CHAPTER 4: Evidence from the Midlands State University

In this chapter a summary of the results of the study were analysed, interpreted, discussed and presented. Descriptive statistics used to examine whether enrolment expansion strategy had any impact on quality of education, facilities, resources, skills of graduates and on the university performance. One sample t-test was employed to test the hypothesis of the study that predicted that survival strategy of enrolment expansion does affect quality of higher education in state universities in Zimbabwe. As outlined in the methodological section of the study a Statistical Package for Social Sciences (SPSS) version 25 was used to compute the statistics that gave answers to the research objectives.

The demographic distribution of the respondents including age, gender, marital status and highest educational qualifications are also considered in this chapter.

Response rate could be defined as the number of people who completed your survey divided by the number of people who make up the total sample group (Morton *et al.*, 2012). It is usually expressed in the form of a percentage. Table 4.1 below shows the response rate for this study.

Table 4.1 Response rate (*Field data, 2018)*

Number of questionnaires distributed	**Number of questionnaires returned**	**Response rate (%)**
397	319	80.4

Table 4.1 illustrates the number of questionnaires that the researcher distributed to the targeted participants. A total of 397 questionnaires were distributed and 319 were correctly administered and returned. This represents a response rate of 80.4%. A response rate of this magnitude is sufficiently high to warrant the generalizability of the findings to the entire population as external validity threats are minimised due to large samples. A response rate of 70% or more is enough to justify study finding's validity

(Babbie, 2012). This response rate was high because of the personal distribution of the questionnaires by the researcher and the use of well-trained research assistants who happen to be some students of MSU contributed to high level of response.

Demographics are characteristics of a population (Sutton & Austin, 2015). Characteristics such as gender, age, education, profession, and marital status are the typical examples of demographics that were used in this study.

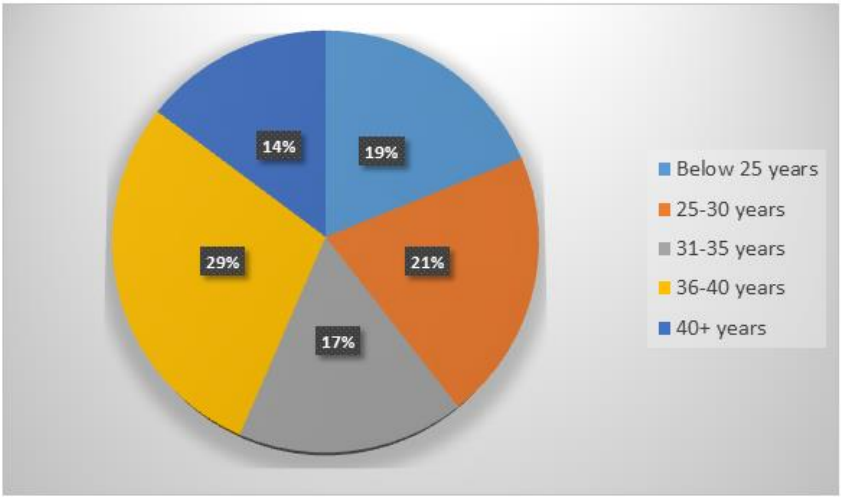

Figure 4.1 Age of Respondents (*Field data, 2018)*

Figure 4.1 above is a summary of the distribution of the respondents by their chronological age. Results clearly shows that most of the respondents (29%) were aged between 36 and 40 years, followed by the 25 to 30 years age range. Only 14% were under the age of 25 years, less than those aged over 40 years. Results suggest that education at state universities is inclusive of all age groups, with more middle aged adults pursing university education. The more satellite campuses of MSU in different towns in Zimbabwe including Harare has resulted in increased enrolment for those employed.

