the implications for universities charging different fees. Not everyone can afford high fees, meaning some will choose a low fee institution. This creates a divide and it raises the question 'does high fees mean high quality'? The answer is it may not be the case. This relates to theme 1: "Funding higher education-the new mechanism" and theme 2: "The new fee regime-university transformation" and also links with sub-research 1: "How do higher education fee structures impact on student numbers?"

Question 28: Charging the proposed maximum fee 9,000 may turn some away from acquiring higher education? It could mean a reduction of student numbers. Do you think the likelihood of a reduction of student numbers is good for higher education?
N= 103

Response Options	No who Answered (T)	Response Count (Per cent)
Yes	19	28
No	47	71
Answered question	66	
Omitted (S)	37	

In the table above, 71% of respondents believe that charging £9,000 fee is not good for higher education and only 28% are in support of the high fees. Again this is another question about fees charged by universities. That the £9, 000 fee charged could turn some people away from acquiring higher education and whether this is good for higher education. The question expected respondents to think of the implications of some people turning away from higher education such as social and economic consequences. The responses indicate a very strong opposition to charging high fees. This again relates to theme 2: “The new fee regime-university transformation” and also links with sub-research question 1: “How do higher education fee structures impact on student numbers”?

The table below is converting the responses of the respondents to figures but as mentioned earlier, the study is not using the data as quantitative data as no independent variables are compared.

Table 8 A break-down of themes, questions and response outcomes of the closed ended questions

Themes & questions	Percentage of response choice	
	NO	Yes
Business university: Do you think a university becoming a business organisation is good for HE?	75%	24%
Why universities engage in commercial activities? Because of market agenda & reduction of the teaching budget?	10%	73%
Declaring universities independent business organisations: Do you support this?	83%	16%
More funding cuts in the future. What would universities do? Downsize?	26%	63%
The teaching budget: Is reduction of the teaching budget the right thing to do?	73%	26%
Funding reductions: The reason for funding reduction is: govt. no longer believes in fully funded HE	25% (the rest of the options combined)	70%
Concern about job roles or function: Are you concern about your job function?	35%	64%
Effects of funding cuts on departments and jobs: Are you concerned about your job function in the current climate?	42%	57%
Entrepreneurial activities & weakness in governance: Will entrepreneurial activities lead to weaknesses in governance?	46%	53%
Decision making of council and senate: Is the current structure bureaucratic?	47%	52%
Size of governing bodies: Do you prefer a smaller governing body?	42%	57%
Competition in HE: Universities compete nationally & internationally. Do you agree?	38%	41%
Offer of grants to top students: Do universities do this as a competitive strategy?	38% disagree/strongly disagree	41% agree/strongly agree
High fees: Universities are charging fees to close the funding gap left by the reduction of the teaching budget?	31%	68%
Reduction of student numbers. £9, 000 fee may turn away some from acquiring HE. Is that good for HE?	71%	28%

The data above makes it clearer the level of opposition and those in support of the current HE funding, fee increase and commercialisation policy. It can be seen that there is a high level of opposition to commercialisation of HE and fee increase. The level of opposition, the three specific areas mentioned are 70%, 80% and 71% respectively as shown by the table. My literature sources in chapter 2 seem to support the view of the university stakeholders. Whyness (2012), discussing figures from UCAS on HE application numbers in 2012, said, student demand in England has dropped by 10% in total. Working on the basis of the 2012 decrease, Whyness concludes that tuition fees have had a severe impact on university applications. Whyness however, points out that

there are few problems with the conclusion and gave reasons. However, there was 1% increase in 2013 as discussed in chapter 2. Barr and Crawford (2005) discussing the subject of subsidising higher education makes a key economic case supporting public funding of HE adding that higher education raises a student's earnings and thereby, increases his or her future tax payments. On commercialisation Anderson (2010) states "a particular social dilemma in Britain, exacerbated by marketisation and the introduction of fees, is how to avoid returning to a situation where the best universities, still holding to the traditional idea of the university', are the preserve of social privilege." He is against commercialisation and argues that policies should be pursued to preserve democratic access to the best higher education and to match individual talent to intellectual opportunity.

Conclusion

It is clear from the closed-ended responses that the government's market agenda for higher education is very unpopular with university staff, the very people expected to implement the marketing activities of the university. Overall, the tone of the respondents in all the survey questions (i.e. a substantial majority) is against market mechanism as the best way to deliver higher education. In all the questions, the sentiment or mood is clearly expressed by the high percentage scored by this group of respondents. The responses for the opposite views are quite small in almost all the questions. There is therefore a general pool of opinion against the idea of commercialising the university. Furthermore, the idea of giving students loans for fees and requiring them to payback after graduation was strongly opposed by majority of the respondents because it puts graduates into huge debt.

In comparison, the outcome of the analysis to the open-ended responses also depicts a strong opposition to the idea of market mechanism for higher education delivery as mentioned earlier. In both types of responses, there is overwhelming opposition to the introduction of the £9,000 fees, student loans and commercialisation. I would therefore say that the result of the survey responses is not good news for the government. However, it should be noted

that the result may not be a true representation of all the staff in each of the four universities as the number who responded from each university is a tiny fraction of the total number of staff from each of the universities as noted in chapter 3 and in this chapter below. Below is a picture of the representation.

Table 9 No of respondents as a percentage of total number of staff from each of the universities

Representation (breakdown)	University 1	University 2	University 3	University 4
No of staff	2, 500	2, 500	1,500	2000
No of respondents	20	30	27	20
No of staff as a % of respondents	0.8 (1%)	1.44 (1%)	1.3 (1%)	1%

The indication of the sample in the table above suggests that the result of the analysis should be treated with caution. The contribution the study has made is that it has provided an indication that university stakeholders may be against the new HE policy and a wider study is required to confirm the mood of the staff across all the universities.

As a conclusion on the close-ended data analysis, the study would like to make clear that the current study did not make any special treatment of level of staff who responded because the survey was an open invitation for people to participate. Every level of staff was invited to participate. Specific investigation on level of staff could be taking on in a future study. The fact that every staff was represented in the responses demonstrates interest of the respondents. However, it is a fact that academic representation was stronger than any other level. See table 9 on chapter 4 earlier (results and analysis). They are 5 research assistants, 11 Lecturers, 14 Senior Lecturers/Principal lecturers, 5 Readers, 6 Professors/ HoD/Director. Another group of respondents is made up of Administrators, Managers, Technicians, Project Officers and Assistants;

totaling 21. Another group is the Librarians with 7 responses and 4 Student Representatives. Generally, as stated in the analysis earlier on the chapter, a very good majority of the respondents in each group are opposed to the new HE funding policy, commercialisation and high fee introduced.

MORE DISCUSSION ON THE DATA

Demonstration of the relationship between the literature and the survey outcomes

The research questions are used as sub-headings in this discussion.

Research Question 1: How do commercialisation influence university education delivery operations? A survey question relates to the inclusion of the teaching budget in the funding cuts as this might be affecting the way universities operate. This is one of the themes that emerged from the open-ended responses of the current study. The responses were overwhelmingly against the inclusion of the teaching budget. The close-ended responses to the question: “Do you think the funding reductions by the government should include the teaching budget”? 73% said ‘No’ and only 26% said ‘Yes’. An English White Paper by DfES (2003a) titled ‘The Shift in Government Position on Funding Higher Education’ discusses the government position on funding. The paper states that it is a fact that the function of higher education in a developing nation’s economy was made clear in the Robbin’s Report (Committee on Higher Education 1963), it identified that the aim to have similar weight to the other aims of the development of the individual intellect, knowledge, and developing society. The Paper appears to have emphasized the shift in government position. It states that it was the vocational nature of higher education that was most valued:

In a fast-changing and increasingly competitive world, the role of higher education in equipping the labour force with appropriate and relevant skills, in stimulating innovation and supporting productivity and in enriching the quality of life is central (DfES 2003a paragraph 1.3:10)

So, the emphasis now is on the economic benefit of higher education to the individual. Higher education is now viewed as a ‘private good’ rather than a

'public good' but the expressions of the respondents in the current study is against this view. They are opposed to the reduction of government funding of higher education and view education as 'public good'.

Clearly, the issue of decision making has been a problem for universities and more so in the current market system as more business activities are being undertaken. An OECD Study (2003) investigated the changing patterns of governance in higher education which involved analysing education policy. This was not a specific study on UK universities unlike the current study and it was not a quantitative or qualitative study of university stakeholders. It was a study of university governance among member institutions and more of a comparative study. The methodology was a discussion of institutional autonomy, funding, quality assessment, governance and leadership of member countries institutions. Only two elements: governance and funding discussed are part of the issues addressed in the survey questionnaire administered to university stakeholders in the present study. The findings of the study referred to is that governance patterns of universities in OECD countries, which the UK is one, are changing. The two issues in question are key issues in the present study: the impact of the changing funding policy on governance and management. The gap in research therefore is not finding out from university stakeholders about their feelings of current government policy on higher education. The responses to the current study survey questionnaire on the question why universities engage in commercial activities, produced 73% support for the answer that it is because of the government's market agenda and reduction of the teaching budget. This answers Main research question: How do commercialisation influence university education delivery operations?

Schofield et al., (2013) talk of providing higher education in a competitive market place. It draws on the literature relating to marketing of services to assess the extent to which higher education marketing addresses issues of covenant, quiddity and representation i.e. looking at what takes place in the marketing process (agreement, the essence and how it is represented). The study referred to used a mixed sample of universities and associated further education colleges who provide higher education opportunities, this research investigated the marketing strategies of different types of higher education

institution. The study referred to identified differences and they include the extent to which reputation, educational experience, research and student life are used in marketing. The authors' conclusion is that newer universities and further education colleges appear to be more greatly influenced by current government HE policy agenda than are the older more traditional institutions, which continue to trade largely on reputation and experience (Schofield *et al.*, 2013). They are saying that the post 97 universities are more affected by government policy. The contrast is that the present study's sample is not particularly mixed as there are 3 post 92 universities and one pre-92 university. The university system is increasingly diverse and stratified, and there is also a lot of diversity amongst pre-92 universities (e.g. the Russell group is an indication of system diversity. The previous study referred to suggestions that the reason for the policy is that the proportion of the UK's GDP spent on higher education has fallen and the government want the sector to contribute to the cost of teaching. This is why the market system was introduced. However, this research investigated the marketing strategies of higher education institutions and not a study of the views of university stakeholders like the current study. The methodology or approach of this paper is different from the current study. The only similarity of the current study and the previous study referred to here is that the present study also made a secondary analysis of marketing activities of four universities. This indicates that entrepreneurial activities are having effect on universities, particularly, the new universities. Universities undertake a lot of activities to operate in the new system and a lot of resources are required in this. The responses to the current study on the question whether universities becoming business organisations is good for higher education show 75% 'No' and 24% 'Yes.' This answers the main research question: "How do commercialisation influence university education delivery operations?"

The current study survey responses to the question as to whether the government's market agenda for higher education and funding reductions cause universities to operate like business, gave 73% Yes, 10% No and 16% neutral. The result is unanimous; stating the effect of government policy. This answers research question 1. A research paper referred to in this study is a paper by the: "The National Committee of Inquiry into Higher Education"

(1997a, paragraph 3.93). This paper gives a picture of the changes in government funding policy on higher education. It says the increase in the number of universities triggered an associated increase in government funding between 1976 and 1995 and there was a real-term increase of 45 percent in government spending on higher education. However, this represented a fall in the proportion of the nation's resources that were committed to higher education. This means the proportion of UK's Gross Domestic Product (GDP) that was spent on higher education fallen from 1.2 per cent in 1976 (NCIHE 1997a, paragraph 3.94) to 0.8 percent in 2003 (DfES 2003a). So the growth in higher education was followed with a real increase in public funding in the past which is a good thing. But the question is has there been real term increases in public funding after the 1990s as the demand for higher education grew? What has happened in funding since then indicates there has been no real term increases in funding in terms of proportion to the nation's resources and the current government's market agenda means real term increases in funding is a thing of the past. So, the paper referred to confirms decrease funding in real terms in higher education which cause universities to operate like businesses as indicated by the outcome of the current study.

Respondents were asked to answer whether the reason for funding reductions is because government no longer believes in fully funded HE. 70% said 'Yes' and 25% the rest of the options combined. This indicates a unanimous agreement that the government would no longer provide a totally free HE and answers the main research question. The respondents believe the funding cuts and increased commercial activities universities now undertake and the increase in fees and the level of fee demonstrates the government's position. Willetts (2012:1) discussed fees and private provision:

Our recent reforms tilt the system so that there will be greater contributions from graduates in reasonably paid employment and less from the generality of taxpayers. The monthly repayment plan will be lower and 30% of graduates will pay less over their lifetimes than under the previous system. That's why, as I discovered on a recent trip to the US, our model is gaining interest in places that have university tuition fees but which lack taxpayer-subsidised and income-contingent loans to pay for them (Willetts, 2012 P:1).

This is contrary to the views of university staff who responded to the current study survey. The respondents do not want cuts in the teaching budget and fee payment.

The main research question: How do commercialisation influence university education delivery operations? The question of university commercialisation was put to the respondents of the current study and the outcome of the responses was a strong opposition to commercialisation and answers research question 1 above. Holmwood (2012) argued that British higher education is entering into a period of severe disruption. He posits that recent changes in the UK higher education funding system will only embed inequality further. He states that the changes are designed to increase private investment in the sector and make it more attractive to for-profit activities, including degree provision and cooperation between existing education institutions and for-profit partners. Holmwood is pointing out here that commercialisation is not good for the university sector just as the same view that the respondents of the current study expressed. He is skeptical of the private sector organizations which are only out to make profit. He believes the introduction of the commercial system will bring about disruption to a very important sector of the state.

Again, another outcome of the survey about whether the entrepreneurial university is good for higher education also agrees with a piece of literature cited in the study. Starkey's paper (2012 p:1) on commercialisation shows he is sceptical or has reservations with the government's market agenda for higher education. He is not convinced it can deliver the good education in contemporary times:

Effective narratives achieve two things. They are credible and they help people make sense of the world. In troubling times universities still have much to offer in terms of helping students make sense of the world. This part of their historical mission must not be allowed to fade away under the pressure of pure economic justification. Economy needs balancing with society and culture, giving universities a key role to play beyond 'employability' in helping students create a viable and sustainable sense of identity (Starkey, 2012).

Starkey is clearly referring to the government's market agenda for universities requiring them to engage in business activities. Starkey is against universities operating as businesses with a view to increasing income but fail to make a clear attack on the government. There was an overwhelming opposition to the idea of commercialising the university in the current study survey question: "Do you think a university becoming a business organisation is good for HE"? 75% answered No. This again answers research question 1: "How does commercialisation affect university governance and management"?

Sub-research question 2: An open-ended survey question on control of universities wanted respondents of the current study to say whether or not they would support declaring universities independent business organisations. Many reasons were given for the 'No' answer including: a university becoming a business organisation will lead to a decline in standards or quality by a respondent from university two. The close-ended responses to this question gives 83% against declaring universities independent businesses and 16% for.

The **main research question:** "How does commercialisation influence university education delivery operations? King (2004) talks of the relationship between the state and the university, which states that some people believe there is nothing positive in the controls placed on universities by the government but the government would like to think the opposite. The government does not trust the universities to deliver what they are expected to deliver. King argues that there is indecision on the part of the government as to how far universities can be trusted and left to their own ways of operation and believe that is given rise to unnecessary changes every now and then, particularly, on quality arrangements that show no sign of stability (King, 2004). King is saying that even in this commercial climate, universities are controlled by the government. This is one reason the respondents to the survey in the current study are against commercialisation of the university.

Duke (2002) in his book, 'Managing the Learning University,' describes what has changed in the university as, "the administrative machinery has become

cumbersome, some of it redundant and the role and activities of the institution have become more complex and harder to balance and grasp from the perspective of management. Many old and new expectations have to be met. These include curiosity driven research and scholarship to a host of particular teaching contracts and multi-agency research arrangements” (Duke, 2002). Duke believes many of the contract arrangements are complex external partnerships involving formal legal and commercial arrangements. This is a clear indication that the new commercial university affects governance and management decisions and answers the main research question: “How do commercialisation influence university education delivery operations? A survey question asked respondents whether entrepreneurial activities will lead to weaknesses in governance. 52% said ‘yes’ and 46% ‘No’, agreeing with the literature that commercial activities affect university governance and management decisions.

Ashwin (2006) describes several types of changes that have taken place in the university operations. “Changes in the higher education system, changes in government spending on higher education, changes in what government sees as the purpose of higher education, changes in student numbers, changes in student diversity, and institutional changes in higher education” (Ashwin 2006: 4). These are not all good changes per say, because there are implications and this is what the current study is concerned with. The impact of the changes on governance and management is huge as every aspect of the university is experiencing some form of change and this places a great deal of responsibility on the vice-chancellor as the chief executive. Change has to be managed and managing each of these areas is a demanding task. How the chancellor manages the current financial shortage would depend on his or her skills and the relationship with the rest of the management team. A question in the current research study asks respondents whether they are concerned about their job function in the changes that are taking place in the university. 64% answered Yes and 35% said No. So, the effect of commercialisation on university governance and management is expressed here, which answers the main research question: “How do commercialisation influence university

education delivery operations? It also answers sub-research question 2: “To what extent and in what ways have universities become commercialised.”

Duke (2002), believes managing quality is inseparable from larger questions of institutional direction and leadership and explains that the quality of the work itself, within agreed purposes and directions as distinct from winning at the quality game, presents challenges in abundance. Without a high degree of commitment on the part of all staff in an almost obsessively ‘client-service’ culture success will be limited (Duke, 2002). A further survey question in the current study asked respondents whether entrepreneurial activities will lead to weaknesses in governance. 56% agreed with the statement and 46% did not. As quality is a governance problem, the outcome answers the main research question: “How do commercialisation influence university education delivery? The respondents are saying commercialisation will affect quality negatively.

Sub-Research Question 1: How does higher education fee structures impact on student numbers? One outcome of the secondary analysis in this study is the effect of fee increase on student numbers and research question 2 of the current study was to investigate the impact of the policy on student numbers. The result that emerged is that there was about 10% decline in student registration in 2012, the first year of the introduction of the new fee system but there was an increase of 1% in registration in the 18 and 19 year olds in 2013. However, there was still a decrease of about 9% -10% in the older age group in the same period (UCAS 2013). So the secondary analysis indicates a very uncertain future for higher education funding and the numbers that will be registering for higher education. However, there had been increase in acceptance of 2% in the 2014/15 entry and 3% increase in the 2015/16 entry. These are still small increases and cannot be relied upon and the fact that it is still early days. The survey in the current study put a statement to the respondents that the £9,000 fee may turn away some people from acquiring HE and whether that is good for HE. 71% said ‘No’ and only 28% said ‘Yes’.

Also, another change in the HE sector is the way it is funded. There are also other changes but the change in funding is impacting on university funding and

education delivery operations generally. This is how Fraser (2005: 8) describes the change that has taken place: "it is not only the operations of universities that are undergoing change. The *raison d'etre* for universities, always contentious, becomes further confused. Some universities might be represented as seeking to maintain their traditional image and some appear to operate as multi-national, profit-oriented corporations. Some appear set to take on the role of electronic publishing houses" (Fraser 2005: 8). This answers sub-research question 2: "To what extent and in what ways have universities become entrepreneurial"? Fraser's description of university activities is true of what is currently going on. Some universities are seriously engaged in entrepreneurial activities both in the UK and abroad. The traditional function of the university is to provide education and not profit-making. The point is the business activities of universities have increased since 2005 (McCaffery, 2005). Before 2005, the current fee and maintenance grant situation was not there and the funding reductions were not as much as it is today. Is the market system successful? It is too early to say it has been a success. All the implications are yet to manifest fully. Another survey question required respondents to answer whether or not universities compete nationally and internationally. 41% answered 'Yes' and 38% 'No' indicating there is competition and confirms the literature cited here though it was a close result.

One survey question required the respondents to agree or disagree on whether some universities will charge high fees to make up their income and 68% agree it is the case and 31% disagree. Another question asked respondents to say Yes or No on the question whether the three different fee levels universities may charge is good for higher education. 78% answered No and only 21% said 'Yes.' This is a unanimous voice against charging fees and the different fee levels. It is the entrepreneurial system that has give rise to the different fee levels set. The responses answers sub-research question 2: "To what extent and in what ways have universities become entrepreneurial"? A paper by Holmwood (2012) discusses higher education as a public good and not a private good said the government frequently poses the rhetorical question, why should the person without qualifications pay for university education for others. But it is clear that this is an argument that weighs more

with the beneficiaries of free higher education, who perceive it as a means of protecting their labour market position. The government's argument is that it is right that those who benefit more should 'pay more.' Holmwood argues that paying more means that universities will also be aligned with a secondary education system in which some pay more to have access to better resourced private schools.

In conclusion, I would say the chapter pulled together the steps taking to carry out the study and demonstrated the relationship between the literature and the survey outcomes and spelt out the implications of the outcomes and also provided a critical element. Furthermore, attempt was made to show that the outcomes answered the research questions.

Demonstration of how the research outcomes relate to the research questions

The results of analysis of opinions collected from university stakeholders answered the research questions and that is demonstrated below:

Table 10 A breakdown of how many times each research question is answered by the outcomes of the survey

Research questions	How many times the outcomes of the survey answered the research questions
Main RQ: How do commercialisation influence university education delivery operations?	11
Sub-RQ 1: How do higher education fee structures impact on student numbers?	4
Sub-RQ 2: To what extent and in what ways have universities become entrepreneurial?	4

As shown in the literature review in chapter 2 regarding commercialisation of HE, where Starkey (2012), speaking on the traditional mission of the university said the focus to educate should be paramount and advises universities to have effective narrative in their approach. My data above shows that the outcomes of the survey answered the research questions in opposition to commercialisation. Fraser (2005) also talks of the extent of change in

university operations and opposes the change taking place. Below is another table showing responses of the close-ended questions taken from above i.e. this chapter. Here three key response results are commented upon. This relates to theme 1: “Funding higher education-the new mechanism.”

Future price of higher education

The Teaching Excellence Framework (TEF) proposal in the White Paper (BIS, 2016), discussed in chapter 1 talks of allowing universities to charge higher fees where a university is able to demonstrate offering quality service to students. This sounds like a good proposal but it might be difficult to implement in practice. It means the uncertainty of the level of fees in the medium and long term cannot be removed. So, the uncertainty of student applications and what the price of education would be in the future is difficult to know and for this reason the study discussed future price of HE in chapter 2 and a fee projection is made here.

The 40, 000 decrease in student registration every year is estimated from the 2012 decrease indicated by UCAS. The 1% increase in 2013 indicated by UCAS is ignored here because there is still a huge gap compared to the 2010 figure. If the £500 increase in fees and 40, 000 decrease in numbers is repeated every year on average, by 2024, the number of those who will not be going to university because of fee increase could be as high as 400, 000. This again answers research question: How do higher education fee structures impact on student numbers? This projection could be partially or completely wrong come 2024. There had been small increases in registration in 2014 and 2015 on the 2013 figure as mentioned earlier. These are small increases and it still early days to make any conclusions. As mentioned in the introduction of this chapter regarding projection of demand for HE places here is a breakdown of figures: 2014-15 2% more (7,950), 2015-16 3% more (12, 610).

Fee projection

The uncertainty of student applications and what the price of education would be in the future is difficult to know. It is for this reason the study made a projection of fees using estimate fee increase of £500 a year taking inflation

into account. Extrapolating the fee level for 10 years shows a fee of £14, 000. The projection also indicates that the number of those who could be put off i.e. not go to university as a result of the fee increase could be as high as 400,000. This answers research question: “How do higher education fee structures impact on student numbers?”

Table 11 Estimated HE fee increase and No of students not registering

Price of education Fees (£)	Year	No. of students Not registering
£14,000	2024	400,000
£13,500	2023	360,000
£12,500	2022	320,000
£12,000	2021	280,000
£11,500	2020	240,000
£11,000	2019	200,000
£10,500	2018	160,000
£10,000	2017	120,000
£9,500	2016	80,000
£9,000	2015	40, 000

Source: A projection by the current study (Sikpi, 2016)

In concluding this subsection of chapter 4: “More analysis and discussion,” it is interesting to see that the analysis of the data is expanded by using the research questions as heading to explain further what the data contains and in fact, it deepens and strengthens the analysis and interpretation of the data.

Secondary Study

A secondary analysis of the 4 universities was undertaken and below is summary of the study. The summary provides information regarding what universities do in this new market agenda in terms of governance and management. The new system is clearly affecting the operations of the university. There are more commercial driven activities nationally and abroad. This is linked to the main research question: How does commercialisation influence university education delivery operations”? The analysis also brings to light “To what extent and in what ways have universities become commercialised”? This is sub-research question 2.

Table 12 Summary of business activity gathered from secondary data

Business activity summary			
University 1	University 2	University 3	University 4
<p>*Has a number of established links with overseas partners in Europe and world wide</p> <p>-The links have been established to enable the University offer its undergraduate and degree courses to students based outside the UK</p> <p>-The University has collaborative partners and articulation partners in overseas countries who are trusted to deliver the university's degree programmes.</p> <p>-Officers of the university visit overseas campuses and partners abroad from time to time</p>	<p>*Licensing and commercialisation</p> <p>-Commercialisation section is staffed by experience professionals from business and works closely with industrial partners to develop and add value through cutting edge technology</p> <p>-With access to seed capital, venture capital, business and loan finance, it has established both exclusive and non-exclusive licensing agreements with major companies</p> <p>*Corporate relations</p> <p>-Amongst other things is undertaking with a view to attracting additional funding to support the university corporate engagement activities, and identifying business and market opportunities</p> <p>-Another business project undertaking is the University Knowledge Partnership (KPT), which purpose is to transfer knowledge and expertise from the academic partner to the organisation</p> <p>-On consultancy, many companies draw on the specialist knowledge of researchers across a range of disciplines and maintains partnerships</p>	<p>*Has international branches of the university and has international partnerships</p> <p>-Partnerships are a key part of the university global reach strategy</p> <p>-The international arm of the university plays a key role in developing the overseas links</p> <p>-Have won the prestigious "Outstanding International Strategy" award from the Times Higher Education Supplement</p> <p>-The Vice Chancellor's group is in charge of the international strategy of the university</p>	<p>*Partnership institutions</p> <p>-The university has a network of partnership institutions. These partners are some FE institutions and independent colleges whose degree programmes are accredited by the university and the student here are allowed to use their funding contract in the university</p> <p>-The FE institutions and independent colleges pay the university for the accreditation of their courses</p>

The above gives some indication at a glance the extent to which universities have become commercialised by the activities they undertake. As mentioned above, this answers sub-research question 2, "To what extent and in what

ways have universities become commercialised”? The table can be used as a comparison of the four universities business activities.

Table 13 Summary of university secondary data analysis

Based on UCAS student registration figures , the current fee level may have a negative impact on future student numbers. This analysis also answers Research question 2: How do higher education fee structures impact on student number?
Future price of higher education: The result of the future fee projection again answers research question 2: How do higher education fee structures impact on student numbers?
Result of analysis of each university business activity data reveal that universities are undertaking different income generating activities. Analysis of governance and management data show that the market mechanism introduced into the HE delivery system is having impact on governance and management decisions of each of the 4 universities. This answers research question 1: To what extent and in what ways have universities become entrepreneurial

Level of fees

A secondary analysis on higher education fee structures undertaken by the current study found that the level of fees set determines to a great extent the number of undergraduate applications. Data released by the Independent Commission on Fees indicate the following for English domiciled students:

Table 14 Analysis of university applicants 2011-2013 compared to 2010, 2 years before the introduction of the new fee policy

Domicile	2010	2011	2011 v 2010	2012	2012 v 2010	2013	2013 v 2010
England	446,177	451,114	1.1%	406,548	-8.9	415,208	-6.9

Source: The Independent Commission on Fees/Sutton Trust

The figures indicate that there was a decrease of 8.9 in 2012 compared to 2010 cycle which was the last year unaffected by the new fee regime. There is a 1% increase in 2013 but there is still a -6.9 decrease compared to 2010. The point here is there is still a decrease despite the small increase in 2013 and the future is uncertain. Therefore, the picture here answers research question 2: How does higher education fee increase impact on student numbers?

In concluding this sub-section on additional data analysis, I would say this section is one demonstration of the interconnectedness of the data, the literature and the survey questions. It shows the relation between the literature and the survey outcomes using the research questions. It uses key literature cited in chapter 1 and 2 and links it to the comments from the respondents in the survey. The section also demonstrates how the research outcomes relate to the research questions. Further, the future price of higher education is discussed in relation to the Teaching Excellence Framework (TEF) proposal in the 2016 White Paper in terms of what universities should do in setting their price. The fact that the new market system is bedeviled with uncertainty in terms of fees is discussed. There is the fee projection which is one of the tasks undertaken by this study. The current study itself projected what the fee is likely to be in the future and this where the study based its statement that there is like to be a substantial fee increase in the future. Finally, the section presents a summary of the secondary study undertaken on the four universities business activities and this gives a picture of what universities are doing to increase income in the market new system.

CHAPTER 5

The aim of the chapter is to draw together the results of the analysis in relation to the research questions. This is done by looking at the responses to the survey and identifying how the responses have answered the research questions. Other elements highlighted in this chapter include the limitations of the study, and the significance of the study. Finally an overall summary to the chapter and the research study is presented.

