



# Anglican Church of Uganda Involvement in Curriculum Management and Quality Assurance in Uganda

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**Abstract:** *In the context of higher education, active Church involvement in Curriculum Management and Quality Assurance plays a crucial role in the 21st century. A descriptive Research Design was used in this study to obtain findings from 471 (93% of respondents) from four universities selected using stratified, purposive, and simple random selection techniques. The questionnaire, interview guide, observation check list and documentary analysis were used to collect data. The findings indicated that among the respondents of the study, 62.2% were males and 37.8% were female; with 73% possessing master's degree while 11% with a PhD. The Anglican Church of Uganda (ACOU) involvement in curriculum management and quality assurance was low, with M: 1.999 SD: 1.084. It was recommended that the Province of the ACOU should empower and support the provincial directorate of Education and Commission for higher education to get fully involved in Curriculum Management and Quality Assurance through routine monitoring and support supervision of her universities of higher learning.*

**Keywords:** *Curriculum, Quality Assurance, Management, Church, Involvement*

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## 1. Introduction

Anglican Church involvement in Curriculum management and its impact on Quality Assurance in Anglican Church of Uganda universities is critical, but it is also a fundamental component in ensuring that her vision and mission are implemented (Mande, 2018). According to Cheserek, as cited in Naglaa (2019), curriculum is an organized program of study for a degree, diploma, or certificate award, incorporating all matters such as academic staff requirements, academic program duration, admission requirements, content requirements, and assessment process requirements. In correspondence with this, the Anglican Church of Uganda in 2016 introduced a higher

education policy that mandates the province of the Anglican Church of Uganda to appoint provincial quality assurance officers, school inspectors, and other officers to monitor and ensure the quality of education in church-founded institutions. Despite the fact that the Anglican Church of Uganda (ACOU) higher education policy (2016) mandates the Commission for Higher Education (CHE) to strengthen curriculum management and quality assurance through provincial directorates of education, diocesan education coordinators, and diocesan quality assurance officers or school inspectors to perform monitoring and support supervision, this appears not to have been done adequately. The NCHE, Uganda's agency in charge of regulating quality and accreditation of institutions of higher learning, revoked the provisional licenses of eight

private universities, three (3) of which were founded and sponsored by ACOU, over a 14-year period.

The NCHE cited serious quality assurance management gaps like inadequately qualified staff, admission of students who do not meet the minimum qualifications, insufficient finances, a lack of student records, and insufficient library facilitation, and over 1000 students have been awarded fake degrees (NCHE, General Notice No. 1065, published in the Gazette, (2017); Kayiira (2009). There is also a decline in educational quality standards, presumably attributable to the closure of some ACOU-founded universities. While timely and adequate curriculum development, implementation, and evaluation are the best ways to ensure high-quality instruction, doing so would be prohibitively expensive for private universities, which typically have limited funding. Therefore, research was necessary to determine how the Anglican Church of Uganda's involvement in Curriculum management contributes to Quality Assurance Standards of her universities.

## 1.1 Research Questions

This study was guided by the following Research questions:

1. What is the demographic profile of the respondents in terms of:
  - a) Gender
  - b) Marital Status
  - c) Age
  - d) Academic qualification
  - e) Years of experience
  - f) Current serving job title
2. In what ways does the Anglican Church of Uganda get involved in Curriculum Management and Quality Assurance in her universities in Uganda?

## 2. Literature Review

This chapter reviews related literature and studies that have already been done and reviewed from local and international books, journals, newspapers, the Church of Uganda's higher education policy, the strategic plan, the internet sources, and research reports. The review of related literature and studies was done in order to collate the reading materials, which have, in one way or another, a close similarity to this study.

## 2.1 Demographic Profile as Determinants of Quality Assurance

Demographic characteristics refer to attributes that describe the status of people or a person such as age, gender, ethnicity, or income (Ghaleb, Abdoulaye, & Shorouq, 2021). Demographic variables have been described as some of the major factors that may influence Quality Assurance through the process of Monitoring and Supervision of private universities. Among the demographic variables cited in this study, Gender, Marital Status, Age, Academic qualification, Years of experience and Current serving job title.