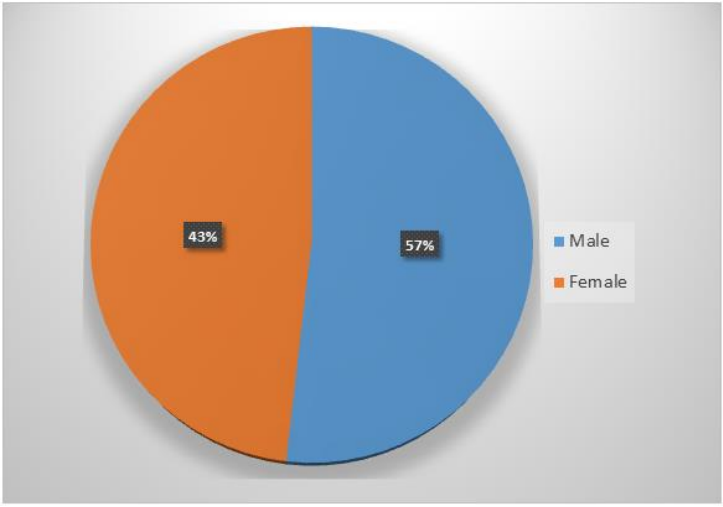

Figure 4.2 Gender of Participants *(Research data, 2018)*

As shown in Figure 4.2 there are more males (57%) than females (43%) who took part in the study. The differences can be attributed to the student population distribution where there are more male students than females (Midlands State University newsletter, 2017).

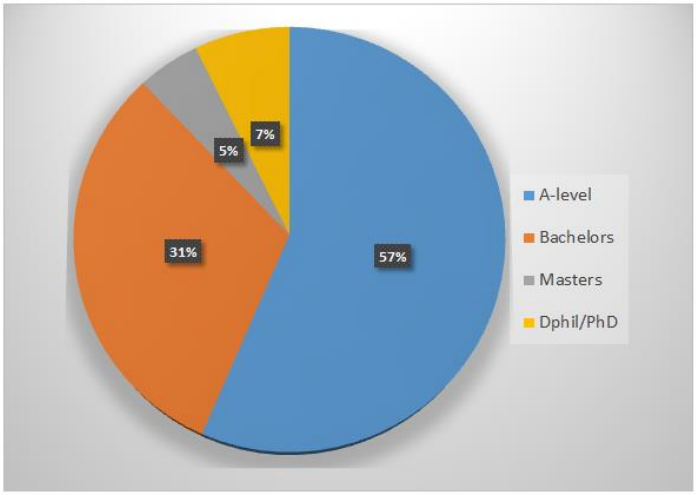

Figure 4.3 Educational Qualifications of Participants *(Research data, 2018)*

Figure 4.3 illustrates the sample distribution by highest educational qualifications of the students. Results indicate that the majority, 57% were A-level graduates who were pursuing a tertiary qualification, these are the students who are doing their final year studies at MSU. A significant number of students (31%) were holders of a bachelor's degree, these are the students who graduated with first degrees at MSU followed by 7% of masters students while the remainder, 5% were students doing their Doctor of Philosophy degrees. The respondents were well qualified to provide information since the students were doing their final year or post graduate students, implying that they could provide reliable responses.

Table 4.2 Sample distribution (Normality test of the sample)

Enrolment expansion dimension	**Shapiro-Wilk**		
	Statistic	**Df**	**Sig**
Impact of enrolment expansion strategy on quality	0.872	309	0.654
Effects of enrolment expansion on facilities and resources	0.790	262	0.556
Extent enrolment expansion affects the skills of graduates	0.891	262	0.457
University performance	0.860	262	0.658

a. Lilliefors Significance Correction (*Field data, 2018)*

The reliability of the questionnaire is an indicator of how internally consistent the instrument utilised is and is a key determinant of how valid findings are. The reliability of the questionnaire was measured by computing Cronbach's Alpha that provides an insight to the researcher about the information pertaining to the internal consistency of a sample variable. The higher the coefficient the greater the capacity of the questionnaire to measure what it is supposed to measure in a given environment and hence its suitability to provide accurate data.

Table 4.3 Reliability analysis (*Field data, 2018)*

Variables	Number of items
Impact of enrolment expansion strategy on quality	8
Impact of enrolment expansion strategy on quality	12
Extent to that enrolment expansion strategy affects skills of graduates	12
Impact of enrolment expansion strategy on university performance	19

Table 4.3 above is a summary of the reliability statistics of the questionnaire used for this study. Results indicate that the instrument was highly consistent across all aspects of enrolment expansion dimensions: Impact of enrolment expansion strategy on quality (r=0.705), Impact of enrolment expansion strategy on quality (r=0.901), Extent to that enrolment expansion strategy affects the skills of graduates (r=0.772), Impact of enrolment expansion strategy on university performance (r=0.838) and overall (r=0.764). The minimum acceptable reliability is 0,7 (Schneider & George, 2011). Computed values of Cronbach Alpha can imply that the questionnaire is a good instrument and measures what it is supposed to measure in this environment.