LIMITATIONS OF THE STUDY

The research instrument (On-line self-completion questionnaire)

Reflecting on the study, there are several matters that I would do differently if I was undertaking this study again: The study did not undertake face to face interviews with respondents. If this was used as an additional method, more data could have been gathered and the validity of the study could have increased as it could have increased the quality of data and of course other benefits associated with different sources of data collection. Whether such data could have been better on its own than the on-line self-completion questionnaire I employed in terms of the 'richness' of data is difficult to say because each method has advantages and disadvantages. Obviously, the two methods together might have produced something extra. Therefore, I would undertake selected one to one interviews with some respondents in addition to the questionnaire in a second chance to investigate the subject. Selected people only because text data generated during interviews would be too large to analyse and 103 interviews would be too tedious within the time available for the study. I have not been able to conduct interviews because it would have taken too long to schedule interviews with respondents who would be willing to participate. Obviously, respondents would be available at different times for interview. Selected interviews of course were an option if I did not receive the required number of responses but I did. One advantage of interviews is that they can be conducted at an appropriate speed as the researcher sitting face to face with the respondent and can control the pace. The problem with

interviews though could have been the availability of stakeholders to give me the necessary attention. Secondly, it could have taken a very long time to fix interviews with each of the respondents. The questionnaire questions themselves was something that needed careful construction.

Improvement could be made on the questionnaire design in terms of the length of a few of the questions (17, 24 and 26). Shorter questions make it easier for the respondents to answer and the respondents are likely to be more effective in their responses. The number of questions could be less by 2 or 3 to avoid respondents getting tired in answering the questions. The questions asked-open and close-ended needs to be conscious of the approach the study is adopting.

The use of qualitative approach

As indicated earlier there were no independent variables to compare in this study, for example, the performance males and females in a subject of study. The performance of males is not dependent on the performance females. In such a case, the two variables can be compared using statistical means-quantitative approach. In the case of views of people as in this study, they are dependent on personal experience and feelings and judgement and text is generated. Even the quantitative data generated is about the opinions of people, hence treated as qualitative. Qualitative approach was employed in this study. Some free text boxes (open-ended responses) were provided to allow respondents to give their opinion on certain key issues. This gave the respondents the opportunity to express themselves in sentences and a lot of text data was generated. There were also close-ended questions which also elicit respondents' opinion. So, even with the structured questions which generated numerical data, the study still treats both sets of data as qualitative as two variables were not compared using correlational statistics. The study could have compared the responses of each university and make it a quantitative study but the results would have been of little use to the study because the issue under investigation is not about the degree of importance of what a university is saying about the government HE funding policy but the combined opinion of the universities stakeholders. This calls for a good robust

analysis tool and 'Survey Monkey' was employed. This is an organisation tool to analyse the data collected. It is a very effective and robust tool but there are many other similar tools around and worth trying out for close-ended questions for example, "Are you concerned about your role in the present agenda of government higher education funding cuts and entrepreneurial climate? Answer 'Yes' or 'No'. The analysis of the open-ended questions was done manually and was laborious and can be improved by reducing the descriptive elements in the analysis and the tables created to represent some of the data from the responses.

Sampling

I have chosen one pre-1992 and three post 1992 universities. May be an equal number of pre-1992 and post 1992 would have had an effect to the result but this is not certain as universities are social institutions and their set-up and structure is similar and the fact that they are public institutions and receive funding from the government makes them similar in operations and philosophy. Of course, there are few private universities but they still operate under government guidelines.

In terms of stratification, the sample was taken from 132 universities in the UK and 3 post and 1 pre-92 universities were chosen. 3 post 92 were chosen because the study felt this group of universities are more likely to be engaged in commercial activities and any three of this group of universities could have been chosen. Also, any one of the pre-92 universities could have been chosen to represent the pre-92 university who are established and has reputational and financial advantage over the new universities. Therefore, this study would describe the sample as a disproportionately stratified sample and aware of sampling bias. All the study has tried to do is to make the sample meaningful.

A study of just 4 universities out of 132 could be a limitation. A study of more universities could have produced more data and more reliable result. Though it is not always the case that more data produces better results in research. Other factors come into play in terms of producing better results such as the analysis tool, the approach to the research and ethical considerations. This

study did a lot of work as mentioned in the methodology chapter to ensure that the findings of the study are reliable. As mentioned earlier, the survey instrument of the study is questionnaire and this does open the study to some limitations like in any study where the choice of one instrument brings limitations for not choosing the other. Interviews alone could have been chosen in this study but was completely ignored. Whether interviews could have been a better instrument in this case cannot be proven. What should be noted is that no research instrument is 100 per cent perfect. There are always advantages and disadvantages in deciding which instrument to adopt.

ADDITION TO EDUCATIONAL KNOWLEDGE/SIGNIFICANCE OF THE STUDY A

This was a survey of university stakeholders in four universities to gather opinions on different issues on government higher education funding policy. The results of the analysis of responses received from respondents as to their views of the quasi-market system of funding HE introduced in 2012, reveal that respondents are unanimously opposed to the idea of market mechanism in delivering higher education. Two sets of data were analysed-structured and unstructured data. The structured data was analysed using Survey Monkey tool. This tool was used to organise the data and the analysis and interpretation was carried by the study. The unstructured data was analysed manually using categories, grouping and interpretation. The respondents are opposed to the reduction of the teaching budget, the idea of paying fees, level of fees and fee choice and marketisation of higher education. It should be noted however that their views are only views and should not be taken as actual facts or truth and the fact that it was only a small sample of stakeholders that participated in the study. However, the importance of stakeholder voice cannot be overemphasised.

The unanimous opposition to market mechanism of delivering HE is from a specific group of higher education stakeholders (university staff) the very people who deliver HE. This information is knowledge that has never been found out. There has been no previous study as far as this study is aware on

university stakeholders' views on the same subject of higher education funding and university commercialisation. The research questions were answered in this study. So, another significance is the fact that the survey answered the research questions. The questions were about higher education funding and university marketisation. The study therefore achieved its aims. One of the aims of the study was to know the perception of HE stakeholders (university staff) as to the new changes being introduced into the HE system. The study provided the data i.e. the view of university staff. The rational basis for the study was to know the degree of impact of higher education funding policy on universities and students and an idea of future fee levels and the study's fee projection has provided it. Another significance is that the study analysed the statement of commentators on the subject of higher education funding and marketisation and also drew appropriate literature, which informed the study.

This was a study on a topical subject: "Higher education commercialisation and fee policy and its implications in England and Wales-the views of university stakeholders." Universities deliver higher education and any changes in funding is bound to affect university operations and it is the people who work in the university and the students that experience the effects. The survey instrument for the study was a self-completion on-line questionnaire. This included open-ended and closed-ended questions asking for their opinions. It was a qualitative study. Research questions were designed to address the issues raised in the questionnaire. The target response was 100 but the study received 103.

The outcome of the analysis was that the responses answered all the research questions. There was a unanimous voice against the idea of:

- public higher education funding cuts;
- the market agenda that higher education is best delivered through market mechanism;
- fee payment in higher education;
- the level of fees charged (£9,000 maximum).

Generally, about 75% of respondents are opposed to the above listed key issues that are now in operation in the UK higher education system. This is new knowledge; there had been no previous study specifically on university stakeholders on these issues as mentioned above within the period covered by the study 2011-2016. The methodology of the study that helped to direct the study and produce the result is important.

GENERALISABILITY

The different levels of staff in the university participated. The target population of the study was university stakeholders and 4 universities were investigated and every staff in each of the 4 universities were invited to participate and the analysis reveal that every level of staff including: academics, senior academics, professors, head of departments, secretaries, clerical and administrative participated. Therefore, the information obtained from the four universities could be an indication that the government policy is not popular within the university but not representative of universities as to the opposition of the government policy. The outcome of the study therefore should be treated with caution as it was only four universities studied and only a tiny number of stakeholders participated. The message the respondents are conveying is that universities do not want to be business organisations and they are also against fee payment and the high fees compared to the previous system.

END-VALIDATION

End-validation is to do with the process of evaluating the survey during or after the end of the survey to determine whether the survey outcomes correctly answered the research questions. The survey instrument in this study was self-completion online questionnaire. Before the questionnaire was operationalised, the study carried out certain validation checks. Questionnaire validation is a process in which one reviews the questionnaire in a bid to determine whether the questionnaire measures what it was constructed to measure i.e. what I intended it to measure. I can say that the validation was successful.

CHALLENGES OF THE STUDY

I went through different challenges during the project. One was the protocol set by each of the universities to allow external researchers gain access to conduct research and a lot of effort was made to get people to respond. Responses did not come all at the same time; some people responded immediately and some delayed until after a reminder. Another challenge was using the data analysis tool by survey monkey. I had to study how to use the system myself in order to set up the questionnaire and that took some time. The analysis of the open-ended responses was also a challenge as I had to carry out a content analysis involving categorising and identifying themes and interpretation manually. The challenges mentioned above has prepared me to face any similar future research.

This study investigated the perceptions of university stakeholders (all university staff and some student representatives) and not on specific category of staff. A further research study only on the level of staff that makes strategic decisions i.e. head of departments or schools and deans will add new knowledge to the subject: higher education funding and marketisation. This category of staff takes decision in implementing the operational activities of the university. The outcome of such a study could influence public funding policy more than this study. Another future research could be a comparative study, for example, comparing the approach to higher education funding in the UK, America and Australia. These are English speaking countries and comparison of the funding systems in each of the countries would be valuable knowledge for decision makers in each country. Furthermore, the question as to the need for independent providers (for-profit providers) in the higher education provision in the UK has been contentious; so a future study could investigate university marketisation and the independent sector in i.e. for-profit providers in HE.

This chapter has presented the analysis of the result of the survey. It makes clear what the survey achieved. It states the answers that came out of the survey to each of the research questions. The chapter also made findings and recommendations.

OVERALL CONCLUSION OF THE STUDY

The conclusion will discuss 6 key messages identified from the responses to the survey in relation to the research questions, the aims, the themes and the literature review.

1.The market agenda that higher education is best delivered through market mechanism- the survey outcome

The outcome of the survey indicates that a very high majority, about 85% of the respondents are against the government's idea of market mechanism in funding higher education. Stakeholders are the very people that carry out the operations of the university in the new system and are opposed to it. This should be a concern for the government. One should not expect a disgruntled people continue to perform at their best. They might speak out and there could be protests against the new funding regime eventually. There could be unrest that may affect the smooth running of universities. Some of the reasons given for their opposition are that the system encourages inequality and that the standard of education may fall. Some staff are worried about their jobs and expressions of increased job activity with no increased pay. They expressed that it is a system of demand and supply. This means choice will be a feature of the system and price will be determined by the interaction of the forces of demand and supply.

2.The issue of class and critical theory

The market system creates a dichotomy in the higher education system because those from high income families can afford the high fees and maintenance and not rely on the government grant and they can afford high fee institution. This means some people will not be able to afford HE and the likelihood of a reduction of student numbers. Those left out in higher education may face unemployment because industry requires graduate skills. The wider society could also suffer because of the social consequences of unemployment. This brings in the issue of emancipation of the oppressed which critical theory advocates. The main research question is about the effect of commercialisation on universities and sub-research question 1 is about the impact of higher education fee increase and the different levels of fees

charged. The above is an analysis of the impact and in fact, they answer the research questions. It is a clear message to the government that market mechanism is not popular with university stakeholders.

3. The outcome of the survey is much in accord with most of what is discussed in the literature review.

The literature review discussed papers and commentaries on the new higher education funding regime. The literature has had impact on informing this research and the general nature of higher education funding policy. The literature discussed HE as a 'private good' and 'public good' and the stakeholders surveyed seem to back the public good argument as against the government's perspective that HE is a private good i.e. the recipient benefits from it. Holmwood (2012) is cited. Some of Holmwood's argument for the public good is that the recent changes in the UK funding system will only embed inequality further. He argues that the changes are designed to increase private investment in the sector and make it more attractive to for-profit activities including degree provision. These are the views expressed by majority of stakeholders in the survey. This fact is what the government may not like to here.

4. Fee payment and the level of fees charged (£6,000- £9,000) and the effect on student numbers

In the past HE was almost free and the tax payer footed the bill but the new system makes student to pay. Not only this, the fee is now raised to £9, 000 and the negative effects of the rise in tuition fees is that there was a decrease of 10% in student numbers in the 18 and 19 year olds in 2012. The report says there were fewer 18 and 19 year olds in the population and that probably may account for part of the drop-in student registration in 2012. Although the reduction impact on student numbers is yet to manifest, it is still early days for a full manifestation. In fact, there had been -10% reduction in student registration in 2012/13, +1% increase in 2013/14, +2% increase in 2014/15 and +3% increase in 2015/16. The cause of the 1% rise in 2013 for the younger age group is not known and there is still a huge drop in student registration compared to the 2010 figures, the last year unaffected by the new fee regime.

It could be said that some students may have decided to register in 2013 because they have realised that it is possible to avoid paying back the loan after graduation as the rules currently stand. Tighter rules of repayment could change the situation. There are talks of handing over the administration of the loans to the universities themselves and that may bring about a more effective and tighter system in terms of repayment. Whether the government will be able to collect the repayment with minimal cost is debatable. It is clear that repayment of the loan given to students will be fraught with many problems which will require the government to think long and hard for a better system.

5. Inclusion of the independent sector in delivering HE

The permission of new private operators in the delivery of HE means more competition. More competition between players could be unhealthy. Private providers compete with the conventional universities who also compete amongst themselves. Private institutions are out for profit and they distribute profit to shareholders and are accountable to them but universities do not distribute profit even though they operate as business organisations. Though universities do have stakeholders who benefit from their activities. This is why there were exchanges between Government, Peers and Academics on private provision of HE. The Guardian Monday 9 January (2017) reports that Peers defeated the controversial government reforms of HE that would have made it easier for new profit-making colleges to award degrees and become universities. The Peers voice fears that the government would unacceptably commercialise the sector by allowing private colleges to profit from awarding degrees. Also, in January 2017, more than 180 top academics from London's leading higher education institutions united to warn that government reforms of HE risks undermining the capitals great universities. They warned that "the HE Bill risks undermining everything we have recently built up in London". The academics are opposed to the idea of allowing new institutions with no long track records to award degrees (The Evening Standard 9 January 2017). The government's argument is that the new system will provide choice. I do not think this is a good enough reason to introduce the new system given the fact that there are too many voices against the system. There are many drawbacks in the open market system introduced as emerged from the analysis. Certainly,

competition is intense between universities. There is a tussle for students between the conventional universities themselves because more students mean more fees and more income. Each university fights to meet their targets. There is also competition from the independent sector so much so that some universities could end up dumbing-down their entry criteria just as the independent sector may do. One strategy being adopted by the independent sector is to take students on for a 4 years undergraduate degree. The first year is spent 'brushing-up' the students to enter the actual degree programme.

6. The uncertainty

The debate is still on about what is the best way to fund higher education. The government is coming up with counter arguments to the views of stakeholders and commentators as to the best way to fund higher education. Stakeholders of different descriptions are raising concerns about the increasing funding reductions as the future is uncertain. It is difficult to work out what funding mechanism will be in place in the next 10 or 15 years. One thing for certain is that there will be increase in fees in the future at least because of inflation. The debate is opening up different elements of the situation. There is uncertainty on the government front in terms of higher education funding policy changes. The 2016 White Paper contains a lot of new proposals including TEF (Teaching Excellence Framework). The final outcome of this is unpredictable. There could be a policy shift to restore the cuts in the teaching budget and withdraw the market agenda for higher education. This means taking universities back to their old ways of operating. This may be possible with a change of government. Or it could be a move towards more cuts in funding. This means universities intensifying commercial activities which comes with more implications in terms of quality, student experience, staff morale, sustainability and efficiency and effectiveness.

Thus, the study answered the research questions set out in the first place. The result of the study is not favourable to the government.

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Appendix I

University 1 Data Analysis

University 1: Free text boxes data analysis			
Question 4: With the declining government funding for higher education, would you like the government to eventually declare universities as independent businesses for the purpose of increasing income?			
C A T E G O R I E S			
Statement in support or reasons why respondents said Yes	Statement against privatisation of HE or reasons why respondents said No	Themes or meaning of statements	General Interpretation of the statement
	<p>(1) Higher education is an important public service. It should not be a money making business</p> <p>(2) I don't believe education should be in the free market place</p> <p>(3) Business models have a limited use in relation to the matter of learning; they may benefit in some respects but are detrimental in others and need to be used sparingly and with sense-always remembering what a university traditionally is and what once made university education in the UK a model for the world</p> <p>(4) We'll end up moving away from what we should be doing- research and teaching- and focus running after private sources of money (even more so than now), potentially reshaping what research gets done to fit with a small range of needs. How would this work for uneconomic disciplines in the</p>	<p>(1) A public service should not engage in money making</p> <p>(2) Education should not be in the arena of free-market</p> <p>(3) Business models do not apply well in learning and may fail. The traditional role of the university is to provide education and not profit making. Business model should be applied with care if at all</p> <p>(4) Universities going business is a deviation. There should be no changing of direction but focus on the traditional function- teaching and research and seeking private funding. The business agenda will damage some disciplines such as the arts the humanities</p>	<p>For or against privation</p> <p>On the question of commercialisation or privatisation of HE there is no single person that is pro privation but 11 respondents came up with statements against privatisation. They do not believe HE should be engaged in business activity for the purpose of making profit or increasing income. They believe the idea of market mechanism in HE may not work in a way that will benefit the masses and should not be experimented and calls for a focus on education only-its traditional role. In fact, they desire that universities should concentrate on teaching and research and not get involved in the uncertainties of the business world and suggests that universities should only seek private funding. Another argument put forward here is that universities becoming businesses means that some subject disciplines would disappear from the curriculum. The feeling is that there should be no change of direction for the university and that the best thing is to focus on the traditional function –teaching. One respondent puts it this way: 'universities are a national asset and should be treated as such'. Another respondent says: 'the neo-liberal agenda that is being applied to UK universities is damaging to education, universities, citizens, and the societies and the world in which they live'. The general theme coming out strongly is that the current market system means higher education is not for everyone but the privileged few. Another strong theme is that the focus is now shifting from research and teaching to business i.e. making more money. The fact that many will be discouraged from higher education as a</p>

	<p>arts and humanities, for example? (5)Universities are a National asset and should be treated as such</p> <p>(6)Education shouldn't be a business (7)I think the neo-liberal agenda that is being applied to UK universities is damaging to education, universities, citizens, and the societies and world in which they live (8)A university is a national service. It should be more open to all and should offer impartial knowledge and information. Making universities independent business organisations opens up the possibility for bias and private interest. This, in my view is not what academia should be for (9)Education should be an entitlement</p> <p>(10)Universities need to be well managed but, education and research should be their priorities.</p> <p>(11)Many subjects will disappear from the curriculum</p> <p>(12)Education should be free for all and any person should have the opportunity to attain the highest level they can with no financial penalties</p>	<p>(5)Universities are 'ivory-towers'. They must not be reduced to business profit making organisations (6)Making universities business entities is wrong (7) The business agenda for universities is damaging to society</p> <p>(8)University is for everyone. Business means private interest will creep in and some people will be left out. Education should not be a private enterprise</p> <p>(9)Everybody should be given the opportunity to have HE for the interest of society (10)Find ways to manage universities effectively and let the focus be education and research and not business (11)Business means universities will downsize and many subjects will not be offered in order to be effective (12)Business agenda is driving fee payment. Inability to pay means no education. Business will deter some from having HE</p>	<p>result of the high fees is strongly articulated by respondents.</p>
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Question 7: The teaching budget made available to universities is for the purposes of delivering the core service (teaching). Do you think the funding reductions by the government should include the teaching budget? Please give reason for answer			
C A T E G O R I E S			
Statement in support or reasons why respondents said Yes	Statement against inclusion of the teaching budget in the funding cuts or reasons why respondents said No	Themes or meaning of statements	General Interpretation of the statement
<p>(1)It is inevitable that cuts will affect the teaching budget as it is the biggest part of the budget</p> <p>(2)Every area needs to tighten their belt</p>	<p>(1)Because such cuts are immensely short-sighted</p> <p>(2)This isn't something optional or money that can (fairly) be regained from other sources</p> <p>(3)Teaching and research are both core activities and their funding should not be touched</p> <p>(4)Research and teaching and associated activities in universities are core and are thus central</p>	<p>(1)As long as cuts are necessary, the biggest chunk of funding has to be cut and that is the Teaching budget</p> <p>(2)The funding cuts are necessary. This will make every department to watch their budget</p> <p>(1)The government is rather myopic. It has not taking into account the adverse effect on the future of HE</p> <p>(2)It is unwise to do so. Cuts definitely will have undesired consequences. There is no replacement for the cuts</p> <p>(3)The core elements of HE provision should be treated as sacred and their funding intact</p> <p>(4)It is not a good idea to cut funding of core activities</p>	<p>On the question of the inclusion of the teaching budget in the funding cuts, two voices agree with the cuts not because it is the right thing to do but the fact that cuts have to be made and it is not possible to avoid the teaching budget. Furthermore, there is a feeling that the cuts will bring about efficiency and effectiveness in terms of management of resources. I do not really see these points strong enough points to support the cuts.</p> <p>However, There is a strong and clear opposition to the inclusion of the teaching budget here. The majority of respondents here believe the government has failed to consider the consequences the cuts will create in the future of higher education and says in fact, that funding for the core activities: teaching, research and associated activities should be sacrosanct in cuts.</p>

Question 10: In the 1980s university education was free. There was no fee charged and students received a maintenance grant (Blyth, 2010), but the current funding regime is making students pay the cost of their education. Do you think this is good for higher education?			
C A T E G O R I E S			
Statement in support or reasons why respondents said Yes	Statement against fee payment or reasons why respondents said No	Themes or meaning of statements	General Interpretation of the statement

<p>(1)The problem is that there are too many people in higher education</p> <p>(2)Makes students and the market think about the course they doing</p>	<p>(1)I believe education is a civil right and therefore should be freely available</p> <p>(2)Students focus less on the educational value of university and more on their customer role, demands therefore often become unrealistic in the context of what university education should help students to acquire (e.g. ability to think about matters covered independently versus desire for spoon-feeding and assumed automatic rights to 2.1)</p> <p>(3)Despite assurances that it wouldn't happen, we're heading back to a system in which money speaks and those who can pay find it possible to buy their way into the system</p> <p>(4) Because I think it may put off some of the very best students from coming to university</p> <p>(5)It is divisive. It treats higher education as a commodity and treats students consumers</p> <p>(6)For some students they will never pay back the fees because of lack of job opportunities so the unintended</p>	<p>(1)The cost of funding HE is unaffordable now, so fee payment is appropriate</p> <p>(2)Fee payment makes students to be selective of the course they undertake. They attach more value to the course and university also will be selective of the courses they offer</p> <p>(1)traditionally, HE has been free for anyone willing to acquire it and this should not be broken</p> <p>(2)The new fee paying regime makes students feel they have a right as customer and this feeling is shown more than the value they placed on education</p> <p>(3)It is unbelievable that fee payment is a reality now. This was not expected to happen. It is undesirable.</p> <p>(4)Fee payment is discriminatory. The poor who are educationally sound may be turned away</p> <p>(5)The market system of HE focuses on profit. This is detrimental to education</p> <p>(6)What is happening is that those who are not interested in acquiring HE enrol on courses</p>	<p>On the question of whether charging fee is good for HE only two voices are in support arguing that the cost of funding HE has risen because of the number of people coming to HE and the government cannot not afford any more and that fee payment will attach more value to HE.</p> <p>Whereas the rest of the respondents (7), see fee payment as a violation of a long standing tradition. They say market mechanism makes student to feel they are customers and behave as customers to the point that they place less value to the education they want to acquire. The point is made here again that the fee system creates inequality. There is the belief that the system will put of many people off from higher education. The idea that higher should be marketed as a commodity and students as customers is opposed. Other disadvantages expressed are that there are those who are only interested in the maintenance grant coming to university with no intention to pay. This means the government will eventually write off a huge amount of student debts. The disapproval of the current fee payment systems is such that respondents expressed disbelief that it is a reality. The system could as well price out the very best but poor out of higher education. They say the whole idea of the market system of HE is profit oriented and profit will be the focus.</p>
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	consequence is students who are not academic are taking up courses to receive the finance not the education (7)It discourages people from poorer backgrounds from HE	simply to receive the loan with no intention to pay back (7)Fee payment discriminates against those from poor backgrounds and encourages inequality.	
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Question 15: Are there any changes to your role as a result of university marketisation? If yes, what are the changes to your role?			
C A T E G O R I E S			
Statement indicating change of role as result of marketisation	Statement not indicating change of role as a result of marketisation	Themes or meaning of statements	General Interpretation of the statement
<p>(1)More pot banging</p> <p>(2)In addition to the extra work as a result of marketisation, I still teach and support students in the way I always have</p> <p>(3)I will very likely be losing my job when the government stops teacher training 2015</p> <p>(4)I' m increasingly drawn away from research and so research-led teaching in order to cover employability matters, create 'impact' events, etc</p> <p>(5)More effort and increased number of open/preview days</p> <p>(6)More form filling, bureaucratisation</p>		<p>(1)increased volume of work on special events such as open days</p> <p>(2)Undertaking additional workload in addition to the usual teaching activities</p> <p>(3)Marketisation leads to cut in funding. Teaching budget cut. Teacher training budget is affected. Job not secure</p> <p>(4)Huge change in role. Doing more than one activity and the normal work is affected</p> <p>(5)More pressure more effort expended in work activities.</p> <p>(6)Funding is only directed research. Cut backs in non research activities</p> <p>(7)Increased volume of work and</p>	<p>All 8 respondents expressed in one form or the other that there has been a change of role as a result of university marketisation. Some have been asked to undertake more marketing role ('pot banging') i.e. promoting the university in addition to normal activities. There is the expression that they are increasingly removed from their normal role (research) and this is frowned at as attention is divided as research is given less attention. There are also comments that the in the current system more activities are undertaken and more efforts are being expended. Another theme is that competition for students between universities is intense as more students mean more money earned. This drives universities to undertake advertising activities</p>

(7)Competition for students. Need to market courses		<p>more structures And work not getting done quickly</p> <p>(8)Activities undertaking to attract students and advertising and other steps taken to attract students</p>	
Comment not actually answering the question: Research funding is a priority in HE			

Question 18: Is there anything you are unhappy with or happy about regarding your job? Please state briefly			
C A T E G O R I E S			
Statement indicating happiness about job	Statement indicating unhappiness about job	Themes or meaning of statements	General Interpretation of the statement
<p>(1)I am Happy that I have some time for research</p> <p>(2)I am happy that the department I work in has not had to reduce staff yet, although some courses have been dropped but, student numbers have been maintained.</p>	<p>(1)Teaching has become much more 'top down', less space for creativity and more bureaucratic. Obsession with 'impact' gets in the way of research. Sometimes extremely stressful</p> <p>(2)Unhappy that there is too much stress. University bureaucracy has greatly increased. Class sizes greatly increased- leads to more marking problems etc</p> <p>(3)The whole HE is becoming process and production driven. The coinage is being debased. I am leaving by choice this year and I am leaving a very different organisation from when I entered 50 years ago.</p> <p>(4)I am extremely unhappy about the</p>	<p>(1)Hierarchical organisation. It is more of power and control in HE. Research time is taken by other activities</p> <p>(2)There is concern about the increasing bureaucracy and the rising Class sizes and the increasing volume of lecturer's job.</p> <p>(3)Concern that HE is becoming a mass production industry. Feeling of disappointment with the current state of HE and feeling that the value of HE is being devalued.</p> <p>(4) Disappointment with the</p>	<p>On the question of whether respondents are happy or unhappy with the current system of operation. 11 out of 13 who responded stated something they are unhappy about and only 2 indicated happiness. There is unhappiness because currently in teaching instructions come from the top-down and less work is accomplished because of bureaucracy and research time is taken by other activities and staff are taken more stress and than before. Class sizes have increased markedly and this is a problem for teachers. University is now all about numbers getting in as many students as possible making money. There is felling disappointment. One respondent said I am 'leaving by choice this year and I am leaving a very different organisation from when I entered 50years ago'. Another</p>

	<p>government's stance on education in every sector and feel that this is under threat</p> <p>(5)The 'Student' Voice' is emphasised; managers make decision based on whatever new business and/or education model is trending; academics are called 'stakeholders' but in reality have no voice and are not treated as partners in education</p> <p>(6)The amount that needs to be done in the time available-it's simply not possible</p> <p>(7)I am in my last academic year of teaching, Being at university for 35 years so in some respects this would have affected my answers to your questions</p> <p>(8)Too many managers, not enough time for research. Too many forms. Too much surveillance. De-professionalisation of university lecturers. Teaching and research in higher education are rewarding activities (for staff, student, society), the government and burgeoning array of university managers are killing HE in the UK</p> <p>(9)In spite of my still being in my job, the future is uncertain as there may be a decline in student numbers as the increase in tuition fees starts to kick in</p> <p>(10)Too much regulation (OFSTED)</p> <p>(11)Higher education is now seen as a step towards getting a job, learning for the intrinsic good/joy of learning is now fast disappearing, this makes a difference for students and lecturers</p>	<p>government agenda on HE in every way</p> <p>(5)Concern that too much right is given to the student now and the fact that managers' decision making is based on business models. Academics really have no power in the new system</p> <p>(6)Given too much work to do at a limited time in the current system.</p> <p>(7)The university has changed and the changes are not good</p> <p>(8) Increased bureaucracy and hierarchical levels are making things harder. The HE teaching profession is undervalued and the unnecessary control mechanism is reducing the profession to nothing</p> <p>(9)Feeling of security of job in the current system as student numbers begin to fall as fees go up</p> <p>(10)The so called market system is subjected to many regulations. Where is the free market?</p>	<p>respondents said 'I am extremely unhappy about the government's stance on education in every way' and believe HE is under threat.</p> <p>Observation is made that the student is given too much right and treated as customer and education as commodity and believes the business model in education will not work. Teachers being called 'stakeholders' have no power in the real sense of the word and not treated as partners in this new system. More Pressure is put on respondents in work activities and they are opposed to the changes taken place. There is also a feeling that the current system has too many layers of management that slows that work activities.</p> <p>There is a strong sense of feeling that there is too much control on the teaching profession and it is undervalued undervalued. There is a strong sense of feeling of job insecurity by staff. 'The future is uncertain as there may be a decline in student numbers as the fee increase comes into effect. There is a slimming down of courses taking place and this will result job losses</p> <p>There is also opposition to the excessive control by government (OFSTED) and asks is it actually a free-market in HE? There is a belief the answer is No. The 2 respondents indicating satisfaction in the current system only feel so because he or she, is given time for research and there is no redundancy at the moment but worried that courses have been reduced.</p>
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		(11)Concerned that only economic benefit is associated with HE and other benefits are not thought about.	
		(1)There is still sometime for research though limited	
		(2)Momentarily ok in terms of job but the slimming down on courses has started and there is a feeling of insecurity of job	
Question 19: Are you aware of any conflict or differences between the activities of the university council and the senate in the current entrepreneurial climate? If Yes, what sort of differences or conflict?			
C A T E G O R I E S			
Other comments about council and senate	Statement indicating awareness of conflict b/w council and senate	Themes or meaning of statements	General Interpretation of the statement
	(1)Academic versus management	The senate being the principal academic body argues for all things academic. Whereas the council wants to see effectiveness and accountability in the operation of the university	On the question of whether there are conflicts between the council and the senate, only one respondent answer the question saying the conflicts are between academic and management. The interpretation to this is that the senate being the principal academic body argues for things academic and the council wants to ensure effective management and control. Therefore, conflict inevitable. The study believes the reason why only one respondent could see or experience conflict between the council and the senate is that staffs have not been properly informed about the functions of the senate and council

			and does not know what to say on the question.
Question 20: Is it right to say that the entrepreneurial activities may eventually lead to weaknesses in governance as business activity and competition intensify? If yes, what are they? (the kind of weaknesses)			
C A T E G O R I E S			
Other comments about governance	Statement indicating weaknesses in governance	Themes or meaning of statements	General Interpretation of the statement
	(1)Less focus on knowledge transfer and research (2)Potential conflict between academic freedom and business interests (3)Possibility of prioritising business activities over teaching and research (4)Loss of some subjects that do not attract student	(1)The core service education delivery and research is no longer given priority (2) Business interests will conflict with knowledge transfer (3)Business activities are given prominence over teaching and research (4)Unnecessary downsizing taken place. Subjects are being removed	On the question whether the current entrepreneurial activities may lead to weaknesses in Governance, 4 people believe there are weaknesses. There is the belief that attention to teaching has shifted and the business aspect is given priority and downsizing is taken place. In fact, they are unhappy that there is too much emphasis on business.