### 2.1.1 Gender

Gender refers to the socially constructed relationships between Men and Women (Nelson, 2016). Societies determine what resources men and women will access jointly or separately what work Men and Woman shall perform and for what rewards, what types of knowledge are appropriate for Men and Women and how and where this knowledge is acquired (Huffington, 2015). In the context of Africa each institution has its own gender culture that is relationships between Women and Men for example who holds the more powerful positions, has access to more resources, has stronger networks which they can appropriate their own (Araujo & Aquesada, 2017) This concurs with UN Report,2014, stated that over the past decade African higher education Institutions, Universities in particular have been keen to mainstream gender into their core functions of teaching and research as well as administration (UN, 2014). In Uganda the key positions in the Church are mostly occupied by men and bring gender imbalances, which creates need to embrace and commit to the aim of gender mainstreaming across all sectors in the church projects, and to conduct gender self-assessments to identify the gender gaps in the governance and operations to main stream and support development of leadership skills with women leaders (Digby and George, 2013). Gender is a very influencing factor in Church involvement in Curriculum Management and Quality Assurance of Universities.

### 2.1.2 Marital Status

Studies in Africa on the same have been descriptive in nature and have scanty information on the influence of marital status on teachers' self-efficacy in primary and Secondary schools in southwestern Nigeria (Pamela, 2020). Aguitar (2014) considered the influence of other variables none of them considered the influence of marital status and examined the influence of marital status on teachers' self-efficacy (Martin and Maulvihill, 2019). According to Aguitar (2014), the psycho-emotional issues that single teachers have may be brought on by the

stigma associated with not being married. However, single teachers exhibit better levels of teacher performance in relation to instructional practices than married teachers do (Martin and Maulvihill, 2019).

### **2.1.3 Age**

Age is the time-period that a person has existed since birth or the length of time during which a being or thing has existed; length of life or existence to the time spoken of or referred to a period of human life, measured by years from birth, usually marked by a certain stage or degree of mental or physical development and involving legal responsibility and capacity (Goman, 2000). Mayanja (2020) stated that the age of 21-40 years are good in mobilization and ensuring quality than 55 to 60 when one is about to reach retirement age. However, at times the mentioned age is left out in key of influence though would have been the rightful age to ensure quality in universities (Ali and Aljneibi, 2022). Compared to older teachers, junior teachers may have less experience. Senior teachers are also thought to be more stable and mature, with a more competent and well-rounded perspective, making them less susceptible to mental stress at work (Almutahar, Wardhani, and Rafie 2015).

### **2.1.4 Academic Qualification**

Academic Qualification is one of the key areas considered one to represent the church in Quality Assurance of Universities through the process of monitoring and supervision. National Council for Higher Education (NCHE), 2011 put it clear that only those with a required qualification are employed to work in the University and today only lecturers with master's Degrees are employed to serve in the university and to be a vice chancellor one must be a professor with a PhD from a recognized university. A report on higher education delivery and Institutions, 2014/15 indicated that; the total of academic staff was 12,845 representing 2.6% growth from 10,173 in 2013/14. The number of academic staff with PhD increased from 1096 in 2013/14 to 1579 in 2014/15. Lubaale (2020) proposed that a concerted effort is required to train and retain university faculty, as well as to develop a pool of academicians to meet the growing demand for higher education. This is due to the fact that in Uganda, only master's degree holders are permitted to lecture in universities, and administrative positions such as vice chancellor, deputy vice chancellor, and

Hindy (2010) emphasizes that experiences or years one has served in an office and academic qualifications are one of the major factors considered in ensuring Quality Assurance in the University. In Uganda to be promoted they first consider the years one has spent in the service for example to be promoted to the level of a senior lecturer you must

have worked for at least a full 12 months as a lecturer at the university, had a satisfactory performance development review, made appropriate and satisfactory progress with the first three years programme and at least eight publications (NCHE Frame Work, 2014). Therefore, the Church also need to come up with a criterion to follow as they promote persons who shall be appointed in administration to ensure quality Assurance standards of Church of Uganda founded universities.