Face validity refers to the extent an instrument represent all the characteristics required on a given construct (Schneider & George, 2011). In this study prior to the use of the questionnaire, it was send to experts in the Education Faculty at the University of Zimbabwe's Department of Teacher Education who perused it and made appropriate recommendations paying attention to detail on the survival strategy of enrolment expansion and its effects on quality of higher education in state universities in Zimbabwe. In addition, also paying attention on subject matter, education experts were consulted with regards of disparity to measurement scale and no such disparity was noted. According to Mehta and Pillay (2011) any disparity in the questionnaire from selected respondents would entail that amendments be made on the questionnaire.

A correlational matrix was computed to check for convergence validity and the results revealed that sample variables appear to point in the same direction as relationship between variables ranged from (r>0.3) and (r<0.8) and none were (r>0.9). Relationships of less than 0.2 and those above 0.9 are not wanted and could have resulted in the variables affected being removed from the analysis. Correlational matrix checked for perfect multi-co linearity between variables that was not found suggesting that variables point in one direction.

To establish the impact, effects and the extent to that the survival strategy of enrolment expansion has on education quality and university performance of state universities in Zimbabwe, descriptive statistics and one sample t-test were utilised.

To provide answers to the research objective that was to establish the impact of the survival strategy of enrolment expansion on quality of higher education, respondents were asked if they felt that the university was of their choice, if lecturers were committed to their work by coming to work on time and marking assignments on time, they were asked if there was enough transport for field work and if there were adequate staff particularly in the library. Table 4.4 and 4.5 indicate the results of the impact of the survival strategy of enrolment expansion on quality of education at MSU.

Table 4.4. Impact of the survival strategy of enrolment expansion on quality of education *(Field data, 2018)*

	N	Minimum	Maximum	Mean		Std. Deviation	Disagreeing	Neutral	Agreeing
sbq1	319	1	5	3.86	.056	.996	8(5.7)	118(37.0)	183(57.4)
sbq2	319	1	5	3.34	.060	1.066	100(31.3)	48(15)	171(53.6)
sbq3	319	2	5	3.49	.038	.682	13(4.1)	158(49.5)	148(46.4)
sbq4	318	2	5	2.94	.047	.835	106(33.2)	138(43.3)	74(23.2)
sbq5	315	1	5	3.71	.042	.737	29(9.1)	48(15.0)	238(74.6)
sbq6	316	1	5	2.02	.062	1.094	236(75)	33(10.3)	47(14.8)
sbq7	317	1	5	2.68	.047	.841	157(49.2)	105(32.9)	55(17.2)
sbq8	319	1	5	3.65	.046	.822	41(12.9)	39(12.2)	239(74.9)
Valid N (listwise)	309								

Results suggest that enrolment expansion strategy employed by state universities as a means of survival strategy has mixed implications with regards to the quality of the product (graduate). Results indicate that the institution under study still remains one of the most preferred universities, lecturers are still committed despite increased workload, lecturers are punctual in terms of coming to work, marking of assignments and there are adequate examination venues as indicated by 57.4%, 53.6%, 46.4%, 74.6% and 74.9% of the students respectively. Results show that the survival strategy of enrolment expansion has resulted in lowly qualified staff being recruited in (33.2%) of the cases, reduced field trips due to inadequate transport (75%) and inadequate library staff (49.2%).

Table 4.5 One-Sample t-test statistics on the impact of survival strategy of enrolment expansion on quality of education *(Field data, 2018)*

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
impact	309	1.7841	.38433	.02186		
One-Sample Test						
	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
impact	-55.613	308	.000	-1.21590	-1.2589	-1.1729

A one-sample test analysis of variances model shows that enrolment expansion in state universities has significant negative impact on the quality of educational services rendered by the state institution (mean=1.784, Std=0.384; t(308)=-55.613, p<0.000). Results suggest that the survival strategy of enrolment expansion has negative impact with regards to the quality of the learner produced. The major causes being shortage of highly qualified staff and support services such as transport for field trips to meet the demands of the increased number of students.