Question 22: Would you prefer a more executive model of governance, executive means decision making authority vested in few hands? Please give a brief reason for your answer			
C A T E G O R I E S			
Statement indicating no preference for executive model of governance or No	Statement indicating preference for executive model of governance or Yes	Themes or meaning of statements	General Interpretation of the statement
(1)Need decentralised decision making but central framework (2)For all stakeholders to have an input	(1)Managing on the basis of a large	(1)Too much power concentrated in one body is open for abuse and ills but some form of central control ideal (2)Decentralised form of governance allows all stakeholder groups represented (1)Even with a small decision-making body such as my university, decision-making is	2 out of the 4 respondents who answered the question about having preference for executive model of governance, said they do not prefer executive model of governance and says a decentralised system where power is distributed is preferred and all category of stakeholders having a part to play in the running of the university. However, 2 respondents are in support of executive model of governance where power is concentrated in few hands. They believe this is a way to cut down on bureaucracy and create room for effectiveness. One respondent said 'my university has a small decision making body that managed to make everything bureaucratic'. The point been made is that even with a small decision making body, decision making is clumsy and would be

	<p>decision-making body need not be the same as a model of governance that that is unwieldy and bureaucratic. My university has a small decision making body that managed to make everything bureaucratic and has left academic feeling that their opinions do not have any impact on the running of things. That body claimed to employ business strategy, but it was all rather helpless: such a business would have struggled in the real corporate world anyway!</p> <p>(2)Lack of checks and balance</p>	<p>still clumsy and views of academics not taken cognisance and that is making academics to feel alienated from the affairs of things. To put it bluntly, the business strategies being adopted in the current system is not working</p> <p>Executive model of governance is better because checks and balances are likely to be more effective</p>	<p>worst if there are too many layers of decision making and checks and balances are non-existent.</p>
<p>Other comments on the question: Don't have a strong view on these and not sure that my university works in the way stated</p>			

Question 27: The proposed system allows a student to choose between a high fee (£9,000), medium fee (£7, 500) and low fee (£6,000) institutions. Do you think this is good for higher education?

C A T E G O R I E S			
Statement indicating support for fee structure or Yes	Statement indicating non support for fee structure or No	Themes or meaning of statements	General Interpretation of the statement
	<p>(1)We now have a multi-tiered- system rather than institutions competing on academic grounds, we now have fees as incentives</p> <p>(2)Competition is wasteful in both education and health</p> <p>(3)Exposes, if not creates, three- tier system. We might as well return to the old poly/university divide, which</p>	<p>(1)Fees now determine the education you receive and competition between universities on mere excellence is gone</p> <p>(2)The idea of competition in HE in terms of the level of fees charged is flawed</p> <p>(3) The three-tier system of HE is in fact, a reverse back to the discriminatory old polytechnic-university system</p> <p>(4)All universities will end up charging</p>	<p>Regarding whether the fee Student's pay is good for HE, the 7people who responded to the question are opposed to the current and give their reasons. One is that fees now determine the education you receive and competition between universities on mere excellence is gone believe the current competition in HE is unhealthy and that the system creates a three tier-system. One respondent said 'we might as well return to the old poly/university divide which was unsatisfactory. What is happening is that institutions are clustering at £9000 fee, an indication that the poor will be priced out of education. They are in fact, saying that the whole idea of</p>

	<p>was so unsatisfactory</p> <p>(4)It clearly hasn't worked, with all institutions clustering at £9,000</p> <p>(5)Students should not pay fees</p> <p>(6)Fees should not be the main consideration for choosing a university</p> <p>(7)Its education by class; clusters one type of students in either university or subject area</p>	<p>£9, 000. The system is not working and it is not going to work</p> <p>(5)The whole idea of paying fees in the first place is undesirable</p> <p>(6)Fees as a determinant of quality education offered is wrong</p> <p>(7)Fee structure is a class-based system. It divides students into universities and subject area. It is undesirable</p>	<p>paying fee undesirable. The idea that fees determine the quality of education one receives one receives is anomaly. It is a class based system. It divides students into universities.</p>
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Question 29: The gap between the minimum £6, 000 and the maximum £9,000 will be £3,000. In the past most universities charged almost the same fee (£3, 000). Would you like to see a substantial reduction of the maximum fee?

C A T E G O R I E S			
Statement indicating support for reduction of the maximum fee or Yes	Statement indicating non support for reduction of the maximum fee or No	Themes or meaning of statements	General Interpretation of the statement
<p>(1)To promote equality of opportunity</p> <p>(2)So that more students are able to go to university</p> <p>(3)Only if government funding returns which, is the ideal. Otherwise, such reductions are impracticable</p> <p>(4)Quality is the key not the cost</p>		<p>(1)Low fees opens door for every class in society to acquire HE</p> <p>(2)Low fees will give opportunity to more people to go to university</p> <p>(3)reduction is possible only if government reverses its market agenda and brings full funding for HE</p> <p>(4)Low fee for everyone is good for society. After all, high fees is not a guarantee for quality</p> <p>(5)Past generations enjoyed free higher education. Continue the tradition to give opportunity to</p>	<p>Q 29: On the question whether a substantial reduction of the maximum fees is a good thing, 8 people responded and all eight indicated support for reduction of the maximum fee. This is a clear indication of opposition to the current fee. The respondents believe that a substantial reduction will create room for equality of opportunity and calls the government to return funding and advocates quality of HE education and not the cost. That low fee for everyone is good for society. After all, high fee is not a guarantee for quality.</p> <p>The idea of no fees at all is argued and reference is made to the free higher education enjoyed by past generations and calls for this tradition to continue so that more people will acquire HE. The point is also made that many student will not be able to pay back the loan and there should be a uniform fee for everyone and not the present fee structure. The system is making Students to accumulate huge debt.</p>

(5)I would like to see no fees		more people	
(6)Tuition fees should be more affordable		(6)Lower fees will encourage more people to participation in HE which is good for society	
(7)It is too high for students to envisage ever paying back		(7)The current system is making students to accumulate huge debt and the possibility of most students paying back is remote	
(8)Fee need to be the same across higher education, if we have fees		(8)The different fee level in place is an anomaly. It is not good for society	

University 02: Free text boxes data analysis

Question 4: With the declining government funding for higher education, would you like the government to eventually declare universities as independent businesses for the purpose of increasing income? Please give a brief reason for your answer.

C A T E G O R I E S

Statement in support or reasons why respondents said yes	Statement against privatisation of HE or reasons why respondents said No	Themes or meaning of statements	General interpretation
<p>(1)In my opinion, people buy what they want if, hence if you pay for your education you exercise more control over it, you attend to it more seriously as you are paying for it. Moreover, if the HE funding body has money from taxpayers why should it go to select few?</p> <p>(2)More streamlined services offered to students</p> <p>(3)The sector is too large for universal funding</p> <p>(4)At that point universities would at least be able to completely rely on</p>		<p>(1)Embrace free market and choice. This is what privatisation of HE means. Fee payment is good for HE as it will give value to education</p> <p>(2)Privatisation will bring about efficiency and effectiveness in University operations and this will benefit students more</p> <p>(3)Free HE is now unaffordable because of the growing number of students</p> <p>(4)When privatised universities would be free to raise funds and not rely on the public purse to</p>	<p>For or against privation:</p> <p>Support or against declaring universities independent businesses is a key question and 5 out of 17 respondents support the universities becoming independent business organisations. The message they convey is that privatisation of HE is good because it will provide choice for students and that universities would be more effective and efficient. Another argument presented is that free HE education is now unaffordable because of the growing number of students. They believe privatisation will open the doors for universities to raise funds independently and operate freely and effectively.</p> <p>However, 12 respondents out of the 17 who gave reasons for their answer are against universities becoming business organisations arguing that universities will be profit centred like any other private business and attention will be focused on making profit and the main purpose of the university which is to provide education and contribute to knowledge building will be defeated. Down-sizing and merging of some departments will be a feature if</p>

<p>other sources of funding without having to follow the government constraints according, for instance, PhD completion time</p> <p>(5)Business has fewer restraints and ethics than universities</p>	<p>(1)Capital has no regard for anything but capital</p> <p>(2)Because education is not a commodity. Nonetheless asking universities to act like businesses also means that they are transparent, autonomous, competitive and efficient</p> <p>(3)The purpose of university is to educate and contribute to knowledge building. Businesses are there to make profit. These two goals clash. For example, some important area of knowledge will not accrue profit (I am thinking here of some arts and humanities, for example). What does it mean in order to operate like a profit making business? Is it about gaining the most in tuition fees-then what do we do about small, unprofitable but important areas of learning? Is it about research funding? Well ok then we ditch poetry as it will never make as much money as engineering?</p> <p>(4)Universities should not be run as</p>	<p>operate</p> <p>(5)Privatisation is good as there will be less restraint on the activities of the universities</p> <p>(1)There will be the drive to make more and more profit once started and that will be the focus and not education</p> <p>(2)It means universities have to 'put on' the characteristics of a true business and that is highly unlikely.</p> <p>(3)Knowledge building and business for profit should not be combined. There will be undesirable consequences. The objective of universities making profit may not be achieved. Down-sizing and Merging of some departments will be a feature.</p> <p>(4)Transforming universities to businesses organisations is an anomaly</p>	<p>universities become businesses. It will be a wrong idea for universities to abandon their traditional role as educators to seek money making. For higher education to be determined by market forces will not work. Privatisation means high fees and this will discourage people from acquiring education.</p> <p>Privatisation will make HE as a 'commodity' and students as 'customers'. Thus students will behave as customers and this could affect the student academic relationship. The voices against privatisation also believe the quality of education might be affected as profit would be the main focus. Other themes coming out from those against privatisation is that there is too much control of HE by the government and that is not good and HE need some autonomy rather than prescriptions.</p>
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	<p>businesses</p> <p>(5)I do not think education should be run along market lines. I think few things should. The private sector has much to learn from the public sector as Mariana Mazzucato has shown in her book ‘The Entrepreneurial State’.</p> <p>(6)This will severely compromise the pedagogic process and the relationship between academics and their students</p> <p>(7)Higher education and freedom of academic research ought not to be treated like a commodity</p> <p>(8)Not the purpose of universities</p> <p>(9)Universities need to deliver graduates with skills appropriate to the needs of UK plc. If it becomes a business, they will only run the most profitable degree courses</p> <p>(10)Fees will probably increase even more, the focus should be on education, not on profit</p> <p>(11)I do not think universities will become like a for ‘profit business’ however, I do think that the government needs to be less prescriptive on everything except quality assurance</p> <p>(12)Broad question is what is the purpose of education and I don’t feel it will benefit from becoming a business with the financial constraint of a one</p>	<p>(5)HE should not be run as business. Why should HE go private? The answer is profit. This undesirable in Education</p> <p>(6)Privatisation means the behaviour of students will change. Students will see themselves as customers and behave accordingly</p> <p>(7)Privatisation will mean HE and research will be commodities bought and sold. This certainly will damage HE</p> <p>(8)Privatisation for money making is not the original purpose of university</p> <p>(9)Privatisation could mean drop in HE quality, downsizing and fewer courses and industry may not be well served with graduates</p> <p>(10)Privatisation will be a wrong idea because fees might increase even more as there will be fewer places. The central focus for universities should be education and not profit</p> <p>(11)It is not likely that universities will become a ‘for profit businesses but the government’s prescriptive policies on HE is a cause for concern</p> <p>(12) The main purpose of education has been forgotten. Universities to be profit making businesses will not benefit society</p>	
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University 2: Free text boxes data analysis			
Question 7: The teaching budget made available to universities is for the purposes of delivering the core service (teaching). Do you think the funding reductions by the government should include the teaching budget?			
C A		T E G O R I E S	
Statement in support of cutting the budget or reasons why respondents said yes	Statement against cutting the teaching budget or reasons why respondents said No	Themes or meaning of statements	General interpretation
<p>(1)No part of the university can be excluded from financial controls</p> <p>(2)Too many students doing pointless degrees that will never get them a job</p>	<p>(1)You can't have teaching without all the support staff. I don't think there should be any cuts though</p> <p>(2)Because teaching is a core part of what universities do</p> <p>(3)I have experienced too many mediocre teachers, albeit, not in the higher education sector who wasted children's lives</p> <p>(4)There should be no further reductions to funding of universities</p> <p>(5)The new system under which HE institutions compete for tuition fee paying students increases uncertainty</p> <p>(6)What is the point of a university</p>	<p>(1)Every part of the university budget is subject to controls and there should be no surprises</p> <p>(2)Because of free HE, many people get into HE with no real motivation and does not know why they are studying for that degree</p> <p>(1)The teaching budget should be untouchable</p> <p>(2)Teaching should be well funded as it is a core service</p> <p>(3)Teaching should be well funded so that good teachers can be appointed</p> <p>(4)Teaching is a core service and needs to be properly funded. There should be no further reductions</p> <p>(5)The new market system where universities compete for fee paying students is unhealthy and where this will lead universities to in the future is uncertain</p> <p>(6)If the teaching budget is drastically cut or discontinued,</p>	<p>Inclusion of the teaching budget:</p> <p>On the question whether the funding cuts should include the teaching budget or not as teaching is a core service, 2 out of the 14 people who responded were in support of the inclusion of the teaching budget, arguing that no part of the university can be excluded from financial controls and that the cuts are necessary to stop students undertaking courses that will not lead them to their career goals. However, 12 people were against the inclusion of the teaching budget in the funding cuts and they have put forward different arguments. Most of them have emphasised the fact that teaching is a core part of what university does and requires adequate funding. This is required to provide the necessary resources for effective education delivery all the time. The cutting of the teaching budget means financial shortage for universities. It leaves universities to fill the gap and this creates uncertainty. Universities have to engage in business activities to generate income. Like normal businesses, the market system is filled with uncertainties. If a university is struggling or not able to provide the funds for teaching, they do not see the point of a university. It is only total funding for teaching that will provide stability and success for both students and the university. The question of research is also raised by the respondents. They are expressing that the funding cuts is also affecting research and it could come to a point where there will be no funding for research at all, leaving research also to be funded through the market system. This they believe is undesirable and should not happen. In putting together the teaching budget, other areas of university activities are normally sacrificed to make up the teaching budget. This demonstrates its importance. Other themes in their responses are that the quality of HE will gradually drop if there is no proper state funding and another obvious impact of the disappearance of the teaching budget will be a drop in student registration in HE. Another adverse effect of the public funding HE cuts is that the</p>

	<p>that doesn't teach?</p> <p>(7)To provide stability</p> <p>(8)No funding for research and no funding for teaching-They could as well close down the HE institutions</p> <p>(9)Teaching is the main purpose and main alterations to help funding. Funding in this area causes cut in other areas. If teaching was cut as well, universities will struggle even more to get students</p> <p>(10)High quality teaching=high quality graduates</p> <p>(11)Teaching could be provided more efficiently</p> <p>(12)The primary reason people are at university is to learn. However, the present grant system is making some people to go to university just to get the grant</p>	<p>then there is no use of a university</p> <p>(7)If the teaching budget is intact, universities would have financial stability and not compete between themselves for fee paying students</p> <p>(8)The current market system is heading to no funding for research and teaching and making universities to raise money through the market system. This is undesirable and universities could as well cease to function</p> <p>(9)The teaching budget is so important that funding for other areas is sacrificed to fund it. If the axe falls on teaching as well, universities will experience reduction in student registration drastically</p> <p>(10)The teaching budget is needed to provide high quality teaching for top level graduates which in turn benefits society</p> <p>(11)The teaching budget should not be cut as it is needed to provide effective teaching for the benefit of the student</p> <p>(12)The present grant system is as a result of the cut in teaching budget and some people go to university just to get the grant.</p>	<p>grant system introduced makes some people to go to university just to get the grant. There is no real motivation to go to university other than the grant which they do not hope to pay back.</p> <p>A respondent who did not actually answered the question states that research is more important than teaching implying that the cut in the teaching budget is ok but want more money given to research.</p>
<p>Responses that have not answered the question: Research is a more valuable commodity than teaching. Teaching is not as important</p>			
<p>University 2: Free text boxes data analysis</p>			

<p>Question 10: In the 1980s university education was free. There was no fees charged and students received a maintenance grant (Blyth, 2010), but the current funding regime is making students pay the cost of their education. Do you think this is good for higher education? Please give a brief reason for your answer</p>			
C A T E G O R I E S			
Statement in support of paying for HE or reasons why respondents said yes	Statement against paying for HE or reasons why respondents said No	Themes or meaning of statements	General interpretation
<p>(1) Because it means that higher education remains competitive and is not taken for granted by students. I have seen too many students entering university for the sake of it, rather than making a structured decision to seek higher learning. Also the fee structured means that access is not restricted to immediate school leavers</p> <p>(2) Students may then apply themselves in order to become more employable</p> <p>(3) More motivation and potentially successful students</p> <p>(4) Yes, otherwise everyone would opt for further education rather than those most suited</p> <p>(5) It should be the student's choice to higher education and payment should reflect their choice</p> <p>(6) It will put off those who are not prepared to work and also takes the burden off the tax payer</p> <p>(7) Free education in the UK devalued HE awards as many students do nothing with their degrees, by telling students they are responsible for their education, you reduce students going into HE for</p>		<p>(1) Fee payment gives value to education. It stops time wasters coming to higher education. It means entry HE will not be restricted</p> <p>(2) Fee payment will make students to be determined and work hard to achieve their degree</p> <p>(3) Fee payment will make students to be highly motivated and potentially successful</p> <p>(4) Fee payment will make people to consider their options before taking a decision to attend HE</p> <p>(5) Fee payment is good. It's a question of choice. The student decides whether to acquire HE or not and makes the choice of institution to attend</p> <p>(6) Fee payment will stop those not ready for HE from coming and the state will save for other projects</p> <p>(7) Fee payment is good in order to give value to education. Some degrees earned on free education are worthless</p>	<p>Paying fees On the question of paying or not paying for higher education, 8 respondents out of 22 gave reasons why they support paying fees for HE. They believe fee payment gives value to education and only those who are serious coming to acquire HE. It will make only motivated people coming to register for HE and achieve their degree at the end. Fee payment means people have to make a reasoned choice and not encouraged by government to acquire education free. Sometimes when you pay for something you attach value to it than when it is given for free.</p> <p>However, 14 respondents expressed their opposition to fee pay and gave different reasons. They say fees help perpetuate class privilege. It means poor working class priced out of education. Free education enables non traditional students to acquire university education. It brings in the element of customer and product or service into HE. The implication here is market and the market system will not work in HE. Wealth or class should not determine HE because education is a public and not private good and be publicly funded. Fee payment encourages students to adopt an appropriate 'paying customer' attitude. Fee payment is exclusive policy and is undesirable but inclusivity is good for society. Inequality in society is destructive and should not be encouraged by the state.</p> <p>Free education is desired so that as many people as possible may acquire HE. This is what nations the world over aspire to achieve and we should not be the odd one. Free HE gives opportunity to many to participate and increases people hope for a means of livelihood. Fee payment means a category of people in society will struggling and suffer and feel alienated. Free HE means every class: upper, middle and lower or working class included in participating. This is the safest thing a society could do.</p>

<p>reasons of procrastination (8) Sometimes one values what one pays for more than something given for free</p>	<p>(1) Fees help perpetuate class privilege (2) Education is a right not a privilege. Free education enables non traditional students like my-self to attend university. I have many other reasons but I note that the answer is meant to be brief (3) This has the effect of commercialising higher education (4) Education is a public good not a private one and should be publicly funded (5) It restricts entry to those from working class and lower- middle class backgrounds (6) It encourages students to adopt an inappropriate 'paying customer' attitude (7) Less inclusive, not all good brains have money</p>	<p>(8) Fee payment is good as what is paid for is given more value than what is given for free (1) Fee payment help promote class privilege. (2) Fee payment means only the privilege i.e. those who can afford go to university. It means poor working class priced out of education. (3) Fee payment brings in the element of customer and product. The student as customer and education as product. The implication here is market (4) Wealth should not determine education. Everyone should be given the opportunity (5) Fee payment prevents those from poorer backgrounds acquiring HE (6) Fee payment will make students to behave like customers in the open market (asking for rights when not necessary) (7) Fee payment is an exclusive policy and is undesirable. It excludes good brains who are poor (8) Fee payment creates a class system. Only the rich acquires HE. The poor struggle (9) Fee payment amounts to the rich only getting HE (10) Free HE is desired so that as many people as possible may</p>	
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	<p>(8)It increases inequality and stress</p> <p>(9)It provides education on an income-base</p> <p>(10)Education to higher level should be free or at least cost considerably less, it is important to educate as many people as we can to a high level</p> <p>(11)Restricts access to poor students</p> <p>(12)Essential for any realistic hope of widening participation</p> <p>(13)HE should not be a consumable or commercialised</p> <p>(14)Well of students will still be able to afford learning, those less financially well off will also be able to afford education through benefits and grants, the problem area will be the majority of individuals in the middle band who earn reasonable amounts but when faced with 2/3 children to go university simply won't be able to afford them the education</p>	<p>acquire HE for the good of society</p> <p>(11)Fee payment denies the poor from acquiring HE. Give everyone the opportunity</p> <p>(12)Free HE allows many to participate and increases peoples hope for a means of livelihood</p> <p>(13)Free market for HE is not desirable because it is about money making</p> <p>(14)Fee payment will be a problem in that a category of people will suffer. A means tested system would allow the poor to get benefit and grant for their HE, but those in the middle income bracket, will not be able to afford HE for their Children if they are more than one at a time.</p>	
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2: Free text boxes data analysis			
Question 15: Are there any changes to your role as result of university marketisation? If yes, what are the changes to your role?			
C A T E G O R I E S			
No changes to role	Statement indicating changes to role	Themes or meaning of statements	General interpretation
Not applicable			Changes to role as a result of university marketisation:

	<p>(1)More focus on bringing in external funding, more focus on marketing activities etc</p> <p>(2)Much greater emphasis on income generation of all sorts and on turning applicants into on-course students</p> <p>(3)Do more with less</p> <p>(4)Increased emphasis on acquiring research income to the detriment of me setting my own research agenda</p> <p>(5)Less flexibility and less focus on student experience and more in raking in any money possible</p> <p>(6)Marketisation caused financial focus in some areas and cuts in others, where cuts are made additional work is necessary to still provide service students are paying even more for</p> <p>(7)I am on fixed term contract</p>	<p>(1)More external funding activities undertaking and more marketing or competitive activities performed</p> <p>(2)Money making is the watch word in every area of activity and applicants are treated as students already in the course. This means increasing student numbers is priority</p> <p>(3)More activities are being undertaking with less resources. Being stretched all the time</p> <p>(4)Now acquiring research income is priority to the extent that my own research agenda suppressed</p> <p>(5)There is more rigidity and less attention on student experience and more on pulling in any money possible</p> <p>(6)There are cuts in some areas of activity in favour of other areas. Where cuts are made even more work is expected to be undertaking in such areas and this is making it very difficult. In fact, students are paying more in such areas but the money is not put in to such areas</p> <p>(7)There is a cost reduction drive. I am on fixed contract not by my request</p>	<p>7 respondents have experienced changes to their role as a result of marketisation and have given description of the sort of changes. Being engaged in more external funding and more marketing and competitive activities. Income generation is the watch-word in every area of activity. Applicants for a university place are treated as students already in the course. This obviously is a bid to increase student numbers as more students' means more fees. Being asked to do more in work activities with lesser resources, this implies tight budget and cost cutting to increase income. Also research income is now pursued vigorously and given more priority to the detriment of personal research agendas and staffs are committed in this to the extent that staff own personal research agendas are not thought about. There is more rigidity in rules and work activities and less attention paid to the student experience and more on pulling in any money possible. There are cuts in some areas of activity in favour of other areas and where cuts are made even more work is expected and this making it very difficult.</p>
University 2: Free text boxes data analysis			
Question 18: Is there anything you are unhappy with or happy about regarding your job? Please state briefly			
C A T E G O R I E S			
Things respondents are happy about in their job	Things respondents are unhappy with about their job	Themes or meaning of statements	General interpretation
(1)Happy that the service I'm in is		(1)My area of activity is still the same.	Things happy about or unhappy with in the job:

<p>still seen very positively by students.</p> <p>(2)I Work to promote commercial activities within my university to gain income to fund an enhanced service to the students. I am happy I can make this contribution to higher education.</p> <p>(3)Not personally because I am lucky enough to retire on good pension. I will miss my job. As for me it is the best job in the world. (sp)</p>	<p>(1)Operating with an inefficient organisation that doesn't appear to embrace improvement</p> <p>(2)Higher education is a very stressful place to work. I am to try going very part-time 0.4 to 0.5 so that I can spend time on other things</p> <p>(3)I am asked to do much more than humanly possible and there is absolutely no empathy from senior university management. Valuable student-and research related work appears not be recognised. All that is recognised in term of career progression is income generation. This means that mediocre figures in terms of their research and teaching profiles make it into the top jobs on the basis of their income generation. This is unjust and de-motivating for those who care for students and value genuine scholarship. We are</p>	<p>The recipient i.e. Students are very happy with what I do</p> <p>(2)I am engaged in commercial activities that provide income for a specific service and I am quite happy doing it.</p> <p>(3)Happy with work and feel fortunate to retire with a good pension. It has been really a good job and full of emotions.</p> <p>(1)One can see many things wrong in the current system and efforts to improve them is met with opposition</p> <p>(2) Working in HE now is demanding and difficult to cope. I have chosen to go part-time to give myself some free period for other things</p> <p>(3)Workload has increased markedly and it is humanly impossible to cope and no one takes notice and you are expected to come up with a magic formula to get the job done. Key jobs like research and teaching are not treated as priority. The whole business is centred on income generation and those generating income are recognised and rewarded with promotion to jobs. One's genuine efforts to help student in their academic work is completely ignored.</p> <p>(4)The market system has taken over. It is the business language that is used: 'customer satisfaction' and 'student experience'. Like normal businesses, the</p>	<p>In this 3 respondents expressed happiness about their job whereas 13 respondents expressed unhappiness. The description of happiness is that of no change in the job despite the commercial activities and the direct recipient of the service who are students are happy with the service being provided. Another is being happy to work to promote commercial activities within the university to generate income for specific service and happy with work and feel fortunate to retire with a good pension.</p> <p>However, the 13 unhappy with their work expressed things such as: 'one can see many things wrong in the current system and efforts to improve them is met with opposition, 'Working in HE now is demanding and difficult to cope. I have chosen to go part-time to give myself some free period for other things', Workload has increased markedly and it is humanly impossible to cope and no one takes notice and you are expected to come up with a magic formula to get the job done. Key jobs like research and teaching are not treated as priority. The whole business is centred on income generation and those generating income are recognised and rewarded with promotion to jobs. One's genuine efforts to help student in their academic work is completely ignored. Other comments are: the market system has taken over. It is the business language that is used: 'customer satisfaction' and 'student experience'. Like normal businesses, the student is treated as customer, uncertain future. Policy shifts are likely and budget is getting tight, there is more pressure being put on the academic role and genuine put into work is not acknowledged Or rewarded appropriately, but it is those cynical and lazy ones that gets the promotion. Things are going wrong as result of commercialisation. Post doctoral are not treated as part of the fold-they are not given full-time contracts and their job as lecturer is not valued rather they are assessed on their ability to bring in research grants. It is all about saving money; even research projects are not given priority and pressure is being placed on projects and quality is not talked about. Governance and management effectiveness is at stake. There are cuts as well as wastes. Cuts are made in the wrong places (operational areas) and unnecessary senior positions of high pay scales not cut. This is not a good situation. Furthermore, there is concern for the university losing its oversight over some degree courses. There is much control- market system ought to be free. There is</p>
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	<p>throwing out the proverbial baby with the bathwater.</p> <p>(4)What bugs me most is the ever increasing emphasis on 'customer satisfaction' aka 'student experience' as reflected in desperate attempts to improve the unit's score in the NSS</p> <p>(5)Worried that perception will change as budget cuts make service and resource provision more difficult</p> <p>(6)Over my last few years I have seen the academic role becoming more pressured. A bit more work pressure, job insecurity and tough management would be a blessing if it favoured the deserving and successful, but I fear it will be the conscientious and collegiate ones who pick up the burden, and the selfish, cynical and/or lazy ones who prosper. (sp)</p> <p>(7)Post doctoral fellows are treated as casual labour and have no proper career structure. Lecturers are paid to teach the students (who pay dearly for the privilege) but the quality of their work as teachers, counts for little, only their ability to bring in research grants. These are two completely different things and should be assessed more equally.</p> <p>(8)Complete lack of funding; pressure towards completion within 3 years with no concerns about the actual quality of the research.</p> <p>(9)Alterations and cuts being made at the wrong level and areas of the department. Should look at higher</p>	<p>student is treated as customer</p> <p>(5)Uncertain future. Policy shifts are likely and budget is getting tight</p> <p>(6)There is more pressure being put on the academic role. Undertaking a bit more work tasks under pressure and insecurity as a changing organisation is what experiencing if this is acknowledged and rewarded appropriately, but the fear is, it is those cynical and lazy ones that gets the promotion</p> <p>(7)Things are going wrong as a result of commercialisation. One is that higher academics (postdoctoral) are not treated as part of the fold. They are not given full-time contracts and their job as lecturer is not valued and rather they are assessed on their ability to bring in research grants.</p> <p>(8)It is all about saving money; even research projects are not given priority and pressure is being placed on projects and quality is not talked about.</p> <p>(9)Governance and management effectiveness is at stake here. There are cuts as well as wastes. Cuts are made in the wrong places (operational areas) and unnecessary senior positions of high pay scales not cut. This is not a good situation</p> <p>(10)There is concern for the university losing its oversight over some degree courses. There is too much control of the university.</p> <p>(11)The commercialised HE system is not motivating staff per se. There is nothing good for some staff. There are</p>	<p>nothing good for some staff. There are no career prospects but work overload and poor pay nor are there incentives.</p> <p>The work environment itself is poor. The infrastructure is poor and is de-motivating and needs improvement. These are the words of one respondent: "My present role is adding value to my university and as a realist concerned that government is forcing universities to become commercial and what this means for education now and in the future".</p>
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	<p>management and their unnecessary roles and pay scales. Rather than the areas of 'working staff who are being cut.</p> <p>(10)I wonder if the universities understand the need for the professional institution's oversight of some degree courses</p> <p>(11)Lack of promotion prospects, limited training, low pay, overwork</p> <p>(12)The lack of empowerment, old, poorly designed and overcrowded work place</p> <p>(13)Currently feels the role adds value to Brunel and as a realist concerned that government is forcing universities to become commercial and what this means for education now and in the future</p>	<p>no career prospects but work overload and poor pay and no incentives.</p> <p>(12)De-motivating work environment. It will cost money to change. The cut backs will make it difficult to improve the environment.</p> <p>(13)My present role is adding value to my university (02). As a realist, I will not shy away from the fact that the government is forcing universities to become entrepreneurial; in other words, generate income and there is concern here for HE now and the future.</p>	
<p>Responses that have not actually answered the question: It isn't unusual for universities to have some commercialisation to survive however, I don't think it is fair to reflect that due to government cuts, universities will now become commercial entities, which reflect a for profit goal. I believe that the UK higher education system will eventually look more like the US higher education system, which mostly not-for profit organisations and vary in reliance on government funding and cost directly to students.</p>			
<p>University 2: Free text boxes data analysis</p>			
<p>Question 19: Are you aware of any conflict or differences between the activities of the university council and senate in the current entrepreneurial climate? If so, what sort of differences or conflict?</p>			
<p>C A T E G O R I E S</p>			
<p>Other comments about council and senate</p>	<p>Conflict or differences between council and senate</p>	<p>Themes or meaning of statements</p>	<p>General interpretation</p>
	<p>(1)There is too much emphasis</p>	<p>(1)Conflict exists between the two bodies in</p>	<p>Awareness of conflict between the university senate</p>

	<p>placed on income generation to the exclusion of many other important areas of work that university exist for.</p> <p>(2)Academic v commercialisation</p>	<p>the area of income generation. There is too much focus on making money and this is creating division between the two bodies as other vital areas of university activities are given less attention. Clearly this is one indication that the current commercial interest is dominating the traditional university agenda</p> <p>(2)The two bodies- council and senate of the university are in conflict in matters academic and commercialisation. Whereas commercialisation is selling the university with a view to generating income for the survival of the university as normal business organisations would do. The academic interest is driven by the traditional role of the university as delivering quality education to the people and these two interests are clashing and something needs to be done. What is the best thing to do? It is only adequate funding of HE that will fuse the differences.</p>	<p>and council: Not many people responded to this question. Not many staffs of the university are aware of the functions or even the existence of the two bodies and cannot possible respond. Just 2 people responded to the question.</p> <p>They talk of conflict exists between the two bodies in the area of income generation. There is too much focus on making money and this is creating division between the two bodies as other vital areas of university activities are given less attention. Clearly this is one indication that the current commercial interest is dominating the traditional university agenda. commercialisation is selling the university with a view to generating income for the survival of the university as a normal business organisation would do. The academic interest is driven by the traditional role of the university as delivering quality education to the people and these two interests are clashing and something needs to be done. What is the best thing to do? It is only adequate funding of HE that will fuse the differences.</p>
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<p>University 2: Free text boxes data analysis</p>			
<p>Question 20: Is it right to say that entrepreneurial activities may eventually lead to weaknesses in governance as business activities and competition intensify? If yes, what are they? (The kind of weaknesses)</p>			
<p>C A T E G O R I E S</p>			
<p>Other comments or statements</p>	<p>Weaknesses identified</p>	<p>Themes or meaning of statements</p>	<p>General interpretation</p>
<p>(1)I think the opposite is true. There is a type on this question</p> <p>(2)I don't think we are anywhere near that level of business</p>		<p>(1)Actually, there will be no weaknesses in governance. Governance will be stronger if commercial activities intensify.</p> <p>(2)The volume of business undertaken by the university hasn't got to the point where managers are overwhelmed or pressured to make wrong decision</p>	<p>Will entrepreneurial activities lead to weaknesses governance? On this question 52% of the respondent said yes and 47% said no. The question also asked the respondents to give reasons for their answer. The No's expressed that governance will be stronger rather than weaker without actually stating specific reasons for their answer. However, those who believe entrepreneurial activities will eventually lead to weaknesses in governance gave specific reasons. They believe as commercial activities intensify, there will be more desire to generate income from all possible sources. This is likely to draw attention away from governance</p>

	<p>(1)Governance is currently too much about income generation (from all sources) and there is little emphasis placed on student satisfaction and a high quality scholarship.</p> <p>(2)The perceived need to react quickly to 'changing market conditions' will result in managers considering the current governance structures too unwieldy.</p> <p>(3)Entrepreneurial activities will take time away from the normal activities of the university. They also require a completely different skill set.</p> <p>(4)Too much business like actions and enforcement</p>	<p>(1)There will be further weaknesses if commercial activities intensify as there will be more desire to generate income from all possible sources. This means that less attention will be focused on governance decisions such as student satisfaction and high quality scholarship.</p> <p>(2)Intensifying commercial activities means pressure on management to get things right. In a bid to respond to changing market forces, may find the current governance structures difficult to apply and may lead to further weaknesses.</p> <p>(3)As commercial activities intensify, there will be desire to compete effectively to generate income. This means pressure on managers and the tendency will be to take time away from the normal activities such as education delivery decisions and this will result in weaknesses</p> <p>(4)Intensifying commercial activities would require the university to react in order to be at the competitive edge. This means time will be focused on business-like strategies and enforcement and less attention on governance and this will lead to weaknesses.</p> <p>(5)As commercial activities increase, there will be desire to generate more income and actions have to be taken to achieve this and this means putting in time and other resources. This means less time and resources available for quality academic delivery. The dilution of income and academic</p>	<p>issues such as student satisfaction and high quality scholarship. Also, in a bid to respond to changing market forces, managers find current governance structures difficult to apply and may lead to further weaknesses. As commercial activities intensify, there will be desire to compete effectively to generate income. This means pressure on managers and the tendency will be to take time away from the normal activities such good student experience and other strategic decisions</p> <p>As commercial activities increase, actions have to be taken to be at the competitive edge. This would include expending more time and other resources. This means limited resources available for other vital activities. The dilution of income and academic quality could lead to weaknesses in the activities of the university. Engaging in commercial activities means the university have to deal with competition if it wants to continue to generate income. This will shift attention from academic quality and rigour. Income will become the focus to the detriment of academic quality.</p>
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	<p>(5)More income will be needed so dilution of academic quality.</p> <p>(6)Potentially putting money first may affect quality/academic rigour.</p> <p>(7)Prioritising commercial activities above educational</p>	<p>quality could lead to weaknesses in the activities of the university.</p> <p>(6)Engaging in commercial activities means the university have to deal with competition if it wants to continue to generate income. It means time and other resources have to be expended to achieving this. This will shift attention from academic quality and rigour.</p> <p>(7)The objective of commercial activities is to generate income. If commercial activities intensify, there is ought to be competition. The university have to devote time and other resources to operate in the market to increase income. So income could become the focus to the detriment of education delivery.</p>	
University 2: Free text boxes data analysis			
Question 22: would you prefer a more executive model of governance, where ‘executive’ means decision-making authority vested in few hands? Please give a brief reason for your answer			
C A T E G O R I E S			
Reasons for preferring more executive model of governance	Reasons for not preferring more executive model of governance	Themes or meaning of statements	General interpretation
<p>(1)to promote efficiency and timely decision making</p> <p>(2)Decisions can be arrived at more quickly, may be a loss of wisdom could occur. Reflective practice might help here.</p>		<p>(1)Executive model promotes efficiency and timely decision making.</p> <p>(2)Executive model encourages speedy decision making though there could be a loss of wisdom here but reflective practice would help i.e. decision makers taken some time to reflect on decisions and making corrections.</p> <p>(3)Executive model allows final decisions to be made promptly and keep</p>	<p>Preferring more executive model of governance.</p> <p>The question seeks the respondent’s opinions on preference for executive model of governance and their reasons for the preference. For those who gave reasons, 5 were in favour of an executive model of governance and 8 were against. Those in favour express that executive model of governance enables decisions to be arrived at more quickly and aware that this could lead to loss of wisdom from many contributors but believe reflective practice would remove the disadvantage. This group also believes a devolved model protracts decision because too many people are involved in</p>

<p>(3)Final and complete answers need to be made and not altered to keep staff aware of the situations and not provide structure</p> <p>(4)Decisions need to be right input for knowledgeable people</p> <p>(5)The university needs to respond and change more quickly</p>	<p>(1)I want distributed governance with a central role for staff unions</p> <p>(2) This is undemocratic and does not allow for the voice of academic to be heard</p> <p>(3)It is important to gain views from all areas who have an interest in the university with regard to how the funds are spent.</p> <p>(4)I favour authority devolved to departments under a resource allocation model.</p> <p>(5)I do not think the executive know</p>	<p>staff informed. A devolved model protracts decisions because too many people are involved in the process</p> <p>(4)Decisions need to be taken by those who have the knowledge to get it right and not by every staff</p> <p>(5)Non-executive model of governance takes time to make decisions. Executive model is swift to take decisions and respond to situations quickly</p> <p>(1)Decision making should be decentralised and staff unions having a say in things that affect them</p> <p>(2)Executive model is undemocratic and academics are not represented in the decision making process</p> <p>(3)A representative model where all who have an interest given the chance to contribute in the decision making process is important</p> <p>(4)Decision making authority should be devolved to university departments and resource allocation based on department need.</p> <p>(5)Executive model of governance is not desired because executives do not know enough about the operations of the components parts of the university to enable them make appropriate decisions.</p> <p>(6)A decentralised system of governance is ideal. This allows the component parts to participate in the decision making process</p> <p>(7)Devolved decision making allows participation by staff at all levels and prevents executive imposing decisions</p>	<p>the process. They add that decisions need to be taken by those who have the knowledge to get it right and not by every staff and executive models enables quick response to situations.</p> <p>However, those against a more executive model of governance believe power is concentrated in the executive model and should be decentralised and make it more democratic. This would allow representation from different levels including academics of the university.</p> <p>A representative model where all who have an interest given the chance to contribute in the decision making process is important. A devolved model would enable university departments in the decision making process including issues about resource allocation. Executive model of governance is not desired because executives do not know enough about the operations of the components parts of the university to enable them make appropriate decisions.</p> <p>There are two people who responded but did not actually answer the question: "There is a type in this question". The respondent has not given any reason for his or her choice and the use of 'type' is not explained.</p> <p>"Universities need to push back the 'commodification' agenda": This is a problem of the university and the government. The question is about type of governance within the university. Commodification is about the government making the university to present the education service provided as commodity to the buyer i.e. the student.</p>
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	<p>enough about the workings of the departments to start making coherent decisions</p> <p>(6)Power should be shared</p> <p>(7)Need to be a balance against executive bulldozing</p> <p>(8)It already is. Existing structures and consultations are a smoke screen</p>	(8)The model in place now is executive and is undesirable. Too much power concentrated in executive hands.	
<p>Responses that have not answered the question:</p> <p>-There is a type in this question. The respondent has not given any reason for his or her choice and the use of 'type' is not explained.</p> <p>-Universities need to push back the 'commodification' agenda: This is a problem of the university and the government. The question is about type of governance within the university. Commodification is about the government making the university to present the education service provided as commodity to the buyer i.e. the student</p>			
University 2: Free text boxes data analysis			
Question 27: The proposed system allows a student to choose between a high fee (9, 9000), medium fee (£7, 500) and low fee (£6, 000) institutions. Do you think this is good for higher education? Please give reasons for your answer			
C A T E G O R I E S			
Reasons why low fee or non- choice is good	Reasons why high fees or choice is good	Themes or meaning of statements	General interpretation
<p>(1)All universities should have the same fee structure nationally. Providing differential fees inserts a degree (sic) of artificial authority and prestige to the degree and this might not be the case.</p> <p>(2)A choice based on cost may not be the best choice for a student</p> <p>(3)It encourages a stratified HE which re/produces social inequality</p>		<p>(1)One fee level for all universities is desired. Differentials will read meaning into degrees and meanings could be wrong.</p> <p>(2)A choice based cost could mislead the student because quality is not made apparent with the choice.</p> <p>(3)Choice encourages a stratified HE system with its attendant social</p>	<p>High fees or low fees or fee choice.</p> <p>The question asked the opinion of respondents as to whether choice of fees is good for higher education. 70% of those who responded said 'No' and 40% said 'Yes'. Those against choice believe one fee level for all universities is desired as differentials will read meaning into degrees which could be wrong. Other arguments are that a choice based on cost could mislead the student because quality is not made apparent with the choice. What is the point of the fee differential? It makes no sense as the fee is not a representative of quality. It is simply for some universities to raise money. The student does not benefit by paying high</p>

<p>(4)The fee is not representative of quality-the best universities nationally and the very worst charge similar fees-where is the rationale for that? Will a graduate of the university of any of the post 96 universities have the same opportunity as a graduate from the university of oxford? The figures would strongly suggest not.</p> <p>(5)Commodification of higher education in itself is fundamentally flawed approach.</p> <p>(6)I think it should be one price for all</p> <p>(7)The fees are too high</p> <p>(8)The quality of education should be the same for all and there should be no class system.</p> <p>(9)Education should be for everyone who wants to learn and contribute to society. I feel the fees are further damaging to the haves and the have not'.</p>		<p>inequality</p> <p>(4)What is the point of the fee differential? It makes no sense as the fee is not a representative of quality. It is simply for some universities to raise money. The student does not benefit by paying high fees.</p> <p>(5)Commodification is making HE as a commodity that can be bought and sold like any other commodity. This brings in the market element. The choice is the market system and students are faced with this choice. Price, choice and competition will not work in HE.</p> <p>(6)A stratified fee system is discriminatory. It should be one fee for all</p> <p>(7)The fee level is too high. It will deny many acquiring HE</p> <p>(8)The varying fee levels are wrongly associated with quality and this encourages a class system where only a few can afford the high fees for quality education. This is not good for society.</p> <p>(9)The market agenda with its fee choice is a class system that would deny some the opportunity of acquiring HE. It is in fact, a system where even the rich would be affected morally as they go forward and the poor left behind.</p> <p>(1)Choice is good. It allows you to make a reasoned decision. A reasoned decision is likely to be good for you.</p> <p>(2)Choice means flexibility and it is also an inclusive system. You go for what you can afford</p> <p>(3)Choice allows students To make a reasoned financial commitment. Students can only commit</p>	<p>fees. Fee payment, particularly the high fees makes HE a commodity that can be bought and sold like any other commodity. This brings in the market element. The choice is the market system and students are faced with this choice. Price, choice and competition will not work in HE. A stratified fee system is discriminatory. It should be one fee for all.</p> <p>The varying fee levels are wrongly associated with quality and this encourages a class system where only a few can afford the high fees for quality education. This is not good for society. The market agenda with its fee choice is a class system that would deny some the opportunity of acquiring HE. It is in fact, a system where even the rich would be affected morally as they go forward and the poor left behind.</p> <p>However, the minority view on this is that choice is good as it allows you to make a reasoned decision. A reasoned decision is likely to be good for you. It also means flexibility and it and an inclusive system where everyone goes for what is within one's budget but recognising that a low fee institution choice may not provide the quality one would expect. Furthermore, that as government is not funding for free, students accumulate debt and payback after graduation. To start life with a huge debt is a situation no would like to be in. This is the problem for students- high fees to keep universities afloat.</p> <p>The advocates of high fees are also arguing that high fees provide quality education without considering the fact that quality cannot be determined on registration and may not be the case. Therefore, the assumption of the proponents of high fees and choice could be wrong.</p>
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	<p>(1) I value what I pay for and I think long and hard before I actually agree to pay for it</p> <p>(2) Maximum flexibility maximises inclusiveness</p> <p>(3) It allows students to understand clear financial commitment while providing an option according to their personal status. Possibly allowing more students, although possibly not such a highly valued teaching (if in lower costing institute) but the experience and possibility of going to university.</p> <p>(4) This is fine, it is student funding causes problems</p> <p>(5) Lower fees often mean lower teaching quality</p> <p>(6) As long as it is clear what the</p>	<p>what they are capable of. Although the fact remains that a low fee institution choice may not provide the quality they would like.</p> <p>(4) Fee choice is fine. The problem is with student finance. As government is not funding for free, students accumulate debt and payback after graduation. This is the problem for students. High fees to keep universities afloat and huge debts for students to payback.</p> <p>(5) You get what you pay for. Lower fees can only fetch you low quality education and degree</p> <p>(6) As long as the student is made understand what he or she is getting for the fee paid, it is fine.</p> <p>(7) Choice would drive up efficiency and quality</p>	
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	differentials are in what the student gets for their money (7)This should drive improvements in efficiency and quality		

University 2: Free text boxes data analysis

Question 29: The gap between the minimum £6,000 and the maximum £9, 000 will be £3,000. In the past most universities charged almost the same fee (£3,000). Would you like to see a substantial reduction of the maximum fee? Please give a brief reason for your answer

C A T E G O R I E S			
Reasons in favour of a substantial reduction of the maximum fee	Reasons against a substantial reduction of the maximum fee	Themes or meaning of statements	General interpretation
<p>(1)Education is a gift so fee shouldn't matter. If you would put price on education make it high to reflect its true value</p> <p>(2)I would like free higher education</p> <p>(3)Students will pay this back easily when they start working</p> <p>(4)Ideally, higher education should be paid from general taxation. Graduates typically hold better-paying jobs and thus typically pay higher taxes</p>		<p>(1)A substantial reduction would be good but no fee at all would be better because you cannot put price on education in the real sense of it.</p> <p>(2)A reduced fee would be good but free HE is the tradition and is good for society</p> <p>(3)A substantial reduction will enable students to pay back the loan when they start working</p> <p>(4)Substantial reduction of the maximum fee is supported because HE should be paid from the public purse (taxation). Even though the individual benefits from education, graduates gets better jobs and pay more taxes into the public purse.</p> <p>(5)A substantial reduction of the maximum fee is supported because there</p>	<p>For or against a substantial reduction of the maximum fee:</p> <p>On this question, 52% were against a substantially reduction of the maximum fee £9, 000 as against 48% who were in favour. The arguments or reasons put forward by those in favour sounded that a substantial reduction of the maximum fee would be good but that 'No' fee at all would be preferred as free higher education has been the tradition and it should continue to be free. Other arguments are that a substantial reduction will leave students with a smaller debt. "students will pay this back easily when they start working", Substantial reduction of the maximum fee is supported because HE should be paid from the public purse (taxation). Even though the individual benefits from education, graduates get better jobs and pay more taxes into the public purse. They also argue that there are not</p>

<p>(5)Income on graduation is low and many go into non-graduate jobs or further education</p> <p>(6)It may provide the older perception of going to university as something to strive for and an honour rather than expectancy as well as provide others on lower income to still go.</p> <p>(7)It would make higher education available to more people</p>	<p>(1)This would democratise higher education and allow the brightest students to make it into the best universities</p> <p>(2)It would de-value a degree</p> <p>(3)This will put off students who are not serious about their education</p>	<p>are less prospects for graduates as the job market is very tight and it is likely graduates would pick up non-graduate jobs or go on for further studies.</p> <p>(6)A substantial reduction of the maximum fee would be good for society as HE education is viewed as something builds the individual's intellectual capacity and not necessarily for economic benefits. This is the traditional thinking and everybody be given the opportunity to achieve it.</p> <p>(7)A substantial reduction of the maximum fee would make HE available to more people</p> <p>(1)No reduction of the fee set because choice gives the opportunity to brighter students who are poor but can use the grant to get into the best universities</p> <p>(2)There should be no reduction of the maximum fee because this would devalue HE. The cost attaches value to education</p> <p>(3)There should be no reduction of the maximum fee. The high fee would put off students who are not serious about their education.</p> <p>(4)There should be no reduction of the maximum fee. High fees often means better teaching</p> <p>(5) The maximum fee should be maintained. A reduction would mean funding shortage for universities</p>	<p>enough opportunities in the job market for graduates and they might only pick-up non-graduate jobs. Therefore a small fee is preferred. Another stand point is that a substantial reduction of the maximum fee would be good for society as HE education is viewed as something that builds the individual's intellectual capacity and not necessarily for economic benefits. This is the traditional thinking and everybody should be given the opportunity to achieve it.</p> <p>However, Those against a substantial reduction of the maximum fee believes choice and the grant system is good as it enables the poor students to use the grant to get into best universities; adding that less fee would devalue a degree. Other arguments are: the high fee will put off students who are not committed to obtaining a degree but push themselves into HE, just for the money-the grant, High fees often means better teaching but this may not be the case. Another is that the government hasn't got enough money to fund higher education and a substantial reduction means funding shortage.</p>
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	<p>(4)Higher fees often means better teaching</p> <p>(5)Need to maintain adequate funding to meet objectives</p>		
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University 3

Question 4: With the declining government funding for higher education, would you like the government to eventually declare universities independent business organisations free to operate like any other business for the purpose of increasing income?