## **2.2 Curriculum Management and Quality Assurance in her universities**

### **2.2.1 Curriculum Management**

According to Changiz and Nikko (2019), curriculum management is a four-step process that consists of identifying and establishing goals, determining a process for guiding educational specialists to achieve these goals, developing managerial techniques for implementing the identified process, and constantly evaluating and re-evaluating the identified goals, processes, and managerial techniques. This is in line with Maudaningsih (2016), who stated that curriculum management is real-life research that links educational theories and all curriculum-related difficulties that are regularly experienced such as; setting curriculum goals, selecting curriculum content, implementing curriculum application and evaluation, and designing curriculum for special reasons.

### **2.2.2 Quality Assurance**

Quality Assurance is a broad term that refers to a systematic, ongoing, and continuous process of evaluating the quality of programs, institutions, or a higher education system (Abdurrahman, 2021). Further still, universities were established by the Anglican Church of Uganda to prevent the complete miasma that is engulfing Christian identity in the face of the ongoing fundamental metamorphosis, to keep the humanities and sciences human, to train the intelligence in argument and honesty, and to bear a more effective witness in an increasingly educated society (Mande, 2019). Given the preceding responsibilities, it is reasonable to conclude that there is justification for the Anglican Church of Uganda to get involved in curriculum management and Quality Assurance in her private universities.

## **2.3 Curriculum Management as a Determinant of Quality Assurance**

Curriculum Management is a Key Determinant of Quality Assurance because it affects the teaching and learning in an institution (Changiz and Nikko, 2019). According to Maicibi, as described in Ochwa (2016), the term

Management typically refers to the processes of coordination, organization, planning, control, hiring, and budgeting. This is consistent with Newton, as described in Mutuma (2019), who claimed that universities do not work in isolation; any Quality Assurance system would always be influenced by situational elements and context, such as internal environment, leadership and governance. This is reinforced by Adweka (2018), who indicated during the training of the Diocesan Inspector of Schools at Rest Gardens Bweyogere in Kampala, that Anglican Church of Uganda is involved in curriculum management and quality assurance in the process of monitoring and support supervision in all areas with the goal of offering advice and feedback in an evaluation report. This concurs with the Anglican Church of Uganda's (2021) Guidelines for the Establishment and Operation of Church of Uganda Institutions of Higher Learning, the ACOU Commission for Higher Education is in charge of improving Quality Assurance management, advising on the establishment and accreditation of institutions of higher learning, developing policies and regulations, and assessing Uganda Higher Institutions of compliance with provincial policies and other related laws and regulations (Church of Uganda Higher Education Policy, 2016).

## 2.4 ACOU Involvement in Curriculum Management and Quality Assurance

It is vital to emphasize that, at least in the modern world; the Christian church has been at the forefront of establishing institutions of higher study (Mande, 2019). The reason for the Anglican Church's involvement in Curriculum Management and Quality Assurance of Higher Institutions of learning is to ensure that universities disseminate knowledge through teaching that can be utilized in another context, to generate knowledge through research where new ideas are generated and to perform holistic community service (Garner, 2018).

Further still Mande (2019) noted that the Anglican Church universities were established to forestall the entire miasma that is consuming Christian identity in the face of the ongoing fundamental change, preservation of Christian identity, to maintain the Humanities and Sciences as humanity as possible, to teach students how to argue and be honest, to be a more effective witness in an increasingly informed culture and to offer further education in other Institutions started by the church such as primary schools, secondary schools and colleges.

The Anglican Church of Uganda's higher education policy (2016) calls for the establishment of a commission for higher education, which is tasked with strengthening curriculum management, Quality Assurance and recommending Church of Uganda higher learning

institutions for licensing to the NCHE. It is through this commission that the Anglican Church involvement in Curriculum Management and Quality Assurance is seen through her processes of monitoring and supervision of these Institutions of higher learning.

## 3. Methodology

This session describes the research design, population, sample size and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures, treatment of data, data analysis procedures and ethical considerations.

### 3.1 Research Design

A descriptive Research design was used to acquire a better understanding of the study population's views on Anglican Church of Uganda involvement in curriculum management and quality assurance in her universities.