Respondents rated how strongly they agreed or disagreed with having enough lecture rooms for lectures, if the lecture rooms were spacious, if there were adequate reading materials in the library, if they had adequate

examination venues, if they had modern facilities at the university, if there was enough accommodation at the hostels and if ablution services were adequate. Table 4.6 and 4.7 indicate the results of the impact of the survival strategy of enrolment expansion on facilities and resources.

Table 4.6 Effects of enrolment expansion on facilities and resources (*Field data, 2018)*

	N	Minimum	Maximum	Mean		Std. Deviation	Disagreeing	Neutral	Agreeing
sbq9	317	1	5	2.40	.054	.958	229(71.8)	27(8.5)	61(19.1)
sbq10	319	1	5	3.00	.057	1.026	134(42)	56(17.6)	129(40.5)
sbq11	315	1	5	2.07	.066	1.167	235(73.7)	25(7.8)	55(17.3)
sbq12	313	1	5	1.79	.063	1.114	243(76.2)	27(8.5)	43(13.5)
sbq13	318	1	5	1.75	.062	1.098	243(76.1)	41(12.9)	34(10.7)
sbq14	317	1	5	2.42	.048	.852	190(59.5)	90(28.2)	37(11.6)
sbq15	317	1	5	2.55	.045	.800	164(51.5)	116(36.4)	37(11.6)
sbq16	313	1	5	1.57	.057	1.004	259(81.2)	26(8.2)	28(8.7)
sbq17	317	1	5	1.98	.056	.995	249(78.1)	28(8.8)	40(12.5)
sbq18	318	1	5	3.46	.054	.958	47(14.7)	65(20.4)	206(64.5)
sbq19	314	1	5	2.84	.054	.957	134(42.1)	79(24.8)	101(31.6)
sbq20	317	1	5	1.79	.067	1.200	236(74)	27(8.5)	54(17)
Valid N (listwise)	299								

Table 4.6 presents the descriptive summary of the impact of the survival strategy of enrolment expansion on facilities and resources at state universities. Results reveal that MSU has inadequate lecture rooms (71.8%), libraries are inadequately resourced (73.7%), lack modern facilities (76.1%), lack of and poorly equipped computer laboratories (59.5%), inadequate accommodation at the hostels (51.5%), lack catering enough catering services and unavailability of printing services to adequately cater for the increased student population.

Table 4.7: One-Sample t-test statistics on the effects of enrolment expansion on facilities and resources *(Field data, 2018)*

	N	Mean	Std. Deviation	Std. Error Mean		
effects	299	2.3872	.64213	.03714		
	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
impact	-55.613	308	.000	-1.21590	-1.2589	-1.1729
effects	-16.502	298	.000	-.61281	-.6859	-.5397

As shown in table 4.7 above, a significant negative effect on facilities and resources was found because of the survival strategy of enrolment expansion at MSU (mean=2.3387, Std=0.642; t (298)= -16.502, $p<0.05$). Results suggest that enrolment expansion has resulted in inadequate infrastructure at state universities. There are infrastructure deficits at MSU on lecture rooms, reading materials in the library, ablution facilities, accommodation and catering services. The university also does not provide students with other services like printing.

This section sought to explore the impact of enrolment expansion on the skills of graduates. Respondents rated how strongly they agreed or disagreed with the statements that related to skills such as if graduates from MSU were highly sought after, if companies look for graduate trainees from MSU, if they were offered many practical sessions during their study, if they go for attachments and if they felt that they were getting adequate skills from MSU. Table 4.8 and 4.9 indicate the results of the extent of that the survival strategy of enrolment expansion has on the skills of graduates.

Table 4.8 Effects of enrolment expansion strategy on skills of graduates *(Field data, 2018)*

	N	Minimum	Maximum	Mean		Std. Deviation	Disagreeing	Neutral	Agreeing
sbq21	302	1	5	1.59	.060	1.046	247(77.4)	20(6.3)	35(11)
sbq22	313	1	5	3.11	.046	.805	41(12.8)	188(58.9)	84(26.3)
sbq23	317	1	5	3.44	.052	.925	41(12.8)	120(37.6)	156(48.9)

sbq25	316	1	5	2.27	.070	1.237	209(65.5)	42(13.2)	65(20.4)
sbq24	313	2	5	4.72	.035	.625	4(1.3)	17(5.3)	292(93.3)
Valid N (listwise)	296								

Table 4.8 indicate that graduates from the institution understudy are not sought highly after, 77.4% of the sample shared the view. The majority of the respondents, 58.9% lacked knowledge with regards to whether companies employ student from the institution as graduate trainees. The majority, 93.3% consented that they go for attachment in their third year of study and a significant number 48.9% indicated receiving practical lessons as their part of learning process. The majority, 65.5% viewed that the skills they were acquiring were not of paramount importance in their future careers.