C A T E G O R I E S			
Statements in support or reasons why respondents said Yes	Statement against privatisation of HE or reasons why respondents said No	Themes or meaning of statements	General interpretation
	<p>(1)Education should be free</p> <p>(2)I think it is important that HE should be seen as part of the national education system</p> <p>(3)Interest of students will be lost-will only care about money rather than progress</p> <p>(4)This would fundamentally damage the spirit and purpose of HE whose remit must be to go beyond merely preparing students for the labour market to embrace critical thinking, citizenship and scrutiny of the values and norms governing society</p>	<p>(1)Free education is good for society</p> <p>(2)HE is a national pride and free education is a tradition that we need to keep</p> <p>(3)HE as money making instrument is a disincentive to students. Society will retrogress</p> <p>(4)Privatisation would destroy the real objective of HE. The idea of the market is completely misplaced. The focus should be more of developing the individual to embrace the values of society.</p> <p>(5)If universities become business, our perspective of education will be only economics</p>	<p>On the question of whether they would like the government to declare universities independent business organisations, 14 respondents said No and give reasons for their answer. The general feeling is that the traditional role of the university is to provide knowledge and not money making. All respondents passionately believe in free HE and universities should not be made to operate like businesses or declaring independent business entities will damage a treasured state asset. The theme is that the government's market agenda is completely misplaced. That universities becoming businesses will change student's perspective of HE. It is the business perspective: supply, demand and price that will be the focus and there will be adverse effects. Downsizing, cutting costs and merging of departments and even universities will be a feature.</p>

	<p>(5)Universities are not a business. If universities. If university become business, our knowledge will be limited to what is of economic value</p> <p>(6)Education should be their focus not business not business</p> <p>(7)Entry requirement to that university will change</p> <p>(8)It will result in an erosion of HE workers rights as universities strive to cut costs by cutting permanent staff in favour of contract staff. This will result in a diminished student experience. Also I can see the closure of some universities due to financial pressures</p> <p>(9)There should always be an element of public funding an overview in higher education</p> <p>(10)It is an educational institute not a money making business, should be about research and teaching</p> <p>(11)It may result in a situation that intellectually able student, with funding challenges may miss out from higher education opportunities</p> <p>(12)Researchers doing non commercial research will not be funded as those doing market-focused research</p> <p>(13)Universities are a public service for the advancement of knowledge to benefit society</p> <p>(14)Education is a human right and should be provided by the state and funded through a progressive and aggressive fiscal policy</p>	<p>(6)The idea of business is a distraction in HE</p> <p>(7)A privatised university entry requirement will change to suit the business objective</p> <p>(8)Privatisation means universities will down size and cut costs. It means job losses and more temporary staff to achieve the business objective and the reduction of the number of universities is highly possible</p> <p>(9)Some element of public funding must always be there. Universities to be completely business universities is undesirable</p> <p>(10)The traditional function of the university is research and teaching and it should perform these function only</p> <p>(11) Some gifted students may be denied HE because of inability to pay fees</p> <p>(12)Purely academic and other educational research will receive less funding than research about business in HE</p> <p>(13)The traditional role of the university as providing knowledge only should be maintained for the benefit of society</p> <p>(14)The state owes its citizens the provision of education funded through tax and other fiscal measures</p>	<p>Maintaining the provision of free HE and the traditional role of teaching and research is called for by the majority of respondents. There is the feeling from the responses that these roles will not be performed in a way that will benefit every willing individual that comes to HE. There is the belief that many will be turned off from acquiring higher education and some able students will be denied the opportunity to acquire higher education. That money should not deter people from acquiring higher education. This is a statement from one respondent: "Education is a human right and should be provided by the state and funded through a progressive and aggressive fiscal policy".</p> <p>However, two respondents are ambivalent in the reasons they give. Their comments imply in favour of universities becoming businesses but one statement says: "the current fee system is a compromise, but I would not like HE sector to be completely privatised". Another says: "If there is no government funding, obviously, the money will have to come from somewhere. So while I don't think university should be run as a business, there may be no other way to obtain funding"</p>
Other comments on this question:			

(1)There is a logic of this happening. The current fee system is a compromise. But I would not like the HE sector to be completely privatised
 (2)If there's no government funding, obviously the money will have to come from somewhere. So while I don't think university should be run as a business, there may be no other way to obtain funding/sustenance

Question 7: The teaching budget made available to universities is for the purpose of delivering the core service (teaching). Do you think the funding reductions by the government should include the teaching budget? Please give reasons for your answer

C A T E G O R I E S

Statements in support or reasons why respondents said Yes	Statement against inclusion of the teaching budget in the funding cuts or reasons why respondents said No	Themes or meaning of statements	General interpretation
<p>(1)To prevent servicing courses that are not justified</p> <p>(2)Yes-if fees are increased</p>	<p>(1)It will affect the quality of teaching</p> <p>(2)There is a significant loss to the nation in terms of the impact on range of teaching and course- and all of it without any discernible planning or consideration of current and future educational needs</p> <p>(3)Might motivate the teaching methods</p> <p>(4)Teaching is essential to universities</p> <p>(5)Some universities without the help</p>	<p>(1)There is too much waste in university operations. The cuts will encourage accountability and good management</p> <p>(2)since fees are increased, the cutting of the teaching budget is appropriate</p> <p>(1)Resources are needed to provide good quality teaching. Funding cuts means less resources available</p> <p>(2)The funding cut decision is not well thought through. It is flawed. There will be consequences in the future in addition to the consequences now.</p> <p>(3)High teaching budget means more resources for teaching which motivates teaching</p> <p>(4)Teaching is the core service and needs resources. Therefore, Funding cut is not desirable</p>	<p>Answering the question as to whether the funding cuts should include the teaching budget, 2 out of the 9 respondents who answered the question are in favour of the inclusion of the teaching budget. In other words, they support the funding cuts backing up the argument that too much waste is taking place in university and believe the cuts will bring about accountability and good management. They believe the high fee is ideal.</p> <p>The question as to whether the funding reductions should include teaching budget the other 7 out of the 9 respondents said No or are opposed to the inclusion of the teaching and give reasons why. They passionately believe the teaching budget for HE should be intact to enable universities provide the resources for quality education. Cutting the budget and making the universities to charge high fees is a break of tradition. The respondents believe the free market, free enterprise laissez faire ideology in HE is untested and may bring about unintended consequences. Respondents see the teaching grant as the 'life blood' of education delivery by universities. One respondent expressed: "Some universities without the help of this grant may find it difficult to attract the best of teaching staff which would consequently affect negatively the standard of teaching which the student receives". The free market, free enterprise laissez faire ideology will not work in HE.</p>

	<p>of this grant may find it difficult to attract the best of teaching staff which would consequently affect negatively the standard of teaching which the student receives</p> <p>(6)If the teaching budget is reduced, this will adversely affect the quality of teaching</p> <p>(7)Neoliberal ideology drives these reductions. The unfettered belief of efficient markets in the face of evidence to the contrary drives these policies</p>	<p>(5)The budget enables recruitment of good teaching staff which the student needs</p> <p>(6)Quality of teaching is determined by the availability of resources. Cuts means less resources for teaching</p> <p>(7)The free market, free enterprise laissez fare ideology is gripping the powers that be to push the uncertain HE marketisation</p>	
<p>Question 10: In the 1980s university education was free. There was no fees charged and students received a maintenance grant (Blyth, 2010), but the current funding regime is making students pay the cost of their education. Do you think this is good for higher education? Please give brief reason for your answer</p>			
<p>C A T E G O R I E S</p>			
<p>Statements in support or reasons why respondents said Yes</p>	<p>Statement against fee payment or reasons why respondents said No</p>	<p>Themes or meaning of statements</p>	<p>General interpretation</p>
<p>(1)It's good to take some of the cost as this stops students from dropping out of courses</p> <p>(2)Only students fully committed to their course should be enrolled</p> <p>(3)I would prefer public spending to be spent on primary and secondary education. Politically, you will never be able to adequately fund the HE sector through tax alone</p>	<p>(1)Reduce demand for university</p> <p>(2)This approach is leading students to view education as the purchase of a</p>	<p>(1)The fee payment system is good as student will attach value to education and will avoid dropping out</p> <p>(2)The fee system will stop people from enrolling on a course if they haven't got what it takes to complete a course</p> <p>(3)Public funding of education should go to the primary and secondary sectors and not the tertiary i.e. the HE sector. So fee payment in HE is good</p> <p>(1)Fee payment means less people will receive HE</p> <p>(2) The high student fees is making students to believe that education is a commodity they purchase and this is making them to make wrong choices because</p>	<p>Question 10 poses the question whether students should pay for higher education as demanded by the current regime, 3 respondents were in support of fee payment and 9 against. The 3 protagonist expressed that fee payment will attach value to HE and will make people to assess themselves whether they have got what it takes to complete HE and avoid dropping out. One believes public funding for HE should go to primary and secondary schools.</p> <p>However, The antagonist to fee payment makes strong arguments to support their position. They believe fee payment will discourage many from acquiring higher education. Another argument is that the high fees set is making students to believe that HE is a commodity and they are consumers that buys it and this is affecting the choices some students make in terms of courses. That It also affects the attitude to their studies. The availability of grants that students pay back at the end of study is bitterly opposed. The fact that HE was free in the past and was classed as a national asset is expressed and calls for the return of this valued treasure by many. The fee system creates a dichotomy. It is discriminatory. It divides students to universities. It encourages a class system.</p>

	<p>product for (immediate) personal benefits-this is eroding the quality of student engagement and influencing student course choices in unhelpful ways. Students believe that they are making rational choices, but in fact, the pressure to think of nothing but short- term gains is leading to many poor choices and sub-standard degrees</p> <p>(3)Student loans are available. Students don't really know how expensive university is until they have to pay back</p> <p>(4)Students are not consumers and should not be made to behave this way</p> <p>(5)Education should be free</p> <p>(6)Students think they can 'pay' for a degree and not do any actual work</p> <p>(7)Students with intellectual ability but with challenges around finance may miss out from HE opportunities</p> <p>(8)I would support that students pay some costs towards their education because this may make them more accountable; but the fees currently being charged may be prohibitive to students</p> <p>(9)Not a good idea to start working life with a debt</p>	<p>their perception of education is buy education</p> <p>(3)The availability student loan in fact, is not a good thing as in encourages 'spend and pay later'. The paying time will be tough for students</p> <p>(4)The high fees are making students to believe that they are consumers and this is not good for HE</p> <p>(5) Free HE is a pride for the nation and it should remain so</p> <p>(6)The fee system makes students to believe they are buying the degree and not really put in any effort</p> <p>(7)The fee system will drive away some gifted people from HE because of lack of finance.</p> <p>(8)Some form of fees is ok for HE to attach some value but the current level of fees is too high and may discourage people from acquiring HE</p> <p>(9)The current system: high fees, student loans and payback later puts student in debt on finishing HE</p>	
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Question 15: Are there any changes to your role as a result of university marketisation? If yes, what are the changes to your role			
C A T E G O R I E S			
No change to role	Statement indicating changes to role	Themes or meaning of statements	General interpretation
	<p>(1)Restructuring of the department-cutting cost-job is unstable and can't progress (2)More duties</p> <p>(3)Task have to be cost justified no room for sentiment (4)There is a greater emphasis on the student as customer-not necessarily a bad thing</p> <p>(5)A willingness to take on more responsibility. I am now performing two job functions (6)My department has undergone a restructuring twice in the space of 2 years and one is currently ongoing</p> <p>(7)Increased focus on 'networking' with potential business partners for the university and immense pressure to deliver publications and "impact" for the REF (8)We do not have adequate support staff to teach and provide skills training for our students. I am asked to teach outside of my content area and I can see this worsening in the next few years. Relying on contract workers is increasing as cost reduction strategies often means cutting staff and decreasing the number of fully employed staff members</p>	<p>(1)Marketisation is having severe impact. Job is unsafe (2) Job activities have increased (3)Cutting cost is seen as being efficient and effective (4)Have to treat the student more as customer as survival of the organisation depends on the willingness of the customer to buy the product or service (5)Have to be prepared to do more than usual to keep the job (6)Have to be prepared to cope with changes. More changes are being introduced with a view to meeting the market agenda (7)Complying with activities of the commercial focus and also to meet the demands of the research excellence framework (REF)</p> <p>(8)Staff shortage is tolerated. Have to teach outside subject areas and this is going to get worst. There is more reliance on contract workers for the purpose of cutting costs and slimming down on fully employed staff</p>	<p>On the question whether marketisation has changed their roles, 8 respondents indicated changes to their roles and explains the kind of changes. These include: restructuring effects, job insecurity, additional roles, increased job activities (doing more than usual) even covering two job roles, cost cutting is a must, treat student more as customer. There is increased focus on 'networking' with potential business partners for the university and immense pressure to deliver. There are no adequate support staffs to teach and provide skills training and staff is asked to teach outside of content area and could see this worsening in the next few years. Relying on contract workers is increasing as cost reduction strategies often means cutting staff and decreasing the number of fully employed staff members.</p>

Question 18: Is there anything you are unhappy with or happy about regarding your job? Please state briefly			
C A T E G O R I E S			
Things respondents are happy with	Things respondents are unhappy with	Themes or meaning of statements	General interpretation
<p>(1)Happy. The greater realisation of the need to take greater control of managing one's training and development, and thus be willing to up-skill and make oneself marketable on an ongoing basis within the robust choices available or that one can create</p>	<p>(1)Un happy-As it is difficult to get a job-sometimes you have to accept any job that is given to you, which makes you overqualified and not worth getting a degree. Being a receptionist doesn't allow me to show my full potential as a first class accounting graduate</p> <p>(2)By introducing market forces into HE our role as educators and researchers has been skewed towards outcomes that directly contribute to the university's league table ranking even if this means avoiding complex topics of research or being over lenient with grading of student work</p> <p>(3)You are expected to know more about a wider range of issues concerning students-from enrolment problems to referencing</p> <p>(4)The reasons for my unhappiness are not (as far as I can see) directly related to HE funding policy. I work in the library services yet am</p>	<p>(1)There are opportunities to improve or advance oneself in the job in the current business university</p> <p>(1)The current system discourages employing the right staff for the right position. Some staff does jobs that are not suited to them. It is all about cutting costs.</p> <p>(2) The market system is making the role of academics dance to league table demands in both choosing research topics and in student assessment. The freedom of academics to make informed decisions is curtailed.</p> <p>(3) Academics are expected know more miscellaneous issues to do with the students such as 'enrolment and referencing'</p> <p>(4)Division of labour and accountability is a problem in the system. There are signs of ineffectiveness in management</p>	<p>Changes create either happiness or unhappiness in a job situation. So, the respondents were asked to express their happiness or the opposite in the current entrepreneurial climate of universities. 8 people commented about things they are unhappy with and one person on things the reverse.</p> <p>The only person who is happy feels there is greater control of managing his or her training and development portfolio and believes there is opportunity for career progression. This is not surprising because everyone cannot be unhappy in a situation of change. However, majority of people feels they are not having it good and have expressed different problems and they include: not doing a job that is qualified for, academics including researchers made to do things deliberately to contribute to university league table ranking 'even if this means avoiding complex topics of research or being over lenient with grading of student work'. Other activities that bring unhappiness to staff are academic staff expected do more than normal, lack of division of labour. One respondent expressed "I work in the library services yet am responsible for activities that are normally run by IT services and often find it very frustrating having to wait on IT services to act on issues directly. Another expressed lack of training and support from an undermanned and under financed department. Another respondent commented: 'there is a lot of spending restrictions which typically impacts on the ease with which I can perform my day-to-day tasks which relies heavily on funding for innovative research. There is also concern that as students are viewed as a source of funding and income, the criteria for entry are lowered and this makes teaching more challenging.</p> <p>Responses that have not actually answered the question: 'I like my job as long as I can continue to work in a true academic environment i.e. an environment focused on the acquisition of knowledge and in the dissemination of knowledge. I would say that this respondent sounds like a happy person in his or her job</p>

	<p>responsible for activities that are normally run by IT services and often find it very frustrating having to wait on IT services to act on issues directly</p> <p>(5)Lack of training and support from an undermanned and under financed department</p> <p>(6)There is also a lot of spending restrictions which typically impacts on the ease with which I can perform my day-to-day tasks, which relies heavily on funding for innovative research and exploration being made available</p> <p>(7)The work load is too large</p> <p>(8)As students are viewed as a source of funding and income, the standards for entry are lowered. This makes teaching a challenge. I feel like I am caught in the next subprime mortgage crisis</p>	<p>(5)Have to cope with meagre resources and undertake tasks that one is not trained to perform</p> <p>(6)Have to cope with a tight budget to undertake 'innovative research' which relies on funding because of cost savings.</p> <p>(7)The work load has increased and it is now too large as a result of the market system</p> <p>(8)As in any market system, there must be a customer. In this case the student is and there is competition for them and standards are lowered including entry criteria and this is challenging for the teacher</p>	<p>but I could be wrong as it also sounds sarcastic.</p>
<p>Other comments on this question: I like my job as long as I can continue to work in a true academic environment i.e. an environment focused on the acquisition of knowledge and in the dissemination of knowledge</p>			

Question 19: Are you aware of any conflict or differences between the activities of the university council and the senate in the current entrepreneurial climate?			
C A T E G O R I E S			
Other comments about council and senate	Conflict or differences between council and senate	Themes or meaning of statements	General interpretation
	<p>(1)I do not think we have a senate- which is a huge problem in itself</p> <p>(2)Not sure</p>	<p>(1)A functioning senate is difficult to see. A university without a active senate is a problem</p> <p>(2)No idea of the functioning of a senate as no information is</p>	<p>It is good for university staff not only to know the existence of the two bodies that runs the university but also know the different functions of the two bodies. Hence, the question is asked whether respondents are aware of any conflict between the two bodies in this present entrepreneurial climate. But there is a clear indication that majority of staff and student reps have no idea of the</p>

	(3)A clearer definition of roles, and the need to work more closely around the changing dynamics of the external market	communicated to staff in way that would make staff to understand the activities of the senate (3)The problem is there is no clear definition of functions between the senate and the council in this current entrepreneurial climate. The old functions need to be adjusted to fit with the new market system	existence of the council and senate in university activities and most who know the existence of these two bodies does not actually know their functions. This could be due to lack of education. It is not surprising that not many people responded to the question of conflict between the council and the senate. It would do the university a lot of good if staff knew the administrative structure of the university.
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Question 20: Is it right to say that entrepreneurial activities may eventually lead to weaknesses in governance as business activities and competition intensify? If yes, what are they? (the kind of weaknesses)			
C A T E G O R I E S			
Other comments or statements	Weaknesses identified	Themes or meaning of statements	General interpretation
(1)Our university (03) does not have the sort of structure you describe	(1)They may not have the interest of the university at heart (2)Profit becomes the motive not education (3)Research would be forgotten (4)Lack of democratic representation of staff and students	(1)Money making may be the focus and be distracted from the main purpose of the university which is education delivery (2)Profit making would take priority and less focus on education delivery (3)Research would not be given much attention as profit means survival of the university (4)As attention is focused on the business aspect, there will be no democratic representation of decision making. Some staff and student reps may not be consulted even where this is appropriate (1)There is no governance structure in our university and cannot work out weaknesses	These are changing times for universities. The more a university involves itself in business activities, the less attention it will pay to teaching and research. Profit-making will take priority over education delivery. Under this state of affairs fewer people will be making the decisions. One respondent expressed that “there is now lack of democratic representation of staff and students”. This is an impact on governance and management. Again lack of knowledge of the university structure by some staff demonstrated by the response “our university does not have the sort of structure you describe”

Question 22: Would you prefer a more executive model of governance, where ‘executive’ means decision making authority vested in few hands? Please give brief reason for your answer			
C A T E G R I E S			
Reasons for preferring more executive model of governance	Reasons for not preferring more executive model of governance	Themes or meaning of statements	General interpretation
<p>(1)But as long as there is a clear line of accountability</p>	<p>(1)University governance is not accountable as it is-greater concentration of powers will make it worse (2)You still need a balanced view of opinion</p> <p>(3)Executives are often divorced from the real world of university life</p> <p>(4)This is already the case at my university</p>	<p>(1)Executive model is preferred as long as everyone involved can be held accountable for the decisions they make</p> <p>(1)Decision making in few hands is not ideal. There is less accountability in the executive model. (2)Decision making authority in few hands will still require a balanced view of opinions. Therefore no point giving the powers to just a few people (3)Executive model of governance is not the best as executives are out of touch with the problems of the day-to-day functioning of the university. (4)Executive model of governance is what is taking place at my university</p>	<p>There is some support for executive model of governance but only if there is accountability. However, majority of those who responded were against decision making vested in few hands in governance. They expressed there is less accountability in this model. One respondent expressed: “Executives are often divorced from the real world of university life”.</p> <p>Another indication of lack of knowledge of the structure and operations of the university is demonstrated by the comment of another respondent here: “Despite working here for many years I am shamefully ignorant of mechanisms of governance.</p>
<p>Other comments on this question:</p> <p>(1)Despite working here for many years I am shamefully ignorant of mechanisms of governance...</p> <p>(2)This is already the case at my university (the respondent has not answered the question).</p>			

University 03: Free text boxes data analysis			
Question 27: The proposed system allows a student to choose between a high fee (£9, 000), medium fee £7, 500) and low fee (£6,000) institutions. Do you think is good for higher education?			
C A		T E G R	
Reasons why low fee is good		Reasons why high fee is bad (Or reasons why choice is bad)	
		Themes or meaning of statements	
		General interpretation	
<p>(1)Yes, so that poor student can choose low fee universities</p> <p>(2)It may work out for students for whom finance makes a big difference between going or not going to university</p>		<p>(1)Choice is good as it allows poor students to choose low fee institution</p> <p>(2)choice of fees gives room for people to decide which institution to go to or to decide whether to acquire HE or not</p> <p>(1)The choice system is a disadvantage to the poorer students who may not be able to afford the higher fee institutions</p> <p>(2)Many universities were not in good shape financially before the new fee regime because of the teaching budget cuts. Some universities were financially better off than others. The market system was presented with fee options and many universities had to choose high fee so as not to be viewed as low-fee low-quality institution.</p> <p>(3)Different levels of fee for HE is undesirable. It encourages unfair competition. It divides HE into class</p> <p>(4)No fees and no choice of fees what is important is to raise entry criteria and raise value of HE</p> <p>(5)The current system is not a free market. Capping fees cannot</p>	
		<p>(1)Lower class students-a big disadvantage. Very Marxist opinionated</p> <p>(2)When this policy was implemented not all universities were on an equal footing financially or by reputation. The decision on how much to charge was difficult one for many universities as they did not want to be perceived as a low cost/low quality option so felt forced to charge the higher fee. Many are also forced out of financial necessity to charge the high fee</p> <p>(3)Unfair competition</p> <p>(4)Education should be free but harder to get into university (higher</p>	
		<p>Level of fees charged</p> <p>On the question of the choice of level of fee charged by institutions, only 2 out of the 10 respondents who give reasons for their answer supported the choice of high fees and low fees. Their idea is that choice gives poor students the opportunity to choose low fee institution. In fact, it gives every student choice. The 8 respondents against choice argue that choice is disadvantage to the poorer students who may not be able to afford high fee institutions. This is classifying students and institutions. This creates HE dichotomy. It means there is no level playing field. This system breeds inequality.</p> <p>Poor financial standing is making some universities to charge high fees is indicative of the fact that some universities were in financial strain before the introduction of the new fee regime. The financial crises may have been precipitated by the Government HE funding cuts</p>	

	<p>grades needed)</p> <p>(5)As stated, the current system is neither one thing or the other-it is not a true market</p> <p>(6)Obviously, affected students are going to have to choose universities based on fees and not necessarily on the course programme/quality of study that will benefit them</p>	<p>be a free market. It is market forces that determines price in a free market.</p> <p>(6)The system means choice of university will be based on fees and not on what programmes and the quality of student experience. This can't be right for HE</p>	
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University 3 free text boxes data analysis

Question 29: The gap between the minimum £6, 000 and the maximum £9, 000 will be £3, 000. In the past most universities charged almost the same fee (£3, 000). Would you like to see a substantial reduction of the maximum fee? Please give a brief reason for your answer

C A T E G O R I E S			
Reasons in favour of a substantial reduction of the maximum fee	Reasons against a substantial reduction of the maximum fee	Themes or meaning of statements	General interpretation
<p>(1)Too expensive</p> <p>(2)Reduce capitalisation</p> <p>(3)Students should not be burdened with debt</p> <p>(4)It will encourage more people into higher education</p> <p>(5)May reduce the likelihood of universities aiming higher in competing with others</p>	<p>(1)Greater level of government</p>	<p>(1)Many will not be able to afford and take the loan which will not be easy to pay back</p> <p>(2)Reduce the cost of HE to students so that many can acquire higher education</p> <p>(3)Students should not leave university with huge debt</p> <p>(4)Many will be able to afford if fee are low. Many will be encouraged to acquire higher education</p> <p>(5)Low fee will discourage Universities from the intense competition.</p> <p>(1)If fees are substantially reduced greater level government support will be needed.</p> <p>Government are not prepared to</p>	<p>Substantial reduction of the maximum fee:</p> <p>On this question 5 respondents are in support of a substantial reduction of the maximum fee and 2against. Those in support believe it makes HE unaffordable for many. Some may take the loan which will be difficult to pay and some may be turned away from acquiring HE. Low fees means more people will be HE. Low fees will discourage universities from the intense competition. The opposing argument is that high fees will enable some universities to offer more. Without the high fees government support will be required and this is not likely to happen now.</p>

	<p>support will be needed</p> <p>(2)Different universities have different financial responsibilities vis a-vis the offering they bring to the table and should therefore have some leeway in how they generate income</p>	<p>fund HE as it use to</p> <p>(2)Reduction of the fees will not be good for some universities. Some universities offer more and should be allowed to charge whatever they think appropriate to generate income</p>	
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Data analysis

University 4 : Free text boxes analysis			
Question 4: With the declining government funding for higher education, would you like the government to eventually declare universities as independent businesses for the purpose of increasing income?			
C A T E G O R I E S			
Statement in support or reasons why respondents said Yes	Statement against privatisation of HE or reasons why respondents said No	Themes or meaning of statements	General interpretation of the statements
	<p>(1)Business and & education should always remain separate. Education should be about bringing out the best in people; business is about drawing as much revenue from people as possible!</p> <p>(2)It reduces intellectual freedom, inquiry and critical thought</p> <p>(3)I am convinced this would result to decline in standards and increase in fees.</p> <p>(4)Universities should not operate as businesses. They are of public use and should remain public use. If this is not the case, then what is the</p>	<p>(1)Higher education institutions should not engage in business. Business draws profit out of people (students). Education and business has different agendas.</p> <p>(2)Business destroys the purpose of education</p> <p>(3)HE institutions becoming business organisations will lead to decline in standards and increase in fees and this will turn people away from higher education</p> <p>(4)It is a bad idea for universities to operate like businesses as they are public institutions.</p> <p>(5)Higher is a public good. It</p>	<p>For and against privation of HE:</p> <p>All except one respondent were against universities becoming business entities. Each of them expressing one or more disadvantage. Some expressing that profit might take priority in the affairs of the university and that higher education might lose its purpose. The concern for standards also came out. That there is the likelihood of standards declining as attention is focused on making profit and that the question of fee increase is a possibility and they can foresee that higher education will be for those who can afford it. They believe universities should remain public institutions and do what they are good at i.e. educating the citizens and not meddle in profiting making. The question of jobs also came out. Some of the staff are afraid of their jobs as universities will slim down for efficiency in that event. The only voice who is in favour of universities becoming independent business organisations is saying so because of fear that as they are now, they are public bodies but operating as business as well and probably not do well as they are not complete business organisations. This person is simply saying, one leg in,</p>

	<p>purpose of education?</p> <p>(5)Universities serve social functions.</p> <p>(6)Academics have minimal expertise</p> <p>(7) Full privatisation means unemployment for some university staff.</p> <p>(8)Wider goals than business</p> <p>(9)I support wider participation so would not be in favour of HE only for those who can afford</p>	<p>benefits society</p> <p>(6)Universities might do badly in business. So, no point.</p> <p>(7)Making universities independent business entities would bring about unemployment as universities will down size to be effective just as businesses do.</p> <p>(8)University contribute to the wellbeing of society by educating the citizens who contribute to society.</p> <p>(9)Making universities business organisations means that some will not participate because of inability to pay the fees as the price of education will go up.</p>	
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C A T E G O R I E S			
Statement in support or reasons why respondents said yes	Statement against privatisation of HE or reasons why respondents said No	Themes or meaning of statements	General interpretation of the statements
(1)Without making them independent business organisations, many universities will be pushed into loss making public sector organisations	(10)The goal of education should be education not profit. (11)Higher education should not be a commodity.	(10)Business means universities might focus attention on profit (11)Higher education should not be subject to demand and supply like a commodity. (1)Leaving universities as public sectors organisations and making them operate like businesses could make some run into losses.	one leg out is not a way to succeed in something.

Data analysis

UNIVERSITY 4 : Free-text boxes analysis			
Question 7: The teaching budget made available to universities is for the purpose of delivering the core service (teaching). Do you think the funding reductions by the government should include the teaching budget? Give a brief reason for your answer.			
C A T E G O R I E S			
Statement in support or reasons why respondents said yes	Statement against cutting the teaching budget or reasons why respondents said No	Themes or meaning of statement	General interpretation of the statement
	(1)It would be idiotic to include the teaching budget (2)If the core is seen to be teaching, then reducing the funding means less teaching (3)There is no longer a teaching budget for non-science-it is all in the student fee. (4)Quality will reduce (5)Important to civic society and democracy (6)Teaching should not be a cash cow or used as a battering point (7)Teaching is already under-resourced. Cut down on administrators (8)Teaching contributes to the human resources of a country which government revenues should contribute to	(1)The teaching budget should not be touched (2)Less teaching budget means less teaching. So, do not reduce. (3)In fact, the cost of not having a teaching budget is passed unto the student (4)Less budget will adversely the quality of education. (5)In a civilised society, the government should be caring (6)Teaching should be highly valued and free from economic rationalism (7)Stop cutting the teaching budget. Would prefer cutbacks on administrators. (8)Teaching produces the expertise of a nation therefore it is proper that government contribute to it adequately.	For or against cutting the teaching budget: The reasons given by the respondents indicate the importance of the teaching budget and are against any form of reduction of the budget. They believe the reduction will lead to fall in standards as money is one of the elements that will help in providing high standards of education. They believe in state provision of higher education and are opposed to universities becoming profit oriented institutions.

Question 10: In the 1980s university education was free. There was no fees charged and students received a maintenance grant (Blyth, 2010), but the current funding regime is making students pay the cost of their education. Do you think this is good for higher education? Give reason for your answer.			
C A T E G O R I E S			
Statement in support or reasons why respondents said yes	Statement against paying for HE or reasons why respondents said No	Themes or meaning of statement	General interpretation of the statement
<p>(1) Maintenance grant cannot cover the huge increase in students</p> <p>(2) Will make course more relevant</p>	<p>(1) It reduces the range of people who can enter higher, especially mature students.</p> <p>(2) Some fees is OK, but the current level of fees is not good</p> <p>(3) Increases commercial pressure to deliver low cost low value education</p> <p>(4) Lower income students suffer by having to work to maintain themselves alongside their studies.</p> <p>(5) Participation is being constricted</p> <p>(6) Students' debts mean that graduates are limited in their options.</p>	<p>(1) Free education increases the number of people entering higher education and this is good for society.</p> <p>(2) The fee level currently is too high and is not good</p> <p>(3) The current funding regime puts pressure on universities to provide what you give is what you get kind of education.</p> <p>(4) The current funding regime leaves poor students to work alongside their studies to see them through university.</p> <p>(5) The current funding regime limits participation rate.</p> <p>(6) The current funding regime means the students leaves university with huge debts and this limits what they can do.</p> <p>(1) Too many people in HE and the government cannot afford paying maintenance grant to all</p> <p>(2) Fee payment will place more value on education</p>	<p>There are more people against than there are those in support of fee payment and maintenance grant. Those against are concerned about the reduction of number of students and the possible of a two-tier system where universities will deliver education according to Fees paid and that this is bad for higher education and society. There is also the worry that students will leave university with huge debt. On the other hand, two of the respondents believe that the government just cannot afford free higher education because of the numbers that are entering higher education and that fee payment will place value on education.</p>

Question 15: Are there any changes to your role as a result of marketisation? If yes, what are the changes to your role?			
C A T E G O R I E S			
No changes to role	Statement indicating changes to role	The meaning of the statement or the implications	General interpretation of the statements
Not applicable	<p>(1)It is more difficult to enforce rules when students protest that they have paid good money for their education. The attitude of students is very different and this impacts on the service and the way in which it is delivered. I have had to adapt to these changes.</p> <p>(2)Target-driven-but that may be due to relatively new VC and new head of faculty so not possible to isolate causes</p> <p>(3)We are asked to refer to our students as customers</p> <p>(4)Much more administrative burden and less time for the students</p> <p>(5)Excessive administration</p> <p>(6)More responsibility at the same pay spine, reduces time for core teaching development</p>	<p>(1)Marketisation is making students to pay more fees and as a result students believe they deserve more and this is acted out and staff had to adapt to the demands of the students.</p> <p>(2)Staff must be prepared to adapt to changes being introduced by incoming managers as they have to make changes to achieve the new objective.</p> <p>(3)Students are treated as customers and customers are always right. This is the game in the business environment and must be taken seriously</p> <p>(4)Marketisation has brought about more administrative tasks for staff</p> <p>(5)Because of new rules and new targets, there is increase in the volume of administrative tasks possibly for academics and administrative staff.</p> <p>(6)The change in role is more work for the same pay as a result of marketisation.</p>	<p>Pressure of work as a result commercialisation:</p> <p>There is some kind of pressure put on staff as a result of commercialisation.</p> <p>More target setting is a feature of marketisation and managers are making changes to match the changing operations. There is competition in the HE market place and everything must be done to treat your customer nice in order to keep them. When competition reigns, ‘consumer is king’ is the case here. Moving from a public organisation to a private organisation calls for new ways of doing things and new rules and methods must be adhered to. Academics and administrative staff are seen increase in the amount of administrative tasks which is not compensated with increase in salary.</p>

Question18: Is there anything you are unhappy with or happy about regarding your job?			
C A T E G O R I E S			
Things respondents are happy with	Things respondents are un happy with	The meaning of the statement or the implications	General interpretation of the statements
	<p>(1)I have always loved working in higher education, but I do believe standards have dropped considerably in all areas, and I deal with different types of students these days.</p> <p>(2)Unhappy about colleagues who don't pull their weight. Unhappy about managers who can't manage. Not happy with rumours of huge pay increases for senior members of the faculty.</p> <p>(3)Universities should not be run like companies, trying to move them that way will change the future of the country and the likelihood that it gets out of the recession. To get out of the recession, new products need to come up. The only place that could be done is blue sky research were universities are involved and this is seriously cut back. Without research, there is no long term future, you kill that off you have no future for your nation, country and world. So your economic down gets only worse. Unfortunately, there is a lot of short term thinking by people in positions who should focus on long term thinking.</p> <p>(4)Increased task without increased reward, through marketisation is not right. Marketisation should also lead to more flexible payment systems to reward hard work but this is not a feature of current higher education institutions. Therefore, some get away with doing little but reward the same.</p> <p>(5)I am unhappy with management</p>	<p>(1)Disappointed in the way things are going and there is a strong belief that standards have fallen and there is a felling of new teaching experience in terms of dealing with the students.</p> <p>(2)Frustration. Some people are not doing their job properly and this bears on others and pay increase for senior staff is frowned at.</p> <p>(3)Commercialisation is not good for universities and society. The long term effect on the nation will be consequential. The solution to the economic crisis is turning the country into a production economy and this can only be possible through blue sky research which universities get funded but this funding is affected in the cut backs</p> <p>(4)The current system has created more work for the same money. There are no incentives given to staff. For this reason some staff does not put in their best and are not noticed and disciplined.</p> <p>(5) There is dissatisfaction in the way activities are managed in the current</p>	<p>Things unhappy with or happy about: The question of fallen standards is underlined here again. Academics that are passionate about their profession are not happy about the new direction of higher education. Staff accountability is an issue and pay increase for top people is de-motivating lower staff in the commercialised environment. There is vehement opposition of the idea of commercialisation of HE because of perceived adverse effect to the university and society at large.</p> <p>Some research funding for universities is cut and this angers staff as it limits its ability to come up with new inventions for the benefit of society. Increase workload for staff without bonuses or other incentives is a feature of the commercialised university and this is causing skiving. Clearly, management ineffectiveness is an issue. The theme is that a profit oriented business requires business management expertise.</p> <p>However, the words of one respondent indicate that there is a cordial atmosphere between staff and students and between staff</p>

<p>(1) Very happy with relationships with students and improving performance of students. Very happy with working with most colleagues. Very happy with surroundings.</p>	<p>(6)The academic side of HE is why I work in HE. Forcing a commercial slant on to all activities will reduce quality as the output of good education is not easy to measure.</p>	<p>system. (6)There is strict opposition to the introduction of the commercial element in university operations (1)There is something positive. Academics have good relationship with students and there is also good working relationship between colleagues and that the university infrastructure is pleasing.</p>	
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<p>Question19: Are you aware of any conflict or differences between the activities of the university council and the senate in the current entrepreneurial climate? If so, what sort of differences or conflict?</p>			
<p>C A T E G O R I E S</p>			
<p>Other comments about council and senate</p>	<p>Statement indicating conflict or differences b/w council and senate</p>	<p>The meaning of the statement or the theme</p>	<p>General interpretation of the statements</p>
	<p>(1)Two functions not well integrated (2)Vocational objectives</p>	<p>(1)It is not easy for the two bodies to work together effectively because the structures of each body make it difficult for the two to integrate in the current climate. (2)There is conflict because each body has its own vocational objective</p>	<p>Differences between the activities of the council and senate: Conflicts are inevitable because of the bureaucratic set up of the two bodies. It is difficult for the two bodies with many structures to function together. Each body has its own distinct functions. Yet the functions of the two bodies are probably not well communicated to staff at the lower end of the hierarchy. This is likely the reason why few people have responded to this question.</p>

Question20: Is it right to say that entrepreneurial activities may eventually lead to weaknesses in governance as business activities and competition intensify? If Yes, what are they? (the kind of weaknesses)			
C A T E G O R I E S			
Other comments or statements	Weaknesses identified	Meaning or Implications/Themes	Interpretation or Comments
(1)No opinion	(1)The main problem is the fact that the current structure is so log and slow. (2)Less emphasis on teaching, more on money-making which will create a 2 tier staff base	(1)Does not believe the present governance structure is delivering effectively and expects the worst when commercial activities intensify. (2)More resources and attention will be focused on profit making activities to the detriment of the core service-teaching as business activities and competition intensify. (1)Not sure of what to say. Not sure whether commercialisation is a good or bad for HE.	Weaknesses in governance as a result of commercial activities: Commercial activities will be detrimental to the system and would prefer the universities go back to their original business i.e. providing teaching. Some people are not sure of what the current system will lead to.

Question 22: Would you prefer a more executive model of governance, where 'executive' means decision making authority vested in in few hands? Please give a brief reason for saying Yes or No			
C A T E G O R I E S			
Reasons for preferring more executive model of governance	Reasons for not preferring more executive model of governance	Theme or meaning of the statement	General interpretation of the statements
	(1)Really depends on whose hands. If a VC is only in position for a fixed term, then what is his vested interest? (2)A more collegiate model with academics taking responsibility for finance might be better	(2) The tenure of the VC is unpredictable. They do not stay long enough to make a real difference (2)More academic involvement in financial decision making? Currently, too many people are involved in decision making	Preference to executive or non-executive model of governance: There is a sense of dissatisfaction with the current model of governance. There is limited academic involvement in financial decision making and this is frown at. The fact that the VC does no t stay long enough makes it difficult for the VC to be as effective as he or she would like.

Question 27: The proposed system allows a student to choose between a high fee (£9,000), medium fee (£7,500) and low fee (6,000) institutions. Do you think this is good for higher education? Please give reasons for your answer			
C A T E G O R I E S			
Reasons why high fee is good	Reason why high fee is bad	Theme or meaning of the statement	General interpretation of the statements
<p>(1)This is not the only criteria used by students</p> <p>(2)Need more flexibility within the university between expensive sciences and cheaper social sciences for example, to be a real choice</p>	<p>(1)Crippling most students with huge debts (2)Very few charge other than £9,000</p> <p>(3)Autonomy.</p> <p>(4)It creates a multi-tiered HE system</p>	<p>(1)High fee is a disincentive to poorer students (2)There is actually no choice of fees as only a limited number of institutions charge less than £9,000 (3). The one word response could mean that the setting of fee levels is bad and is calling for every university to set their own fee. (4)The fee differential means students will receive different quality of education. The more you pay, the more you get. This is undesirable.</p> <p>(1)Students do not only make decision to go to university by the fee but other reasons are taking into account too. High fee is not bad.</p> <p>(2)Fee should be charged based on the type of course undertaken by the student as some courses are more expensive to run than others</p>	<p>High fees will produce a two-tier HE system. The poorer students are disadvantaged Fee capping is undesirable if there is to be a true market system. Universities should decide how much fee they want charge. The present system discriminate students in terms of fees. The few proponents of high fees believe it is necessary in order to provide quality HE and that different courses should charge different fees</p>

Question 29: The gap between the minimum £6, 000 and the maximum £9,000, will be £3,000. In the past most universities charged almost the same fee (£3,000). Would you like to see a substantial reduction of the maximum fee? Please give a brief reason for your answer			
C A T E G O R I E S			
Reasons in favour of a substantial reduction of the maximum fee	Reasons against a substantial reduction of the maximum fee	Theme or meaning of the statement	General interpretation of the statements
<p>(1)To allow the best to be able to obtain places. Selection should be based on ability not whether or not you can afford the fees. Dumbing down by making it possible for anyone to “buy” a place at any university is going to have a huge impact on future generations</p> <p>(2)Education should be free for the good of society</p> <p>(3)All students should be able to study without fear of immense debt on graduation</p>	<p>(1)Would prefer it not to be regulated</p> <p>(2)Prefer true economic costing by subject and not institutions doing the costing</p> <p>(3) Quality costs</p>	<p>(1)Fee should not be a determinant of university places. It should be based on academic ability. The system will adversely affect future generations</p> <p>(2)Education should be treated as a public good. Education of the citizens makes society a better place</p> <p>3)High fees will put students in debt after their studies</p> <p>(1)There should be no capping or regulation of fees. It should be a complete free market</p> <p>(2)Courses should be fully and properly costed by an independent body. This could result to high fees or low fees</p> <p>(3)High fees are acceptable for quality sake. Pay more for better quality</p>	<p>There are those in support of a reduction of the maximum fee. They in fact, would like HE places to be based on academic ability and not ability to pay high fees. They are worried that the high fees may have adverse effect on higher education in the future and would like higher education to be free because it benefits society. Currently, students are accumulating huge debt as a result of the high fees they pay. There are also those who believe there should be no capping on fees if higher education is to be delivered through market forces.</p>

APPENDIX 2A

Summary of survey response themes on questions for the 4 universities on the open-ended questions:

Table 1

Question: Do you think a university becoming a business organisation is good for higher education?			
University 1	University 2	University 3	Brunel University 4
<p>No single person is pro-privatisation but 12 respondents who gave reasons to their answer to the question expressed strong opposition:</p> <ul style="list-style-type: none"> -HE should not engage in business activity for the purpose of making profit -The idea of market mechanism may not work in the way that will benefit the masses and and calls for universities to focus on their traditional role which is teaching and research -There should be no change of direction for the universities -In that event, some subject discipline would disappear from the curriculum -“Universities are natural asset and should be treated as such” -“The neo-liberal agenda that is being applied to UK universities is damaging to UK education and society” -Privatisation means HE will not be free for everyone but for the privileged few 	<p>About 75% are gainst university corporatisation because:</p> <ul style="list-style-type: none"> -Universities will be profit centered like any other private business focusing attention on making profit -Main role of the university which is to provide education and contribute knowledge will be defeated -Downsizing and merging of some departments will take place -Wrong idea to abandon the traditional role of the university and seek money-making. HE to be determined by market forces will not work -Privatisation will bring about high fees -Privatisation will make HE as a ‘commodity’ and student as ‘customers’ -The quality of education might be affected as profit would be the main focus. <p>About 25% in favour of privatization because of:</p>	<p>About 85% of the respondents are opposed to universities becoming business enties because:</p> <ul style="list-style-type: none"> -The traditional role of the university is to provide knowledge and not money-making -Declaring universities independent business entities will damage a treasured state asset -The government’s market agenda is completely misplaced -It will change student’s perspective of HE -It is the business perspective: supply, demand, price that will be the focus -Down-sizing, cutting costs, merging of departments of universities will be a feature -Education is a human right and should be provided by the state and funded through a progressive and aggressive fiscal policy -The traditional role of teaching and research will not be performed in a 	<p>All except one respondent expressed opposition to privatetisation:</p> <ul style="list-style-type: none"> -Profit or additional income might take priority in the affairs of the university -In the event of privatisation, HE might lose its purpose -There is the likelihood of standards declining as attention is focused on making profit -Privatisation will mean fee increase and this will make HE unaffordable for the poor -Universities should remain as public institution and do what they are good at i.e. educating the citizens and not meddle in profit making -In the event of privatisation, some universities will slim down and this means job losses

<p>-Privatisation will shift focus from teaching and research to business to with a view to increasing income -Privatisation will discourage many from acquiring HE.</p>	<p>-Provision of choice of university for students -It will bring about more efficiency and effectiveness -Free HE is now unaffordable because of the growing number of students -Privatisation will be a watershed for universities to open doors to raise funds</p>	<p>way that will benefit students. About 15% of respondents are against saying, that some privatisation is good but not complete privatisation -If there is no government funding, obviously the money has to come from somewhere. There may be no other way to obtain funding.</p>	<p>In favour of privatization: -The only person in favour is saying so because of fear that as they are now, they are public bodies operating as business and as a university and probably will not do well as they are not complete business organisations.</p>
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Table 2

<p>Question: The teaching budget made available to universities is for the purpose of delivering the core service (teaching). Do you think the funding reductions by the government should include the teaching budget? Give a brief reason for your answer.</p>			
<p>University 1</p>	<p>University 2</p>	<p>University 3</p>	<p>University 4</p>
<p>2 respondents agreed with the cutting of the teaching budget and supporting this stand with the statement: “the fact that cuts have to be made and it is not possible to avoid the teaching budget”. Furthermore, they added that the cuts will bring about efficiency and effectiveness in terms of management of resources. I do not however, see these points as strong</p>	<p>On the question whether the funding cuts should include the teaching budget or not as teaching is a core service, 2 out of the 14 people who gave reasons for the answer they chose were in support of the inclusion of the teaching budget, arguing that no part of the university can be excluded from financial controls and that the cuts are necessary to stop students undertaking courses that will</p>	<p>Answering the question as to whether the funding cuts should include the teaching budget, 2 out of the 9 respondents who answered the question are in favour of the inclusion of the teaching budget. In other words, they support the funding cuts backing up the argument that too much waste is taking place in university and believe the cuts will bring about accountability and good</p>	<p>The teaching budget is viewed as an important element of the funding provision made to universities. All 8 respondents who said ‘No’ to the inclusion of the teaching budget made statements expressing strong opposition. They said the government should treat the teaching budget as untouchable and that reduction will lead to a</p>

<p>enough to support the cuts.</p> <p>However, There is a strong and clear opposition to the inclusion of the teaching budget here. The majority of respondents (8) here believe the government has failed to consider the consequences the cuts will create in the future of higher education and says in fact, that funding for the core activities: teaching, research and associated activities should be sacrosanct in cuts</p>	<p>not lead them to their career goals. However, 12 people were against the inclusion of the teaching budget in the funding cuts and they have put forward different arguments. Most of them have emphasise the fact that teaching is a core part of what university does and requires adequate funding. This is required to provide the necessary resources for effective education delivery all the time. The cutting of the teaching budget means financial shortage for universities. It leaves universities to fill the gap and this creates uncertainty. Universities have to engage in business activities to generate income. Like normal businesses, the market system is filled with uncertainties. If a university is struggling or not able to provide the funds for teaching, they do not see the point of a university. It is only total funding for teaching that will provide stability and success for both students and the university</p>	<p>management and believe the high fee is ideal. The other 7 out of the 9 respondents said 'No' or are opposed to the inclusion of the teaching budget and give reasons why. They passionately believe the teaching budget for HE should be intact to enable universities provide the resources for quality education. Cutting the budget and making the universities to charge high fees is a break of tradition. The respondents believe the free market, free enterprise laissez fare ideology in HE is untested and may bring about unintended consequences. Respondents see the teaching grant as the 'life blood' of education delivery by universities. One respondent expressed: "Some universities without the help of this grant may find it difficult to attract the best of teaching staff which would consequently affect negatively the standard of teaching which the student receives". The free market, free enterprise laissez fare ideology will not work in HE.</p>	<p>fall in standard of education delivered. They believe money is one of the key elements that helps in providing high standard of education and they are calling for state provision of higher education and are opposed to universities becoming businesses to make-up the short-fall in the teaching budget.</p>
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Table 3

Question: Is it right to say that entrepreneurial activities may eventually lead to weaknesses in governance as business activities and competition intensify? If yes, what are the kind of weaknesses?			
University 1	University 2	University 3	university 4
4 people expressed that business activities will gradually lead to weaknesses in governance and management. There is the belief that attention to teaching will shift and the business aspect will be given priority. There will be less academic engagement in the activities and less quality education delivered	Will entrepreneurial activities lead to weaknesses governance? On this question, 7 respondents said yes and 2 said No. The question also asked the respondents to give reasons for their answer. The No's expressed that governance will be stronger rather than weaker without actually stating specific reasons for their answer. However, those who believe entrepreneurial activities will eventually lead to weaknesses in governance gave specific reasons. They believe as commercial activities intensify, there will be more desire to generate income. 4 people expressed that business activities will gradually lead to weaknesses in governance and management. There is the belief that attention to teaching will shift and the business aspect will be given priority. There will be less academic engagement in the activities and less quality education delivered. This is likely	The general response is that business organisations face changes all the time. So university business activities will increase because of competition. Therefore, the more a university involves itself in business activities, the less attention it will pay to teaching and research. Profit-making will take priority over education delivery. Under this state of affairs fewer people will be making the decisions. One respondent expressed that "there is now lack of democratic representation of staff and students in decision making". This clearly is an impact on governance and management.	3 respondents identified the kind of weaknesses that will plague governance and management as business activities increase. They believe there will be less emphasis on teaching and more on money-making, increase work-load on staff, more conflict between staff and increased bureaucracy and limited academic involvement in academic decisions and this will ultimately bring about less quality education

	<p>to draw attention away from governance issues such as student satisfaction and high quality scholarship. Also, in a bid to respond to changing market forces, managers find current governance structures difficult to apply and may lead to further weaknesses. As commercial activities intensify, there will be desire to compete effectively to generate income. This means pressure on managers and the tendency will be to take time away from the normal activities such as providing good student experience and other strategic decisions.</p>		
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Table 4

<p>Question: Would you prefer a more executive model of governance, where ‘executive’ means decision making authority vested in few hands? Please give a brief for saying yes or No</p>			
University 1	University 2	University 3	University 4
<p>2 out of the 4 respondents who gave reasons to their answer for not having preference for executive model of governance, said they do</p>	<p>The question seeks the respondent’s opinions on preference for executive model of governance and their reasons for</p>	<p>The more a university involves itself in business activities, the less attention it will pay to teaching and research and other aspects of</p>	<p>2 respondents said No to the question and the interpretation of what they said is that The current governance sytem is</p>

<p>not want executive model of governance because a decentralised system where power is distributed is preferred because all category of stakeholders having a part to play in the running of the university. However, 2 respondents were in support of executive model of governance where power is concentrated in few hands. They believe this is a way to cut down on bureaucracy and create room for effectiveness. One respondent said 'my university has a small decision making body that managed to make everything bureaucratic'. The point been made is that even with a small decision making body, decision making is clumsy and would be worst if there are too many layers of decision making and checks and balances are non-existent.</p>	<p>the preference. For those who gave reasons, 5 were in favour of an executive model of governance and 8 were against. Those in favour express that executive model of governance enables decisions to be arrived at more quickly and aware that this could lead to loss of wisdom from many contributors but believe reflective practice would remove the disadvantage. This group also believes a devolved model protracts decision because too many people are involved in the process. They add that decisions need to be taken by those who have the knowledge to get it right and not by every staff and executive models enables quicker response to situations.</p> <p>However, those against a more executive model of governance believe power is concentrated in the executive model and should be decentralised and make it more democratic. This would allow representation from different levels including academics of the university. A representative model where all who have an interest given the chance to contribute in the decision making process is important. A devolved model would enable university</p>	<p>governance. Profit-making will take priority over education delivery. Under this state of affairs fewer people will be making the decisions. One respondent expressed that "there is now lack of democratic representation of staff and students in decision making". This is an impact on governance and management.</p> <p>There is however, some support for executive model of governance but only if there is accountability. However, majority of those who responded were against decision making vested in few hands in governance. They expressed that there is less accountability in this model. One respondent expressed: "Executives are often divorced from the real world of university life".</p> <p>An indication of lack of knowledge of the structure and operations of the university is demonstrated by the comment of another respondent here: "Despite working here for many years I am shamefully ignorant of mechanisms of governance".</p>	<p>viewed as not inclusive enough Commercial activities will encourage more executive model and this is opposed to representatino. There is a sense of dissatisfaction with the current model of governance. There is limited academic involvement in financial decision making and this is frown at.</p>
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	<p>departments to be more effective in the decision making process including issues about resource allocation. Executive model of governance is not desired because executives do not know enough about the operations of the components parts of the university to enable them make appropriate decisions.</p>		
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TABLE 5			
Question: Are you aware of any conflict or differences between the university council and the senate in the current entrepreneurial climate?			
University 1	University 2	University 3	University 4
<p>On the question of whether there are conflicts between the council and the senate, only 1 respondent answered the question saying the conflicts are between academic and management and believes the senate being the principal academic body argues for things academic and the council wants to ensure effective management and control. Therefore, conflict is inevitable. This study believes the reason why only one respondent could see or experience conflict between the council and the senate is that staff may not have been properly informed about the functions of the two bodies and does not know what to say on the questions.</p>	<p>Not many people responded to this question. Not many staffs of the university are aware of the functions or even the existence of the two bodies and cannot possible respond. Just 2 people responded to the question. They talk of conflict existing between the two bodies in the area of income generation. They believe. There is too much focus on making money and this is creating division between the two bodies as other vital areas of university activities are given less attention. Clearly this is one indication that the current commercial interest is dominating the traditional university agenda. commercialisation is selling the services of university with a view to generating income for the survival of the university as a normal business organisation would do. The academic interest is driven by the traditional role of the university as delivering quality education to the people and these two interests are clashing and something needs to be done. What is the best thing to do? It is only adequate funding of HE that will fuse the differences</p>	<p>It is good for university staff not only to know the existence of the two bodies that runs the university but also know the different functions. Hence, the question is asked whether respondents are aware of any conflict between the two bodies in this present entrepreneurial climate. But there is a clear indication that majority of staff and student reps have no idea of the existence of the council and senate in the university structure and most who know the existence of these two bodies may not actually know the functions. This could be due to lack of education. It could be a misunderstanding of the question. Only 3 respondents answer the question. It would do the university a lot of good if staff knew the administrative structure of the university if lack of knowledge is the case.</p>	<p>Regarding existence of conflict between the council and senate, There was a low response to this question. Ony 2 respondents answer the question. The respondents believe conflicts are inevitable because the two bodies have different responsibilities and each fight its corner. The fact that each body has its own vocational objectives calls for conflict. The body with the responsibility to engage in commercial activities would have different perspective in terms of policies pertaining to finace. It is therefore difficult for two bodies with different structures to function together.</p>

APPENDIX 2B

The responses to the free-text boxes were analysed using categories and themes or meaning attributed (see appendix 1), from this a general interpretation is made. Below is the interpretation of what the respondents said for each question for each university.

Interpretation of responses to free-text boxes for each university taken from the analysis data appendix 1

(University 1)	University 2	(University 3)	(University 4)
<p>On the question of commercialisation or privatisation of HE there is no single person that is pro privatisation but 12 respondents came up with statements against privatisation. They do not believe HE should be engaged in business activity for the purpose making profit or increasing income. They believe the idea of market mechanism in HE may not work in a way that will benefit the masses and should not be experimented and calls for a focus on education only-its traditional role. In fact, they desire that universities should concentrate on teaching and research and not get involved in the uncertainties of the business world and suggests that universities should only seek private funding. Another argument put forward here is that universities becoming businesses means that some subject disciplines would disappear from the curriculum. The feeling is that there should be no change of direction for the university and that the best thing is to focus on the traditional function – teaching. One respondent puts it this way: ‘universities are a national asset and should be treated as such’. Another respondent says: ‘the neo-liberal agenda that is being applied to UK universities is</p>	<p>For or against privatisation: Support or against declaring universities independent businesses is a key question and 5 out of 17 respondents support the universities becoming independent business organisations. The message they convey is that privatisation of HE is good because it will provide choice for students and that universities would be more effective and efficient. Another argument presented is that free HE education is now unaffordable because of the growing number of students. They believe privatisation will open the doors for universities to raise funds independently and operate freely and effectively.</p> <p>However, 12 respondents out of the 17 who gave reasons for their answer are against universities becoming business organisations arguing that universities will be profit centred like any other private business and attention will be focused on making profit and the main purpose of the university which is to provide education and contribute to</p>	<p>On the question of whether they would like the government to declare universities independent business organisations, 14 respondents said No and give reasons for their answer. The general feeling is that the traditional role of the university is to provide knowledge and not money making. All respondents passionately believe in free HE and universities should not be made to operate like businesses or declaring independent business entities will damage a treasured state asset. The theme is that the government’s market agenda is completely misplaced. That universities becoming businesses will change student’s perspective of HE. It is the business perspective: supply, demand and price that will be the focus and there will be adverse effects. Downsizing, cutting costs and merging of departments and even universities will be a feature.</p> <p>Maintaining the provision of free HE and the traditional role of teaching and research is called for by the majority of respondents. There is the feeling from the responses that these roles will not be performed in a way that will benefit</p>	<p>All except one respondent were against universities becoming business entities. Each of them expressing one or more disadvantages. Some expressing that profit might take priority in the affairs of the university and that higher education might lose its purpose. The concern for standards also came out. That there is the likelihood of standards declining as attention is focused on making profit and that the question of fee increase is a possibility and they can foresee that higher education will be for those who can afford it. They believe universities should remain public institutions and do what they are good at i.e. educating the citizens and not meddle in profiting making. The question of jobs also came out. Some people are afraid of their jobs as universities will slim down for efficiency in that event.</p> <p>The only voice in favour of universities becoming independent business organisations is saying so because of fear that as they are now, they are public bodies but operating as business as well and probably will not do well as they are not complete business organisations. This person is simply</p>