Table 4.9 One-Sample t-test statistics on the extent of enrolment expansion strategy on the skills of graduates *(Field data, 2018)*

	N	Mean	Std. Deviation	Std. Error Mean
Extent	296	3.0324	.53390	.03103

One-Sample Test						
	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
extent	1.045	295	.297	.03243	-.0286	.0935

Table 4.9 shows that the survival strategy of enrolment expansion has no significant effect on skills of the graduates (mean=3.032, Std=0.534; t (295) =1.045, p>0.05). Results suggest that the skills that the graduates were acquiring were indifferent from those skills that they would have acquired if there was no enrolment expansion.

To provide answers to the research objective that was to investigate the effects of the survival strategy of enrolment expansion on performance of state universities in Zimbabwe, Respondents rated how strongly they agreed or disagreed on if they were committed to the university, if they

were satisfied with their education, if they received required materials for their learning, if the quality of studying environment was acceptable, if lecturer student ratio was acceptable and if they were taught by highly qualified lecturers. Table 4.10 indicates the results of the extent of enrolment expansion strategy on the skills of graduates.

Table 4.10 Effects of enrolment expansion on the performance of state universities *(Field data (2018)*

	N	Mean		Std. Deviation	Variance	Response		
	Statistic	Statistic	Std. Error	Statistic	Statistic	Disagreeing	Neutral	Agreeing
scq1	291	3.72	.046	.790	.624	10(3.4)	104(35.7)	177(60.9)
scq2	291	3.51	.044	.758	.575	17(5.8)	138(47.4)	136(46.7)
scq3	291	3.62	.044	.744	.553	14(4.8)	108(37.1)	169(58.1)
scq4	291	3.51	.044	.744	.554	20(6.2)	121(41.6)	150(51.6)
scq5	289	2.39	.047	.796	.634	216(74.8)	34(11.8)	39(14.5)
scq6	291	2.09	.056	.962	.926	238(78.4)	32(11.0)	31(10.6)
scq7	287	3.24	.041	.692	.479	33(11.5)	151(52.6)	103(35.8)
scq8	291	3.98	.058	.993	.986	36(12.4)	23(7.9)	232(79.7)
scq9	289	2.66	.050	.848	.719	137(47.4)	108(37.4)	44(15.2)
scq10	291	3.02	.077	1.313	1.724	159(54.6)	25(8.6)	107(36.8)
scq12	291	2.29	.042	.715	.511	215(73.9)	54(18.6)	22(7.5)
scq13	291	2.37	.112	1.908	3.640	232(80.7)	25(8.6)	33(11.4)
scq14	289	3.05	.038	.638	.407	34(11.7)	210(72.7)	45(15.6)
scq15	291	1.85	.059	.999	.998	241(82.8)	18(6.2)	32(11.0)

Table 4.10 indicates most students, 60.9% are committed to their studies, while 45.4% were undecided with regards to being satisfied with their education and 41.1% were not sure whether the education was of high quality. The majority, 74.8% felt that the required education materials were scarce. 78.4% of the respondents felt that the survival strategy of enrolment expansion portrayed unfavourable image to the outside world. 79.7% of the respondents felt that the study environment was acceptable though the lecturer to student ration was unacceptable (47.4%). Most of the students, 54.6% indicated that they were being taught by under qualified lecturers and a greater percentage of them, 73.9% felt that the programs being offered by the institution were not dynamic to meet the demands of the ever-changing environment. Most of the students 80.7%

indicated that MSU graduates were the most preferred by industry. In terms of affordability of tuition 72.7% were undecided, but the majority 82% were not satisfied by the cost of education at Midlands State University.