<p>damaging to education, universities, citizens, and the societies and the world in which they live'. The general theme coming out strongly is that the current market system means higher education is not for everyone but the privileged few. Another strong theme is that the focus is now shifting from research and teaching to business i.e. making more money. The fact that many will be discouraged from higher education as a result of the high fees is strongly articulated by respondents.</p> <p>On the question of the inclusion of the teaching budget in the funding cuts, two voices agree with the cuts not because it is the right thing to do but the fact that cuts have to be made and it is not possible to avoid the teaching budget. Furthermore, there is a feeling that the cuts will bring about efficiency and effectiveness in terms of management of resources. I do not really see these points as strong enough to support the cuts.</p> <p>However, There is a strong and clear opposition to the inclusion of the teaching budget here. The majority of respondents here believe the government has failed to consider the consequences the cuts will create in the future of higher education and says in fact, that funding for the core activities: teaching, research and associated activities should be sacrosanct in cuts.</p> <p>On the question of whether charging fee is good for HE only two voices are in</p>	<p>knowledge building will be defeated. Down-sizing and merging of some departments will be a feature if universities become businesses. It will be a wrong idea for universities to abandon their traditional role as educators to seek money making. For higher education to be determined by market forces will not work. Privatisation means high fees and this will discourage people from acquiring education.</p> <p>Privatisation will make HE as a 'commodity' and students as 'customers'. Thus students will behave as customers and this could affect the student academic relationship. The voices against privation also believe the quality of education might be affected as profit would be the main focus. Other themes coming out from those against privatisation is that there is too much control of HE by the government and that is not good and HE need some autonomy rather than prescriptions.</p> <p>Inclusion of the teaching budget: On the question whether the funding cuts should include the teaching budget or not as teaching is a core service, 2 out of the 14 people who responded were in support of the inclusion of the teaching budget, arguing that no part of the university can be excluded from financial controls and that the cuts are necessary to stop students undertaking courses that will not lead them to their career goals. However, 12 people were against the inclusion of the teaching</p>	<p>every willing individual that comes to HE. There is the belief that many will be turned off from acquiring higher education and some able students will be denied the opportunity to acquire higher education. That money should not deter people from acquiring higher education. This is a statement from one respondent: "Education is a human right and should be provided by the state and funded through a progressive and aggressive fiscal policy".</p> <p>However, two respondents are ambivalent in the reasons they give. Their comments imply in favour of universities becoming businesses but one statement says: "the current fee system is a compromise, but I would not like HE sector to be completely privatised". Another says: "If there is no government funding, obviously, the money will have to come from somewhere. So while I don't think university should be run as a business, there may be no other way to obtain funding."</p> <p>Answering the question as to whether the funding cuts should include the teaching budget, 2 out of the 9 respondents who answered the question are in favour of the inclusion of the teaching budget. In other words, they support the funding cuts backing up the argument that too much waste is taking place in university and believe the cuts will bring about accountability and good management. They believe the high fee is ideal.</p>	<p>saying, one leg in, one leg out is not good.</p> <p>The reasons given by the respondents indicate the importance of the teaching budget and are against any form of reduction of the budget. They believe the reduction will lead to fall in standards as money of one of the elements that will help in providing high standards of education. They believe in state provision of higher education and are opposed to universities becoming profit oriented institutions.</p> <p>There are more people against than there are those in support of fee payment and maintenance grant. Those against are concerned about the education of number of students and the possibility of a two-tier system where universities will deliver education according to fees paid and that this is bad for higher education and society. There is also the worry that students will leave university with huge debt. On the other hand, two of the respondents believe that the government just cannot afford free higher education because of the numbers that are entering higher education and that fee payment will place value on education.</p> <p>There is some kind of pressure put on staff as a result of commercialisation. More target setting is a feature of marketisation and managers are making changes to match the changing operations. There is competition in the</p>
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<p>support arguing that the cost of funding HE has risen because of the number of people coming to HE and the government cannot not afford any more and that fee payment will attach more value to HE.</p> <p>Whereas the rest of the respondents (7), see fee payment as a violation of a long standing tradition. They say market mechanism makes student to feel they are customers and behave as customers to the point that they place less value to the education they want to acquire. The point is made here again that the fee system creates inequality. There is the belief that the system will put of many people off from higher education. The idea that higher should be marketed as a commodity and students as customers is opposed. Other disadvantages expressed are that there are those who are only interested in the maintenance grant coming to university with no intention to pay. This means the government will eventually write off a huge amount of student debts. The disapproval of the current fee payment systems is such that respondents expressed disbelief that it is a reality. The system could as well price out the very best but poor out of higher education. They say the whole idea of the market system of HE is profit oriented and profit will be the focus.</p> <p>All 8 respondents expressed in one form or the other that there has been a change of role as a result of university marketisation. Some have been asked to undertake more marketing role ('pot banging') i.e. promoting the university in</p>	<p>budget in the funding cuts and they have put forward different arguments. Most of them have emphasised the fact that teaching is a core part of what university does and requires adequate funding. This is required to provide the necessary resources for effective education delivery all the time. The cutting of the teaching budget means financial shortage for universities. It leaves universities to fill the gap and this creates uncertainty. Universities have to engage in business activities to generate income. Like normal businesses, the market system is filled with uncertainties. If a university is struggling or not able to provide the funds for teaching, they do not see the point of a university. It is only total funding for teaching that will provide stability and success for both students and the university. The question of research is also raised by the respondents. They are expressing that the funding cuts is also affecting research and it could come to a point where there will be no funding for research at all, leaving research also to be funded through the market system. This they believe is undesirable and should not happen. In putting together the teaching budget, other areas of university activities are normally sacrificed to make up the teaching budget. This demonstrates its importance. Other themes in their responses are that the quality of HE will gradually drop if there is no proper state funding and another obvious impact of the disappearance of the</p>	<p>The question as to whether the funding reductions should include teaching budget the other 7 out of the 9 respondents said No or are opposed to the inclusion of the teaching and give reasons why. They passionately believe the teaching budget for HE should be intact to enable universities provide the resources for quality education. Cutting the budget and making the universities to charge high fees is a break of tradition. The respondents believe the free market, free enterprise laissez fare ideology in HE is untested and may bring about unintended consequences. Respondents see the teaching grant as the 'life blood' of education delivery by universities. One respondent expressed: "Some universities without the help of this grant may find it difficult to attract the best of teaching staff which would consequently affect negatively the standard of teaching which the student receives". The free market, free enterprise laissez fare ideology will not work in HE.</p> <p>Question 10 poses the question whether students should pay for higher education as demanded by the current regime, 3 respondents were in support of fee payment and 9 against. The 3 protagonist expressed that fee payment will attach value to HE and will make people to assess themselves whether they have got what it takes to complete HE and avoid dropping out. One believes public funding for HE should go to primary and secondary schools.</p>	<p>HE market place and everything must be done to treat your customer nice in order to keep them. When competition reigns, 'consumer is king' is the case here. Moving from a public organisation to a private organisation calls for new ways of doing things and new rules and methods must be adhered to. Academics and administrative staff are seen increase in the amount of administrative tasks which is not compensated with increase in salary.</p> <p>The question of fallen standards is underlined here again. Academics that are passionate about their profession are not happy about the new direction of higher education. Staff accountability is an issue and pay increase for top people is de-motivating lower staff in the commercialised environment. There is vehement opposition to the idea of commercialisation of HE because of perceived adverse effect to the university and society at large.</p> <p>Some research funding for universities is cut and this angers staff as it limits its ability to come up with new inventions for the benefit of society. Increase workload for staff without bonuses or other incentives is a feature of the commercialised university and this is causing skiving. Clearly, management ineffectiveness is an issue. The theme is that a profit oriented business requires business management expertise.</p> <p>However, the words of one respondent</p>
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<p>addition to normal activities. There is the expression that they are increasingly removed from their normal role (research) and this is frowned at as attention is divided as research is given less attention</p> <p>There are also comments that in the current system more activities are undertaken and more efforts are being expended. Another theme is that competition for students between universities is intense as more students mean more money earned. This drives universities to undertake advertising activities</p> <p>On the question of whether there are conflicts between the council and the senate, only one respondent answered the question saying the conflicts are between academic and management. The interpretation to this is that the senate being the principal academic body argues for things academic and the council wants to ensure effective management and control. Therefore, conflict is inevitable. The study believes the reason why only one respondent could see or experience conflict between the council and the senate is that staffs have not been properly informed about the functions of the two bodies and does not know what to say on the questions.</p> <p>On the question whether the current entrepreneurial activities may lead to weaknesses in Governance, 4 people believe there are weaknesses. There is the</p>	<p>teaching budget will be a drop in student registration in HE. Another adverse effect of the public funding HE cuts is that the grant system introduced makes some people go to university just to get the grant. There is no real motivation to go to university other than the grant which they do not hope to pay back.</p> <p>A respondent who did not actually answer the question states that research is more important than teaching; implying that the cut in the teaching budget is ok but wants more money given to research.</p> <p>Paying fees On the question of paying or not paying for higher education, 8 respondents out of 22 gave reasons why they support paying fees for HE. They believe fee payment gives value to education and only those who are serious coming to acquire HE. It will make only motivated people coming to register for HE and achieve their degree at the end. Fee payment means people have to make a reasoned choice and not encouraged by government to acquire education free. Sometimes when you pay for something you attach value to it than when it is given for free.</p> <p>However, 14 respondents expressed their opposition to fee</p> <p>pay and gave different reasons. The say fees help perpetuate class privilege. It means poor working class priced out of</p>	<p>However, The antagonist to fee payment makes strong arguments to support their position. They believe fee payment will discourage many from acquiring higher education. Another argument is that the high fees set is making students believe that HE is a commodity and they are consumers that buy it and this is affecting the choices some students make in terms of courses. That it also affects the attitude to their studies. The availability of grants that students pay back at the end of study is bitterly opposed. The fact that HE was free in the past and was classed as a national asset is expressed and calls for the return of this valued treasure by many. The fee system creates a dichotomy. It is discriminatory. It divides students into universities. It encourages a class system.</p> <p>On the question whether marketisation has changed their roles, 8 respondents indicated changes to their roles and explains the kind of changes. These include: restructuring effects, job insecurity, additional roles, increased job activities (doing more than usual) even covering two job roles, cost cutting is a must, treat student more as customer. There is increased focus on 'networking' with potential business partners for the university and immense pressure to deliver. There are no adequate support staffs to teach and provide skills training and staff is asked to teach outside of content area and could see this worsening in the next few</p>	<p>indicate that there is a cordial atmosphere between staff and students and between staff</p> <p>Conflicts are inevitable because of the bureaucratic set up of the two bodies. It is difficult for two bodies with many structures to function together.</p> <p>Commercial activities will be detrimental to the system and would prefer the universities go back to their original business i.e. providing teaching. Some people are not sure of what the current system will lead to.</p> <p>There is a sense of dissatisfaction with the current model of governance. There is limited academic involvement in financial decision making and this is frowned at. The fact that the VC does not stay long enough makes it difficult for the VC to be as effective as he or she would like.</p> <p>High fees will produce a two-tier HE system. The poorer students are disadvantaged Fee capping is undesirable if there is to be a true market system. Universities should decide how much fee they want charge. The present system discriminates students in terms of fees.</p> <p>The few proponents of high fees believe it is necessary in order to provide quality HE and that different courses should charge different fees</p>
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<p>belief that attention to teaching has shifted and the business aspect is given priority and downsizing is taken place. In fact, they are unhappy that there is too much emphasis on business.</p> <p>2 out of the 4 respondents who answered the question about having preference for executive model of governance, said they do not prefer executive model of governance and says a decentralised system where power is distributed is preferred and all category of stakeholders having a part to play in the running of the university. However, 2 respondents are in support of executive model of governance where power is concentrated in few hands. They believe this is a way to cut down on bureaucracy and create room for effectiveness. One respondent said ‘my university has a small decision making body that managed to make everything bureaucratic’. The point been made is that even with a small decision making body, decision making is clumsy and would be worst if there are too many layers of decision making and checks and balances are non-existent.</p> <p>Regarding whether the fee Student’s pay is good for HE, the 7people who responded to the question are opposed to the current and give their reasons. One is that fees now determine the education you receive and competition between universities on mere excellence is gone believe the current competition in HE is unhealthy and that the system creates a three tier-</p>	<p>education. Free education enables non traditional students to acquire university education. It brings in the element of customer and product or service into HE. The implication here is market and the market system will not work in HE. Wealth or class should not determine HE because education is a public and not private good and be publicly funded. Fee payment encourages students to adopt an in appropriate ‘paying customer’ attitude. Fee payment is exclusive policy and is undesirable but inclusivity is good for society. Inequality in society is destructive and should not be encouraged by the state. Free education is desired so that as many people as possible may acquire HE. This is what nations the world over aspire to achieve and we should not be the odd one. Free HE gives opportunity to many to participate and increases people hope for a means of livelihood. Fee payment means a category of people in society will struggling and suffer and feel alienated. Free HE means every class: upper, middle and lower or working class included in participating. This is the safest thing a society could do.</p> <p>7 respondents have experienced changes to their role as a result of marketisation and have given description of the sort of changes. Being engaged in more external funding and more marketing and competitive activities. Income generation is the watch-word in every area of activity.</p>	<p>years. Relying on contract workers is increasing as cost reduction strategies often means cutting staff and decreasing the number of fully employed staff members.</p> <p>Changes create either happiness or unhappiness in a job situation. So, the respondents were asked to express their happiness or the opposite in the current entrepreneurial climate of universities. 8 people commented about things they are unhappy with and one person on things the reverse.</p> <p>The only person who is happy feels there is greater control of managing his or her training and development portfolio and believes there is opportunity for career progression. This is not surprising because everyone cannot be unhappy in a situation of change. However, majority of people feels they are not having it good and have expressed different problems and they include: not doing a job that is qualified for, academics including researchers made to do things deliberately to contribute to university league table ranking ‘even if this means avoiding complex topics of research or being over lenient with grading of student work’. Other activities that bring unhappiness to staff are academic staff expected do more than normal, lack of division of labour. One respondent expressed “I work in the library services yet am responsible for activities that are normally run by IT services and often find it very</p>	<p>There are those in support of a reduction of the maximum fee. They in fact, would like HE places to be based on academic ability and not ability to pay high fees. They are worried that the high fees may have adverse effect on higher education in the future and would like higher education to be free because it benefits society. Currently, students are accumulating huge debt as a result of the high fees they pay. There are also those who believe there should be no capping on fees if higher education is to be delivered through market forces.</p>
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<p>system. One respondent said ‘we might as well return to the old poly/university divide which was unsatisfactory. What is happening is that institutions are clustering at £9000 fee, an indication that the poor will be priced out of education. They are in fact, saying that the whole idea of paying fee undesirable. The idea that fees determine the quality of education one receives one receives is anomaly. It is a class based system. It divides students into universities.</p> <p>On the question whether a substantial reduction of the maximum fees is a good thing, 8 people responded and all eight indicated support for reduction of the maximum fee. This is a clear indication of opposition to the current fee. The respondents believe that a substantial reduction will create room for equality of opportunity and calls the government to return funding and advocates quality of HE education and not the cost. That low fee for everyone is good for society. After all, high fee is not a guarantee for quality.</p> <p>The idea of no fees at all is argued and reference is made to the free higher education enjoyed by past generations and calls for this tradition to continue so that more people will acquire HE. The point is also made that many student will not be able to pay back the loan and there should be a uniform fee for everyone and not the present fee structure. The system is making students to accumulate huge debt.</p>	<p>Applicants for a university place are treated as students already in the course. This obviously is a bid to increase student numbers as more students’ means more fees. Being asked to do more in work activities with lesser resources, this implies tight budget and cost cutting to increase income. Also research income is now pursued vigorously and given more priority to the detriment of personal research agendas and staffs are committed in this to the extent that staff own personal research agendas are not thought about. There is more rigidity in rules and work activities and less attention paid to the student experience and more on pulling in any money possible. There are cuts in some areas of activity in favour of other areas and where cuts are made even more work is expected and this making it very difficult.</p> <p>Things happy about or unhappy with in the job:</p> <p>In this 3 respondents expressed happiness about their job whereas 13 respondents expressed unhappiness. The description of happiness is that of no change in the job despite the commercial activities and the direct recipient of the service who are students are happy with the service being provided. Another is being happy to work to promote commercial activities within the university to generate income for specific service and happy with work and feel fortunate to retire with a good pension.</p>	<p>frustrating having to wait on IT services to act on issues directly. Another expressed lack of training and support from an undermanned and under financed department. Another respondent commented: ‘there is a lot of spending restrictions which typically impacts on the ease with which I can perform my day-to-day tasks which relies heavily on funding for innovative research. There is also concern that as students are viewed as a source of funding and income, the criteria for entry are lowered and this makes teaching more challenging.</p> <p>Responses that have not actually answered the question:</p> <p>‘I like my job as long as I can continue to work in a true academic environment i.e. an environment focused on the acquisition of knowledge and in the dissemination of knowledge. I would say that this respondent sounds like a happy person in his or her job but I could be wrong as it also sounds sarcastic. It is good for university staff not only to know the existence of the two bodies that runs the university but also know the different functions of the two bodies. Hence, the question is asked whether respondents are aware of any conflict between the two bodies in this present entrepreneurial climate. But there is a clear indication that majority of staff and student reps have no idea of the existence of the council and senate in university activities and most who know the existence of these two bodies does not actually know their</p>	
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	<p>However, the 13 unhappy with their work expressed things such as: 'one can see many things wrong in the current system and efforts to improve them is met with opposition, 'Working in HE now is demanding and difficult to cope. I have chosen to go part-time to give myself some free period for other things', Workload has increased markedly and it is humanly impossible to cope and no one takes notice and you are expected to come up with a magic formula to get the job done. Key jobs like research and teaching are not treated as priority. The whole business is centred on income generation and those generating income are recognised and rewarded with promotion to jobs. One's genuine efforts to help student in their academic work is completely ignored. Other comments are: the market system has taken over. It is the business language that is used: 'customer satisfaction' and 'student experience'. Like normal businesses, the student is treated as customer, uncertain future. Policy shifts are likely and budget is getting tight, there is more pressure being put on the academic role and genuine put into work is not acknowledged Or rewarded appropriately, but it is those cynical and lazy ones that gets the promotion.</p> <p>Things are going wrong as result of commercialisation. Post doctoral are not treated as part of the fold-they are not given full-time contracts and their job as lecturer is not valued rather they</p>	<p>functions. This could be due to lack of education. It is not surprising that not many people responded to the question of conflict between the council and the senate. It would do the university a lot of good if staff knew the administrative structure of the university.</p> <p>These are changing times for universities. The more a university involves itself in business activities, the less attention it will pay to teaching and research. Profit-making will take priority over education delivery. Under this state of affairs fewer people will be making the decisions. One respondent expressed that "there is now lack of democratic representation of staff and students". This is an impact on governance and management.</p> <p>There is some support for executive model of governance but only if there is accountability. However, majority of those who responded were against decision making vested in few hands in governance. They expressed there is less accountability in this model. One respondent expressed: "Executives are often divorced from the real world of university life".</p> <p>Another indication of lack of knowledge of the structure and operations of the university is demonstrated by the comment of another respondent here: "Despite working here for many years I am shamefully ignorant of mechanisms of governance.</p>	
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	<p>are assessed on their ability to bring in research grants. It is all about saving money; even research projects are not given priority and pressure is being placed on projects and quality is not talked about. Governance and management effectiveness is at stake. There are cuts as well as wastes. Cuts are made in the wrong places (operational areas) and unnecessary senior positions of high pay scales not cut. This is not a good situation. Furthermore, there is concern for the university losing its oversight over some degree courses. There is much control-market system ought to be free. There is nothing good for some staff. There are no career prospects but work overload and poor pay nor are there incentives. The work environment itself is poor. The infrastructure is poor and is de-motivating and needs improvement. These are the words of one respondent: "My present role is adding value to my university and as a realist concerned that government is forcing universities to become commercial and what this means for education now and in the future".</p> <p>Awareness of conflict between the university senate and council: Not many people responded to this question. Not many staffs of the university are aware of the functions or even the existence of the two bodies and cannot possible respond. Just 2 people responded to the question. They talk of conflict exists between the two bodies in the area of income</p>	<p>Level of fees charged On the question of the choice of level of fee charged by institutions, only 2 out of the 10 respondents who give reasons for their answer supported the choice of high fees and low fees. Their idea is that choice gives poor students the opportunity to choose low fee institution. In fact, it gives every student choice. The 8 respondents against choice argue that choice is disadvantage to the poorer students who may not be able to afford high fee institutions. This is classifying students and institutions. This creates HE dichotomy. It means there is no level playing field. This system breeds inequality. Poor financial standing is making some universities to charge high fees is indicative of the fact that some universities were in financial strain before the introduction of the new fee regime. The financial crises may have been precipitated by the Government HE funding cuts.</p> <p>Substantial reduction of the maximum fee: On this question 5 respondents are in support of a substantial reduction of the maximum fee and 2 against. Those in support believe it makes HE unaffordable for many. Some may take the loan which will be difficult to pay and some may be turned away from acquiring HE. Low fees means more people will be HE. Low fees will discourage universities from the intense</p>	
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	<p>generation. There is too much focus on making money and this is creating division between the two bodies as other vital areas of university activities are given less attention. Clearly this is one indication that the current commercial interest is dominating the traditional university agenda. commercialisation is selling the services of university with a view to generating income for the survival of the university as a normal business organisation would do. The academic interest is driven by the traditional role of the university as delivering quality education to the people and these two interests are clashing and something needs to be done. What is the best thing to do? It is only adequate funding of HE that will fuse the differences.</p> <p>Will entrepreneurial activities lead to weaknesses governance?</p> <p>On this question 52% of the respondent said yes and 47% said no. The question also asked the respondents to give reasons for their answer. The No's expressed that governance will be stronger rather than weaker without actually stating specific reasons for their answer. However, those who believe entrepreneurial activities will eventually lead to weaknesses in governance gave specific reasons. They believe as commercial activities intensify, there will be more desire to generate income from all possible sources. This is likely to draw attention away from governance issues such as student satisfaction and high quality</p>	<p>competition.</p> <p>The opposing argument is that high fees will enable some universities to offer more. Without the high fees government support will be required and this is not likely to happen now.</p>	
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	<p>scholarship. Also, in a bid to respond to changing market forces, managers find current governance structures difficult to apply and may lead to further weaknesses. As commercial activities intensify, there will be desire to compete effectively to generate income. This means pressure on managers and the tendency will be to take time away from the normal activities such as good student experience and other strategic decisions</p> <p>As commercial activities increase, actions have to be taken to be at the competitive edge. This would include expending more time and other resources. This means limited resources available for other vital activities. The dilution of income and academic quality could lead to weaknesses in the activities of the university. Engaging in commercial activities means the university has to deal with competition if it wants to continue to generate income. This will shift attention from academic quality and rigour. Income will become the focus to the detriment of academic quality.</p> <p>Preferring more executive model of governance. The question seeks the respondent's opinions on preference for executive model of governance and their reasons for the preference. For those who gave reasons, 5 were in favour of an executive model of governance and 8 were against. Those in favour express that executive model of governance</p>		
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	<p>enables decisions to be arrived at more quickly and aware that this could lead to loss of wisdom from many contributors but believe reflective practice would remove the disadvantage. This group also believes a devolved model protracts decision because too many people are involved in the process. They add that decisions need to be taken by those who have the knowledge to get it right and not by every staff and executive models enables quick response to situations.</p> <p>However, those against a more executive model of governance believe power is concentrated in the executive model and should be decentralised and make it more democratic. This would allow representation from different levels including academics of the university.</p> <p>A representative model where all who have an interest given the chance to contribute in the decision making process is important. A devolved model would enable university departments in the decision making process including issues about resource allocation.</p> <p>Executive model of governance is not desired because executives do not know enough about the operations of the components parts of the university to enable them make appropriate decisions.</p> <p>There were two people who responded but did not actually answer the question: "There is a type in this question". The respondent has not</p>		
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	<p>given any reason for his or her choice and the use of 'type' is not explained. "Universities need to push back the 'commodification' agenda": This is a problem of the university and the government. The question is about type of governance within the university. Commodification is about the government making the university to present the education service provided as commodity to the buyer i.e. the student.</p> <p>High fees or low fees or fee choice. The question asked the opinion of respondents as to whether choice of fees is good for higher education. 70% of those who responded said 'No' and 40% said 'Yes'. Those against choice believe one fee level for all universities is desired as differentials will read meaning into degrees which could be wrong. Other arguments are that a choice based on cost could mislead the student because quality is not made apparent with the choice. What is the point of the fee differential? It makes no sense as the fee is not a representative of quality. It is simply for some universities to raise money. The student does not benefit by paying high fees. Fee payment, particularly the high fees makes HE a commodity that can be bought and sold like any other commodity. This brings in the market element. The choice is the market system and students are faced with this choice. Price, choice and competition will not work in HE. A stratified fee</p>		
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	<p>system is discriminatory. It should be one fee for all. The varying fee levels are wrongly associated with quality and this encourages a class system where only a few can afford the high fees for quality education. This is not good for society. The market agenda with its fee choice is a class system that would deny some the opportunity of acquiring HE. It is in fact, a system where even the rich would be affected morally as they go forward and the poor left behind.</p> <p><i>In support of high fees or choice</i></p> <p>However, the minority view on this is that choice is good as it allows you to make a reasoned decision. A reasoned decision is likely to be good for you. It also means flexibility and it and an inclusive system where everyone goes for what is within one's budget but recognising that a low fee institution choice may not provide the quality one would expect. Furthermore, that as government is not funding for free, students accumulate debt and payback after graduation. To start life with a huge debt is a situation no would like to be in. This is the problem for students-high fees to keep universities afloat. The advocates of high fees are also arguing that high fees provide quality education without considering the fact that quality cannot be determined on registration and may not be the case. Therefore, the assumption of the proponents of high fees and choice could be wrong.</p> <p>For or against a substantial reduction of the maximum fee:</p>		
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	<p>On this question, 52% were against a substantially reduction of the maximum fee £9, 000 as against 48% who were in favour. The arguments or reasons put forward by those in favour sounded that a substantial reduction of the maximum fee would be good but that 'No' fee at all would be preferred as free higher education has been the tradition and it should continue to be free. Other arguments are that a substantial reduction will leave students with a smaller debt. "students will pay this back easily when they start working",</p> <p>Substantial reduction of the maximum fee is supported because HE should be paid from the public purse (taxation). Even though the individual benefits from education, graduates get better jobs and pay more taxes into the public purse. They also argue that there are not enough opportunities in the job market for graduates and they might only pick-up non-graduate jobs. Therefore a small fee is preferred.</p> <p>Another stand point is that a substantial reduction of the maximum fee would be good for society as HE education is viewed as something that builds the individual's intellectual capacity and not necessarily for economic benefits. This is the traditional thinking and everybody should be given the opportunity to achieve it.</p> <p>However, Those against a substantial reduction of the maximum fee believes choice and the grant system is good as it enables the poor students to use the</p>		
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	<p>grant to get into best universities; adding that less fee would devalue a degree. Other arguments are: the high fee will put off students who are not committed to obtaining a degree but push themselves into HE, just for the money-the grant, High fees often means better teaching but this may not be the case. Another is that the government hasn't got enough money to fund higher education and a substantial reduction means funding shortage.</p>		
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APPENDIX 3

Certain themes run through the result of the analysis of the free text-boxes for each university above:

Themes

University 1	University 2	University 3	University 4
<p>Themes against university commercialisation:</p> <ul style="list-style-type: none"> -A public service should not engage in money making -Education should not be in the arena of free-market - Business models do not apply well in learning and may fail. - The traditional role of the university is to provide education and not profit making.- Business model should be applied with care if at all. -Universities going business is a deviation.--There should be no changing of direction but focus on the traditional function-teaching and research and seeking private funding. - The business agenda will damage some disciplines such as the arts the humanities. -Universities are 'ivory- towers'. They must not be reduced to business profit making organisations -Making universities business entities is wrong - The business agenda for universities is damaging to society. -University is for everyone. Business 	<p>Themes against university commercialisation:</p> <ul style="list-style-type: none"> (1)There will be the drive to make more and more profit once started and that will be the focus and not education (2)It means universities have to 'put on' the characteristics of a true business and that is highly unlikely. (3)Knowledge building and business for profit should not be combined. There will be undesirable consequences. The objective of universities making profit may not be achieved. Down-sizing and Merging of some departments will be a feature. (4)Transforming universities to businesses organisations is an anomaly (5)HE should not be run as business. Why should HE go private? The answer is profit. This undesirable in Education (6)Privatisation means the behaviour of students will change. Students will see... themselves as customers and behave accordingly (7)Privatisation will mean HE and research will be commodities bought and sold. This certainly will damage HE 	<p>Themes against university commercialisation:</p> <ul style="list-style-type: none"> 1)Free education is good for society (2)HE is a national pride and free education is a tradition that we need to keep (3)HE as money making instrument is a disincentive to students. Society will regress (4)Privatisation would destroy the real objective of HE. The idea of the market is completely misplaced. The focus should be more of developing the individual to embrace the values of society. (5)If universities become business, our perspective of education will be only economics (6)The idea of business is a distraction in HE (7)A privatised university entry requirement will change to suit the business objective (8)Privatisation means universities will down size and cut costs. It means job losses and more temporary staff to achieve the business objective and the 	<p>Themes against university commercialisation:</p> <ul style="list-style-type: none"> -Universities losing their main focus -Standards may fall -Business & education should always remain separate -Business means making profit -Universities are public organisations and should remain public -Universities serve social functions -Academics have minimal business management expertise -Privatisation means unemployment -Universities remaining public means wider participation -The goal of education should be education not profit. -Higher education should not be a commodity. <p>Themes in favour of university commercialisation:</p> <ul style="list-style-type: none"> -Without making them independent business organisations, many universities will be pushed into loss making public sector organisations <p>Themes against the inclusion of the teaching budget in the funding cuts:</p> <ul style="list-style-type: none"> -The teaching budget should not be touched