The study hypotheses were as follows:

H0: The survival strategy of enrolment expansion does not affect quality of higher education in state universities in Zimbabwe.

H1: The survival strategy of enrolment expansion affects quality of higher education in state universities in Zimbabwe.

Regression analysis was used to establish whether the assumption that the survival strategy of enrolment expansion employed by state universities does affect the quality of University education in Zimbabwe. University need to generate income, become self-sufficient as they counter the negative impact of unstable economic conditions and fight competition in the market (Majoni, 2014). The assumption is with increased numbers of student enrolling, while infrastructure and human resources remaining constant the quality is expected to decrease. It was hypothesised that:

H0: Survival strategy of enrolment expansion does not have effects on the quality of higher education in state universities in Zimbabwe is rejected and the alternative;

H1: The survival strategy of enrolment expansion affects quality of higher education in state universities in Zimbabwe is adopted.

The table 4.11 below shows a negative relationship ($r=-0.978$) between predictor (enrolment expansion) and dependent variable (quality of education). The changes in the quality of education in state owned universities, in 95.7% of the instances is influenced by changes in increase in number of students enrolled at a given time (R-Squared = 0.957), and a regression model can be drawn in this regard to predict future effects, $F(1)=222.78$, $p<0.05$.

Table 4.11 The impact of enrolment expansion on quality of university education (*Field data)*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.978[a]	.957	.953	.49304
Predictors: (Constant), Enrolment_expansion				

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	54.156	1	54.156	222.784	.000[b]
	Residual	2.431	10	.243		
	Total	56.587	11			
a. Dependent Variable: Quality						
b. Predictors: (Constant), Enrolment_expansion						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.312	.350		5.577	.000
	Enrolment_expansion	-.937	.038	-.943	-1.926	.000

Table 4.8 above shows the results of the regression analysis on the effect of enrolment expansion in state universities on quality of university education. Results indicate that enrolment expansion has negative impact on the quality of education in state owned institutions, H0 is rejected and the alternative H1 is adopted. The quality of the product decreases at rate of 94,3% each time the intake increases. The standardised coefficients (B=-0.943, p=0.000) reveals the effect. The following model represents the impact of enrolment expansion on quality in state owned universities:
Quality= 9.312 – 0.943 Expansion

The purpose of the study was to investigate the impact of enrolment expansion as a survival strategy in state universities in Zimbabwe focusing on MSU. It was noted that all state universities have embarked on double intake strategy, parallel programmes and block release programs, a situation referred to as "massification" (Madzimure, 2016). The increasing number of students registered at the country's universities and the increase

of cost of education confirms the commercialisation of education (Mushava, 2014). Some universities are admitting more students than their physical facilities and human resources can manage to raise cash to meet the costs of running the institutions (*Ibid.*). Following this, it was important to study the impact of the survival strategy of enrolment expansion and know how it affects the quality of the product, the learner. To test the hypotheses, data were collected from students and graduates from MSU campuses. The results from the empirical study supported the hypotheses in a highly significant way.

The empirical results support H1 that predicted that the survival strategy of enrolment expansion affects quality of higher education in state universities in Zimbabwe. As shown in the table 4.5 a one-sample t-test analysis of variances model shows that enrolment expansion in state universities has significant negative impact on the quality of educational services rendered by MSU (mean=1.784, Std=0.384; t(308)=-55.613, $p<0.000$). These results confirm previous findings that indicated that the survival strategy of enrolment expansion led to overcrowding of universities, strain resources and reduce the quality of education. If university resources do not fully adjust to enrolment changes, educational expansion congests access to university inputs, lowers resources per student, and may decrease the quality of education (Bianchi, 2016; Chen & Chang, 2010).

The empirical results support H1 that predicted that the survival strategy of enrolment expansion has negative effects on facilities and resources at universities. As shown in table 4.7, a one-sample t-test statistics showed a significant negative effect of the survival strategy of enrolment expansion on facilities and resources (mean=2.3387, Std=0.642; t(298)=-16.502, $p<0.05$). This implies that increased enrolments results in overcrowding in hostels and lecture rooms that contributes to falling academic standards because some students listen to lectures while standing outside the lecture halls (Gudo *et al.,* 2011). These findings are consistent with previous research, for example Mwiria & Nyukuri (2015) did a similar research and revealed that effective training in public universities was hindered by lack of adequate lecture rooms. Thus, some learners ended up with no sitting

space during lectures or attended lectures as they sat outside the lecture rooms. Lack of suitable sitting space affects concentration and student attention to the lecturer who delivers a lesson. This stimulated rote learning as students greatly relied on lecture notes.