<p>means private interest will creep in and some people will be left out. Education should not be a private enterprise</p> <p>-Everybody should be given the opportunity to have HE for the interest of society</p> <p>-Find ways to manage universities effectively and let the focus be education and research and not business</p> <p>-Business means universities will downsize and many subjects will not be offered in order to be effective</p> <p>-Business agenda is driving fee payment. Inability to pay means no education. Business will deter some from having HE</p> <p>Themes in favour of university commercialisation:</p> <p>None</p> <p>Themes in favour of the inclusion of the teaching budget in the funding cuts:</p> <p>-As long as cuts are necessary, the biggest chunk of funding has to be cut and that is the Teaching budget</p> <p>-The funding cuts are necessary. This will make every department to watch their budget</p> <p>Themes against the inclusion of the teaching budget in the funding cuts:</p> <p>-The government is rather myopic. It has not taking into account the adverse effect on the future of HE</p> <p>-It is unwise to do so. Cuts definitely will have undesired consequences. There is no replacement for the cuts</p> <p>-The core elements of HE provision should be treated as sacred and their funding intact</p>	<p>(8)Privatisation for money making is not the original purpose of university</p> <p>(9)Privatisation could mean drop in HE quality, downsizing and fewer courses and industry may not be well served with graduates</p> <p>(10)Privatisation will be a wrong idea because fees might increase even more as there will be fewer places. The central focus for universities should be education and not profit</p> <p>(11)It is not likely that universities will become a 'for profit businesses but the government's prescriptive policies on HE is a cause for concern</p> <p>(12) The main purpose of education has been forgotten. Universities to be profit making businesses will not benefit society</p> <p>Themes in favour university commercialisation:</p> <p>(1)Embrace free market and choice. This is what privatisation of HE means. Fee payment is good for HE as it will give value to education</p> <p>(2)Privatisation will bring about efficiency and effectiveness in University operations and this will benefit students more</p> <p>(3)Free HE is now unaffordable because of the growing number of students</p> <p>(4)When privatised universities would be free to raise funds and not rely on the public purse to operate</p> <p>(5)Privatisation is good as there will be less restraint on the activities of the</p>	<p>reduction of the number of universities is highly possible</p> <p>(9)Some element of public funding must always be there. Universities to be completely business universities is undesirable</p> <p>(10)The traditional function of the university is research and teaching and it should perform these function only</p> <p>(11) Some gifted students may be denied HE because of inability to pay fees</p> <p>(12)Purely academic and other educational research will receive less funding than research about business in HE</p> <p>(13)The traditional role of the university as providing knowledge only should be maintained for the benefit of society</p> <p>(14)The state owes its citizens the provision of education funded through tax and other fiscal measures</p> <p>Themes in favour of university commercialisation:</p> <p>None</p> <p>Themes in favour of the inclusion of the teaching in the funding cuts:</p> <p>(1)There is too much waste in university operations. The cuts will encourage accountability and good management</p> <p>(2)since fees are increased, the cutting of the teaching budget is appropriate</p> <p>Themes against the inclusion of the teaching budget in the funding cuts:</p>	<p>-Less teaching budget means less teaching. So, do not reduce.</p> <p>-In fact, the cost of not having a teaching budget is passed unto the student</p> <p>-Smaller budget will adversely affect the quality of education.</p> <p>-In a civilised society, the government should be caring</p> <p>-Teaching should be highly valued and free from economic rationalism</p> <p>-Stop cutting the teaching budget. Would prefer cutbacks on administrators.</p> <p>-Teaching produces the expertise of a nation therefore it is proper that government contribute to it adequately.</p> <p>Statements against paying for HE:</p> <p>-Free education increases the number of people entering higher education and this is good for society.</p> <p>-The fee level currently is too high and is not good</p> <p>-The current funding regime puts pressure on universities to provide what you give is what got kind of education.</p> <p>-The current funding regime leaves poor students to work alongside their studies to see them through university.</p> <p>-The current funding regime limits participation rate.</p> <p>-The current funding regime means the students leaves university with huge debts and this limits what they can do.</p> <p>Statement in support of paying for HE</p> <p>-Too many people in HE and the</p>
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<p>-It is not a good idea to cut funding of core activities.</p> <p>Statement in support of paying for HE: -The cost of funding HE is unaffordable now, so fee payment is appropriate -Fee payment makes students to be selective of the course they undertake. They attach more value to the course and university also will be selective of the courses they offer</p> <p>Statement against paying for HE: -traditionally, HE has been free for anyone willing to acquire it and this should not be broken -The new fee paying regime makes students feel they have a right as customer and this feeling is shown more than the value they placed on education -It is unbelievable that fee payment is a reality now. This was not expected to happen. It is undesirable. -Fee payment is discriminatory. The poor who are educationally sound may be turned away. -The market system of HE focuses on profit. This is detrimental to education -What is happening is that those who are not interested in acquiring HE but enrolls on courses simply to receive the loan with no intention to pay. -Fee payment discriminates against those from poor backgrounds and encourages inequality.</p> <p>Changes to role as a result of marketisation: -increased volume of work on special events such as open days</p>	<p>universities</p> <p>Themes against the inclusion of the teaching the teaching budget: (1)The teaching budget should be untouchable (2)Teaching should be well funded as it is a core service (3)Teaching should be well funded so that good teachers can be appointed (4)Teaching is a core service and needs to be properly funded. There should be no further reductions (5)The new market system where universities compete for fee paying students is unhealthy and where this will lead universities to in the future is uncertain (6)If the teaching budget is drastically cut or discontinued, then there is no use of a university (7)If the teaching budget is intact, universities would have financial stability and not compete between themselves for fee paying students (8)The current market system is heading to no funding for research and teaching and making universities to raise money through the market system. This is undesirable and universities could as well cease to function (9)The teaching budget is so important that funding for other areas is sacrificed to fund it. If the axe falls on teaching as well, universities will experience reduction in student registration drastically</p> <p>(10)The teaching budget is needed to</p>	<p>(1)Resources are needed to provide good quality teaching. Funding cuts means less resources available (2)The funding cut decision is not well thought through. It is flawed. There will be consequences in the future in addition to the consequences now. (3)High teaching budget means more resources for teaching which motivates teaching (4)Teaching is the core service and needs resources. Therefore, Funding cut is not desirable (5)The budget enables recruitment of good teaching staff which the student needs (6)Quality of teaching is determined by the availability of resources. Cuts means less resources for teaching (7)The free market, free enterprise laissez fare ideology is gripping the powers that be to push the uncertain HE marketisation</p> <p>Statement in support of paying for HE: (1)It's good to take some of the cost as this stops students from dropping out of courses (2)Only students fully committed to their course should be enrolled (3)I would prefer public spending to be spent on primary and secondary education. Politically, you will never be able to adequately fund the HE sector through tax alone</p> <p>Statement against paying for HE: 1)Fee payment means less people will receive HE</p>	<p>government cannot afford paying maintenance grant to all -Fee payment will place more value on education</p> <p>Changes to role as a result of marketization: -Marketisation is making students to pay more fees and as a result students believe they deserve more and this is acted out and staff had to adapt to the demands of the students. -Staff must be prepared to adapt to changes being introduced by incoming managers as they have to make changes to achieve the new objective. -Students are treated as customers and customers are always right. This is the game in the business environment and must be taken seriously -Marketisation has brought about more administrative tasks for staff -Because of new rules and new targets, there is increase in the volume of administrative tasks possibly for academics and administrative staff. -The change in role is more work for the same pay as a result of marketization</p> <p>Things unhappy with in the job: -Disappointed in the way things are going and there is a strong belief that standards have fallen and there is a felling of new teaching experience in terms of dealing with the students. -Frustration: Some people are not doing their job properly and this bears on others and pay increase for senior staff is frowned at. -Commercialisation is not good for</p>
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<p>-Undertaking additional workload in addition to the usual teaching activities</p> <p>-Marketisation leads to cut in funding. Teaching budget cut. Teacher training budget is affected. Job not secure</p> <p>-Huge change in role. Doing more than one activity and the normal work is affected</p> <p>-More pressure more effort expended in work activities.</p> <p>-Funding is only directed research. Cut backs in non research activities</p> <p>-Increased volume of work and more structures</p> <p>And work not getting done quickly</p> <p>-Activities undertaken to attract students and advertising and other steps taken to attract students.</p> <p>Statement indicating no change of role: None</p> <p>Things unhappy with in the job:</p> <p>-Hierarchical organisation. It is more of power and control in HE. Research time is taken by other activities</p> <p>-There is concern about the increasing bureaucracy and the rising Class sizes and the increasing volume of lecturer's job.</p> <p>-Concern that HE is becoming a mass production industry. Feeling of disappointment with the current state of HE and feeling that the value of HE is being devalued.</p> <p>-Disappointment with the government agenda on HE in every way</p> <p>-Concern that too much right is given to the student now and the fact that managers' decision making is based on business models. Academics really have</p>	<p>provide high quality teaching for top level graduates which in turn benefits society</p> <p>(11)The teaching budget should not be cut as it is needed to provide effective teaching for the benefit of the student</p> <p>(12)The present grant system is as a result of the cut in teaching budget and some people go to university just to get the grant:</p> <p>Themes in favour of the inclusion of the teaching in the funding cuts:</p> <p>(1)Every part of the university budget is subject to controls and there should be no surprises</p> <p>(2)Because of free HE, many people get into HE with no real motivation and does not know why they are studying for that degree</p> <p>Statement in support of paying for HE:</p> <p>(1)Fee payment gives value to education. It stops time wasters coming to higher education. It means entry to HE will not be restricted</p> <p>(2)Fee payment will make students to be determined and work hard to achieve their degree</p> <p>(3)Fee payment will make students to be highly motivated and potentially successful</p> <p>(4)Fee payment will make people to consider their options before taking a decision to attend HE</p> <p>(5)Fee payment is good. It's a question of choice. The student decides whether</p>	<p>(2) The high student fees is making students to believe that education is a commodity they purchase and this is making them to make wrong choices because their perception of education is buy education</p> <p>(3)The availability student loan in fact, is not a good thing as it encourages 'spend and pay later'. The paying time will be tough for students</p> <p>(4)The high fees are making students to believe that they are consumers and this is not good for HE</p> <p>(5) Free HE is a pride for the nation and it should remain so</p> <p>(6)The fee system makes students to believe they are buying the degree and not really put in any effort</p> <p>(7)The fee system will drive away some gifted people from HE because of lack of finance.</p> <p>(8)Some form of fees is ok for HE to attach some value but the current level of fees is too high and may discourage people from acquiring HE</p> <p>(9)The current system: high fees, student loans and payback later puts student in debt on finishing HE</p> <p>Changes to role as result of marketisation:</p> <p>1)Marketisation is having severe impact. Job is unsafe</p> <p>(2) Job activities have increased</p> <p>(3)Cutting cost is seen as being efficient and effective</p> <p>(4)Have to treat the student more as customer as survival of the organisation depends on the willingness of the</p>	<p>universities and society. The long term effect on the nation will be consequential. The solution to the economic crisis is turning the country into a production economy and this can only be possible through blue sky research which universities get funded but this funding is</p> <p>-The current system has created more work for the same money. There are no incentives given to staff. For this reason some staff do not put in their best and are not noticed and disciplined</p> <p>-There is dissatisfaction in the way activities are managed in the current system.</p> <p>-There is strict opposition to the introduction of the commercial element in university operations</p> <p>Things happy with in the job</p> <p>-There is something positive-academics have good relationship with students and there is also good working relationship between colleagues and that the university infrastructure is pleasing</p> <p>Awareness of conflict between the activities of the senate and council:</p> <p>-It is not easy for the two bodies to work together effectively because the structures of each body make it difficult for the two to integrate in the current climate.</p> <p>-There is conflict because each body has its own vocational objective</p> <p>Kind of weaknesses in governance in</p>
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<p>no power in the new system -Given too much work to do at a limited time in the current system. -The university has changed and the changes are not good -Increased bureaucracy and hierarchical levels are making things harder. The HE teaching profession is undervalued and the unnecessary control mechanism is reducing the profession to nothing -Feeling of security of job in the current system as student numbers begin to fall as fees go up -The so called market system is subjected to many regulations. Where is the free market? -Concerned that only economic benefit is associated with HE and other benefits are not thought about. Things happy with in the job: -There is still sometime for research though limited -Momentarily ok in terms of job but the slimming down on courses has started and there is a feeling of insecurity of job Awareness of conflict between senate and council: -It is not easy for the two bodies to work together effectively because the structures of each body make it difficult for the two to integrate in the current climate. -There is conflict because each body has its own vocational objective Weaknesses identified as a result of entrepreneurial activities: -Does not believe the present governance</p>	<p>to acquire HE or not and makes the choice of institution to attend 6) Fee payment will stop those not ready for HE from coming and the state will save for other project (7) Fee payment is good in order to give value to education. Some degrees earned on free education are worthless (8) Fee payment is good as what is paid for is given more value than what is given for free Statements against paying for HE: 1) Fee payment help promote class privilege. (2) Fee payment means only the privilege i.e. those who can afford go to university. It means poor working class priced out of education. (3) Fee payment brings in the element of customer and product. The student as customer and education as product. The implication here is market (4) Wealth should not determine education. Everyone should be given the opportunity (5) Fee payment prevents those from poorer backgrounds acquiring HE (6) Fee payment will make students to behave like customers in the open market (asking for rights when not necessary) (7) Fee payment is an exclusive policy and is undesirable. It excludes good brains who are poor (8) Fee payment creates a class system. Only the rich acquires HE. The poor struggle (9) Fee payment amounts to the rich</p>	<p>customer to buy the product or service (5) Have to be prepared to do more than usual to keep the job (6) Have to be prepared to cope with changes. More changes are being introduced with a view to meeting the market agenda (7) Complying with activities of the commercial focus and also to meet the demands of the research excellence framework (REF) (8) Staff shortage is tolerated. Have to teach outside subject areas and this is going to get worst. There is more reliance on contract workers for the purpose of cutting costs and slimming down on fully employed staff No changes to role as a result of marketisation: None Things unhappy with in the job: 1) There are opportunities to improve or advance oneself in the job in the current business university Things happy with in the job: 1) The current system discourages employing the right staff for the right position. Some staff does jobs that are not suited to them. It is all about cutting costs. (2) The market system is making the role of academics dance to league table demands in both choosing research topics and in student assessment. The freedom of academics to make</p>	<p>the current entrepreneurial climate: -Does not believe the present governance structure is delivering effectively and expects the worst when commercial activities intensify. -More resources and attention will be focused on profit making activities to the detriment of the core service-teaching as business activities and competition intensify. Reason for preference for more executive model of governance: -The tenure of the VC is unpredictable. They do not stay long enough to make a real difference -More academic involvement in financial decision making? Currently, too many people are involved in decision making Reasons why high fees is bad for HE: -High fee is a disincentive to poorer students -There is actually no choice of fees as only a limited number of institutions charge less than £9,000 -The one word response could mean that the setting of fee levels is bad and is calling for every university to set their own fee. -The fee differential means students will receive different quality of education. The more you pay, the more you get. This is undesirable. Reasons why low fee is good HE: -Students do not only make decision to go to university by the fee but other</p>
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<p>structure is delivering effectively and expects the worst when commercial activities intensify.</p> <p>-More resources and attention will be focused on profit making activities to the detriment of the core service-teaching as business activities and competition intensify.</p> <p>Other comments: (1)Not sure of what to say. Not sure whether commercialisation is a good or bad for HE.</p> <p>Reasons for not preferring more executive model of governance: -The tenure of the VC is unpredictable. They do not stay long enough to make a real difference -More academic involvement in financial decision making? Currently, too many people are involved in decision making.</p> <p>Reasons why high fee is bad: -High fee is a disincentive to poorer students -There is actually no choice of fees as only a limited number of institutions charge less than £9,000 -The one word response could mean that the setting of fee levels is bad and is calling for every university to set their own fee. -The fee differential means students will receive different quality of education. The more you pay, the more you get. This is undesirable.</p> <p>Reason why high is good -Students do not only make decision to go to university by the fee but other reasons</p>	<p>only getting HE (10)Free HE is desired so that as many people as possible may acquire HE for the good of society (11)Fee payment denies the poor from acquiring HE. Give everyone the opportunity (12)Free HE allows many to participate and increases peoples hope for a means of livelihood (13)Free market for HE is not desirable because it is about money making (14)Fee payment will be a problem in that a category of people will suffer. A means tested system would allow the poor to get benefit and grant for their HE, but those in the middle income bracket, will not be able to afford HE for their Children if they are more than one at a time.</p> <p>Changes to role as result of marketisation:</p> <p>(1)More external funding activities undertaking and more marketing or competitive activities performed (2)Money making is the watch word in every area of activity and applicants are treated as students already in the course. This means increasing student numbers is priority (3)More activities are being undertaking with less resources. Being stretched all the time (4)Now acquiring research income is priority to the extent that my own research agenda suppressed (5)There is more rigidity and less</p>	<p>informed decisions is curtailed.</p> <p>(3) Academics are expected know more miscellaneous issues to do with the students such as ‘enrolment and referencing’ (4)Division of labour and accountability is a problem in the system. There are signs of ineffectiveness in management (5)Have to cope with meagre resources and undertake tasks that one is not trained to perform (6)Have to cope with a tight budget to undertake ‘innovative research’ which relies on funding because of cost savings. (7)The work load has increased and it is now too large as a result of the market system (8)As in any market system, there must be a customer. In this case the student is and there is competition for them and standards are lowered including entry criteria and this is challenging for the teacher.</p> <p>Awareness of conflict between council and senate: (1)A functioning senate is difficult to see. A university without a active senate is a problem (2)No idea of the functioning of a senate as no information is communicated to staff in way that would make staff to understand the activities of the senate</p> <p>(3)The problem is there is no clear definition of functions between the senate and the council in this current entrepreneurial climate. The old</p>	<p>reasons are taking into account too. High fee is not bad.</p> <p>-Fee should be charged based on the type of course undertaken by the student as some courses are more expensive to run than others</p> <p>Reasons in favour of a substantial reduction of the maximum fee: -Fee should not be a determinant of university places. It should be based on academic ability. The system will adversely affect future generations -Education should be treated as a public good. Education of the citizens makes society a better place</p> <p>Reasons against a substantial reduction of the maximum fee: -There should be no capping or regulation of fees. It should be a complete free market -Courses should be fully and properly costed by an independent body. This could result in high fees or low fees High fees are acceptable for quality sake. Pay more for better quality -High fees will put students in debt after their studies</p>
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<p>are taking into account too. High fee is not bad.</p> <p>-Fee should be charged based on the type of course undertaken by the student as some courses are more expensive to run than others.</p> <p>Reasons in favour of a substantial reduction of the maximum fee:</p> <p>-Fee should not be a determinant of university places. It should be based on academic ability. The system will adversely affect future generations</p> <p>-Education should be treated as a public good. Education of the citizens makes society a better place</p> <p>-High fees will put students in debt after their studies</p> <p>Reasons against a substantial reduction of the maximum fee:</p> <p>There should be no capping or regulation of fees. It should be a complete free market</p> <p>-Courses should be fully and properly costed by an independent body. This could result to high fees or low fees</p> <p>-High fees are acceptable for quality sake. Pay more for better quality</p>	<p>attention on student experience and more on pulling in any money possible</p> <p>(6)There are cuts in some areas of activity in favour of other areas. Where cuts are made even more work is expected to be undertaken in such areas and this is making it very difficult. In fact, students are paying more in such areas but the money is not put in to such areas</p> <p>(7)There is a cost reduction drive. I am on fixed contract not by my request.</p> <p>No changes to role as a result of marketisation:</p> <p>Things respondents are happy with about their</p> <p>(1)My area of activity is still the same. The recipient i.e. Students are very happy with what I do</p> <p>(2)I am engaged in commercial activities that provide income for a specific service and I am quite happy doing it.</p> <p>(3)Happy with work and feel fortunate to retire with a good pension. It has been really a good job and full of emotions.</p> <p>Things unhappy with about their job:</p> <p>(1)One can see many things wrong in the current system and efforts to improve them is met with opposition</p> <p>(2) Working in HE now is demanding and difficult to cope. I have chosen to go part-time to give myself some free period for other things</p> <p>(3)Workload has increased markedly and it is humanly impossible to cope and no one takes notice and you are expected to come up with a magic formula to get the job done. Key jobs</p>	<p>functions need to be adjusted to fit with the new market system</p> <p>Reasons why entrepreneurial activities may lead to weaknesses in governance</p> <p>1)Money making may be the focus and be distracted from the main purpose of the university which is education delivery</p> <p>(2)Profit making would take priority and less focus on education delivery</p> <p>(3)Research would not be given much attention as profit means survival of the university</p> <p>(4)As attention is focused on the business aspect, there will be no democratic representation of decision making. Some staff and student reps may not be consulted even where this is appropriate</p> <p>(1)There is no governance structure in our university and cannot work out weaknesses</p> <p>Reasons for preferring more executive model of governance:</p> <p>(1)Executive model is preferred as long as everyone involved can be held accountable for the decisions they make.</p> <p>Reasons for not preferring more executive model of governance:</p> <p>(1)Decision making in few hands is not ideal. There is less accountability in the executive model.</p> <p>(2)Decision making authority in few hands will still require a balanced view of opinions. Therefore no point giving</p>	
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	<p>like research and teaching are not treated as priority. The whole business is centred on income generation and those generating income are recognised and rewarded with promotion to jobs. One's genuine efforts to help student in their academic work is completely ignored.</p> <p>(4)The market system has taken over. It is the business language that is used: 'customer satisfaction' and 'student experience'. Like normal businesses, the student is treated as customer</p> <p>(5)Uncertain future. Policy shifts are likely and budget is getting tight</p> <p>(6)There is more pressure being put on the academic role. Undertaking a bit more work tasks under pressure and insecurity as a changing organisation is what experiencing if this is acknowledged and rewarded appropriately, but the fear is, it is those cynical and lazy ones that gets the promotion</p> <p>(7)Things are going wrong as a result of commercialisation. One is that higher academics (postdoctoral) are not treated as part of the fold. They are not given full-time contracts and their job as lecturer is not valued and rather they are assessed on their ability to bring in research grants.</p> <p>(8)It is all about saving money; even research projects are not given priority and pressure is being placed on projects and quality is not talked about.</p> <p>(9)Governance and management effectiveness is at stake here. There are</p>	<p>the powers to just a few people</p> <p>(3)Executive model of governance is not the best as executives are out of touch with the problems of the day-to-day functioning of the university.</p> <p>(4)Executive model of governance is what is taking place at my university.</p> <p>Reasons why low fee is good:</p> <p>(1)Choice is good as it allows poor students to choose low fee institution</p> <p>(2)Choice of fees gives room for people to decide which institution to go to or to decide whether to acquire HE or not.</p> <p>Reasons why high fee is bad:</p> <p>1)The choice system is a disadvantage to the poorer students who may not be able to afford the higher fee institutions</p> <p>(2)Many universities were not in good shape financially before the new fee regime because of the teaching budget cuts. Some universities were financially better off than others. The market system was presented with fee options and many universities had to choose high fee so as not to be viewed as low-fee low-quality institution.</p> <p>(3)Different levels of fee for HE is undesirable. It encourages unfair competition. It divides HE into class</p> <p>(4)No fees and no choice of fees what is important is to raise entry criteria and raise value of HE</p> <p>(5)The current system is not a free market. Capping fees cannot be a free market. It is market forces that determines price in a free market.</p> <p>(6)The system means choice of</p>	
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	<p>cuts as well as wastes. Cuts are made in the wrong places (operational areas) and unnecessary senior positions of high pay scales not cut. This is not a good situation</p> <p>(10)There is concern for the university losing its oversight over some degree courses. There is too much control of the university.</p> <p>(11)The commercialised HE system is not motivating staff per se. There is nothing good for some staff. There are no career prospects but work overload and poor pay and no incentives.</p> <p>(12)De-motivating work environment. It will cost money to change. The cut backs will make it difficult to improve the environment.</p> <p>(13)My present role is adding value to my university (O2). As a realist, I will not shy away from the fact that the government is forcing universities to become entrepreneurial; in other words, generate income and there is concern here for HE now and the future.</p> <p>Awareness of conflict between council and senate:</p> <p>(1)Conflict exists between the two bodies in the area of income generation. There is too much focus on making money and this is creating division between the two bodies as other vital areas of university activities are given less attention. Clearly this is one indication that the current commercial interest is dominating the traditional university agenda</p>	<p>university will be based on fees and not on what programmes and the quality of student experience. This can't be right for HE</p> <p>Reasons in favour of a substantial reduction of the maximum fee:</p> <p>(1)Many will not be able to afford and take the loan which will not be easy to pay back</p> <p>(2)Reduce the cost of HE to students so that many can acquire higher education</p> <p>(3)Students should not leave university with huge debt</p> <p>(4)Many will be able to afford if fee are low. Many will be encouraged to acquire higher education</p> <p>(5)Low fee will discourage Universities from the intense competition.</p> <p>Reasons against a substantial reduction of the maximum fee:</p> <p>(1)If fees are substantially reduced greater level government support will be needed. Government are not prepared to fund HE as it use to</p> <p>(2)Reduction of the fees will not be good for some universities. Some universities offer more and should be allowed to charge whatever they think appropriate to generate income</p>	
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	<p>(2)The two bodies- council and senate of the university are in conflict in matters academic and commercialisation. Whereas commercialisation is selling the university with a view to generating income for the survival of the university as normal business organisations would do. The academic interest is driven by the traditional role of the university as delivering quality education to the people and these two interests are clashing and something needs to be done. What is the best thing to do? It is only adequate funding of HE that will fuse the differences.</p> <p><i>Reasons why entrepreneurial activities may lead to weaknesses in governance</i></p> <p>(1)There will be further weaknesses if commercial activities intensify as there will be more desire to generate income from all possible sources. This means that less attention will be focused on governance decisions such as student satisfaction and high quality scholarship.</p> <p>(2)Intensifying commercial activities means pressure on management to get things right. In a bid to respond to changing market forces, may find the current governance structures difficult to apply and may lead to further weaknesses.</p> <p>(3)As commercial activities intensify, there will be desire to compete effectively to generate income. This means pressure on managers and the tendency will be to take time away</p>		
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	<p>from the normal activities such as education delivery decisions and this will result in weaknesses</p> <p>(4)Intensifying commercial activities would require the university to react in order to be at the competitive edge. This means time will be focused on business-like strategies and enforcement and less attention on governance and this will lead to weaknesses.</p> <p>(5)As commercial activities increase, there will be desire to generate more income and actions have to be taken to achieve this and this means putting in time and other resources. This means less time and resources available for quality academic delivery. The dilution of income and academic quality could lead to weaknesses in the activities of the university.</p> <p>(6)Engaging in commercial activities means the university have to deal with competition if it wants to continue to generate income. It means time and other resources have to be expended to achieving this. This will shift attention from academic quality and rigour.</p> <p>(7)The objective of commercial activities is to generate income. If commercial activities intensify, there is ought to be competition. The university have to devote time and other resources to operate in the market to increase income. So income could become the focus to the detriment of education delivery.</p> <p>Other comments:</p>		
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	<p>1)Actually, there will be no weaknesses in governance. Governance will be stronger if commercial activities intensify.</p> <p>(2)The volume of business undertaken by the university hasn't got to the point where managers are overwhelmed or pressured to make wrong decision</p> <p>Reasons for preferring more executive model of governance:</p> <p>1)Executive model promotes efficiency and timely decision making.</p> <p>(2)Executive model encourages speedy decision making though there could be a loss of wisdom here but reflective practice would help i.e. decision makers taken some time to reflect on decisions and making corrections.</p> <p>(3)Executive model allows final decisions to be made promptly and keep staff informed. A devolved model protracts decisions because too many people are involved in the process</p> <p>(4)Decisions need to be taken by those who have the knowledge to get it right and not by every staff</p> <p>(5)Non-executive model of governance takes time to make decisions. Executive model is swift to take decisions and respond to situations quickly</p> <p>Reasons for not preferring more executive model of governance:</p> <p>(1)Decision making should be decentralised and staff unions having a say in things that affect them</p> <p>(2)Executive model is undemocratic and academics are not represented in the decision making process</p>		
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	<p>(3)A representative model where all who have an interest given the chance to contribute in the decision making process is important</p> <p>(4)Decision making authority should be devolved to university departments and resource allocation based on department need.</p> <p>(5)Executive model of governance is not desired because executives do not know enough about the operations of the components parts of the university to enable them make appropriate decisions.</p> <p>(6)A decentralised system of governance is ideal. This allows the component parts to participate in the decision making process</p> <p>(7)Devolved decision making allows participation by staff at all levels and prevents executive imposing decisions</p> <p>(8)The model in place now is executive and is undesirable. Too much power concentrated in executive hands.</p> <p><i>Reasons why low fee is good:</i></p> <p>(1)One fee level for all universities is desired. Differentials will read meaning into degrees and meanings could be wrong.</p> <p>(2)A choice based cost could mislead the student because quality is not made apparent with the choice.</p> <p>(3)Choice encourages a stratified HE system with its attendant social inequality</p>		
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	<p>(4)What is the point of the fee differential? It makes no sense as the fee is not a representative of quality. It is simply for some universities to raise money. The student does not benefit by paying high fees.</p> <p>(5)Commodification is making HE as a commodity that can be bought and sold like any other commodity. This brings in the market element. The choice is the market system and students are faced with this choice. Price, choice and competition will not work in HE.</p> <p>(6)A stratified fee system is discriminatory. It should be one fee for all</p> <p>(7)The fee level is too high. It will deny many acquiring HE</p> <p>(8)The varying fee levels are wrongly associated with quality and this encourages a class system where only a few can afford the high fees for quality education. This is not good for society.</p> <p>(9)The market agenda with its fee choice is a class system that would deny some the opportunity of acquiring HE. It is in fact, a system where even the rich would be affected morally as they go forward and the poor left behind.</p> <p>Reasons why high fee is bad</p> <p>(1)Choice is good. It allows you to make a reasoned decision. A reasoned decision is likely to be good for you.</p> <p>(2)Choice means flexibility and it is also an inclusive system. You go for what you can afford</p> <p>(3)Choice allows students To make a reasoned financial commitment. Students can only commit what they are capable of. Although the</p>		
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	<p>fact remains that a low fee institution choice may not provide the quality they would like.</p> <p>(4) Fee choice is fine. The problem is with student finance. As government is not funding for free, students accumulate debt and payback after graduation. This is the problem for students. High fees to keep universities afloat and huge debts for students to payback.</p> <p>(5) You get what you pay for. Lower fees can only fetch you low quality education and degree</p> <p>(6) As long as the student is made understand what he or she is getting for the fee paid, it is fine.</p> <p>(7) Choice would drive up efficiency and quality</p> <p><i>Reasons in favour of a substantial reduction of the maximum fee:</i></p> <p>(1) A substantial reduction would be good but no fee at all would be better because you cannot put price on education in the real sense of it.</p> <p>(2) A reduced fee would be good but free HE is the tradition and is good for society</p> <p>(3) A substantial reduction will enable students to pay back the loan when they start working</p> <p>(4) Substantial reduction of the maximum fee is supported because HE should be paid from the public purse (taxation). Even though the individual benefits from education, graduates get better jobs and pay more taxes into the public purse.</p> <p>(5) A substantial reduction of the</p>		
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	<p>maximum fee is supported because there are less prospects for graduates as the job market is very tight and it is likely graduates would pick up non-graduate jobs or go on for further studies.</p> <p>(6) A substantial reduction of the maximum fee would be good for society as HE education is viewed as something builds the individual's intellectual capacity and not necessarily for economic benefits. This is the traditional thinking and everybody be given the opportunity to achieve it.</p> <p>(7) A substantial reduction of the maximum fee would make HE available to more people</p> <p><i>Reasons against a substantial reduction of the maximum fee:</i></p> <p>1) No reduction of the fee set because choice gives the opportunity to brighter students who are poor but can use the grant to get into the best universities</p> <p>(2) There should be no reduction of the maximum fee because this would devalue HE. The cost attaches value to education</p> <p>(3) There should be no reduction of the maximum fee. The high fee would put off students who are not serious about their education.</p> <p>(4) There should be no reduction of the maximum fee. High fees often means better teaching</p> <p>(5) The maximum fee should be maintained. A reduction would mean funding shortage for universities</p>		
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Appendix 4

Ethical Consent Letter (scanned copy)

Appendix 5

Access to Survey:

User name: cliffdoc

Password: docliff

Click on design survey

Note: appendix 1 also provide the survey questions