The findings on whether the survival strategy of enrolment expansion affects the skills of the graduates does not confirm with H1. The one-sample t-test statistics on table 4.9 shows that the survival strategy of enrolment expansion has no significant effect on skills of the graduates (mean=3.032, Std=0.534; t (295) =1.045, p>0.05). The reviewed literature differs with these findings. The study done by Habibi & El-Hamidi (2016) on the effects of enrolment expansion on skills of graduates showed that enrolment expansion affects the skills of graduates. Habibi & El-Hamidi (2016) revealed in their study that enrolment expansion results in the lowering of academic standards and quality of graduates who were found deficient in written communication and technical proficiency that would make them unfit for the job market. These findings were also consistent with the study by Mukwenji *et al.* (2016) who showed that enrolment expansion at universities leads to inadequate resources that affects students' skills and universities were churning graduates who were not adequately equipped with the desired competencies required in the world of work.

The reviewed literature agrees that enrolment expansion at state universities leads to inadequate resources that affects the quality of graduates resulting in universities producing half-baked graduates. However, the findings of this study has proved that enrolment expansion does not affect the skills of the graduates probably because of the commitment of lecturers and students. This is supported by Nielson (2016) who posit that the leading cause behind students' success at college is motivation. Motivation influences students' attitudes, study habits and academic readiness.

H1 supported that the survival strategy of enrolment expansion affects the performance of state universities. This is supported by the results of one-sample t-test statistics on table 4.8 that suggest that the survival strategy of

enrolment expansion has negative effect on the performance of state universities (mean=2.765, Std=0.484; t (299) =-7.191, p<0.05). The findings are consistent with the study of Odundo *et al.* (2015) who studied the effects of enrolment expansion at the University of Nairobi. Their results revealed that sudden increment in students' enrolments resulted in additional administrative challenges to the University of Nairobi's governance structures. The challenges cited included, meeting the expanding need for infrastructure, sourcing of academic staff, staff welfare and remuneration, meeting training needs of staff and addressing students' welfare issues in time to uphold tranquillity. These results are also supported by Ajayi & Adeniji (2009) who also conducted a similar study on the effects of enrolment expansion on university performance in Nigeria. The findings identified that enrolment expansion placed more burden and pressure on the university education system. Therefore, it can be said that the survival strategy of enrolment expansion affects the performance of state universities.

Regression analysis was used to test the hypothesis of the study. The findings of the study supported H1: The survival strategy of enrolment expansion affects quality of higher education in state universities in Zimbabwe. A negative relationship (r=-0.978) between predictor (enrolment expansion) and dependent variable (quality of education) shows that the survival strategy of enrolment expansion compromises university performance. Quality of university education is compromised due to unacceptable lecturer to pupil ratio, recruitment of incompetent lecturers, inadequate resources and static curriculum that is rarely reviewed to meet ever-changing demands of modern global village. These results are confirming earlier studies done by Mukanji *et al.* (2016) who also found that enrolment expansion has negative effects on the quality of education on state universities.

In this chapter data were analysed, interpreted and discussed in line with the research objectives. The analysed and presented sections include the introduction to the chapter, descriptive analysis of bio-data and the response rate. Normality test of the sample was done to check whether the data were normally distributed, an assumption that had to be met to

conduct the One-Sample T-test (parametric test). Shapiro-Wilk was used in this regard. The reliability and the validity of the instruments were also analysed, Cronbach Alpha was employed. The extent and effect of the survival strategy of enrolment expansion on quality of education, on facilities and resources, on graduate skills and on university performance were analysed and measured using One-Sample t-test. The survival strategy of enrolment expansion was found to have a significant negative influence on quality of the learning process and also on facilities and resources. Lastly the hypothesis was analysed and presented using regression analysis. The null hypothesis (H0) : The survival strategy of environment expansion does not effect on quality of higher education in state universities in Zimbabwe was rejected and the alternative: (H1) : The survival strategy of environment expansion affects quality of higher education in state universities in Zimbabwe was adopted.