### 3.2 Study Population

A study population is a group of individuals selected based on inclusion and exclusion criteria related to the variables under investigation of the study (Alex & Caren, 2019). The target population thus comprise 4 Chairpersons Board of trustees, 4 Deputy vice chancellors academics, 4 University Directors of Quality Assurance, 4 Academic registrars, 20 Faculty Deans, 480 Lecturers, 15 Senior staff from the NCHE, 6 staff from the Directorate of Education at the Province of the Church of Uganda, 9 Officers from Commission for higher Education of the province of the Church of Uganda, 4 University Chaplains and 4 Diocesan Education Coordinators from the Dioceses where the Universities are located (N= 610).

### 3.3 Sample Size and Sampling Techniques

The sample size was determined using formula by Yamane (1967) as follows.  $n = \frac{N}{1+N(e)^2}$  where n = sample size, N the total population targeted and e = percentage of error made in selecting sample (5% or 0.05), and 1 is representative of any likely avoided element that would have been included.  $n = \frac{N}{1+N(e)^2}$

Where: N= Total population

e = (0.05) error estimate with a confidence interval of 95%  
n= sample size

Application:  $n = \frac{609}{1+609(0.05^2)}$

$n = \frac{609}{1+609(0.05^2)}$

$$n = \frac{609}{1 + 609(0.00025)}$$

$$n = \frac{609}{1 + 0.15225}$$

$$= \frac{609}{1.15225} = 529$$

The sample size was **529** respondents who were both purposively selected and simple random sampled to participate in this study. The study sample size is shown in the table 1 below:

**Table 1: Sample Size of the Study**

Category	Target Population in the 4 selected Universities /other target groups	Population of the respective target group	Study Sample Size
Chairpersons University Board of trustees	5	5	5
Deputy vice chancellors’ academics	4	4	4
University Directors Quality Assurance	4	4	4
Academic Registrars	4	4	4
Faculty Deans	20	20	16
Lecturers	535	535	478
Senior staff from the NCHE	15	15	4
Officers from the Commission for higher education COU	9	9	4
Staff from Directorate of Education of ACOU	6	6	2
Diocesan Education Coordinators	4	4	4
University Chaplains	4	4	4
<b>Total</b>	<b>610</b>	<b>610</b>	<b>529</b>

Source: NCHE State of Higher Education Report 2018/2019 & Primary Data, 2022

### 3.3.1 Purposive Sampling Technique

In this study, the researcher’s judgment was that; the chairpersons Board of Trustees, Deputy Vice Chancellors academics, Academic registrars and Directors Quality Assurance, Diocesan Education Coordinators and University Chaplains were purposively selected because they have first-hand information in their areas of jurisdictions.

### 3.4.2 Simple Random Sampling Technique

In this study, simple random sampling was used to select the 478 lecturers and 16 faculty deans at the universities. Simple random sampling was used because it gives equal opportunity of being selected, gives a population representative without bias and makes it easier to make

generalizations about the sample where not all participants have the characteristic being studied.

## 3.5 Research Instruments

Data collection instruments contain the contents that enable a researcher to gather information required to respond to the main questions of the study. In this study, questionnaires, observation guide and Documentary analysis were used.

### 3.5.1 Questionnaire

A structured self-administered questionnaire was prepared by the researcher for collecting data from respondents. The closed –ended questions were on four – linear scale point

with 1 = Disagree (D) 2 = Tend to Disagree (TD) 3= Tend to Agree (TA) 4= Agree (A). This made it simpler to analyze using SPSS. The questionnaire instrument to gather quantitative data was divided into two sections, each measuring a different variable as follows: Section A: Demographic Profile of respondents, Section B: Curriculum Implementation and Internal and External Quality Assurance Standards.

### **3.5.2 Observation Guide**

Using an observation guide, the researcher was in position to witness, and make remarks on all aspects of curriculum implementation and quality assurance discussed above, Anglican Church of Uganda education policy, university site plan, staff room, sitting equipment, resources such as computer sets, and textbooks in university libraries, and modern administration blocks, or spacious office space. The spaces for convenience were also witnessed since they were very critical sanitation issues that are needed for Quality Assurance Standards of the Church and the NCHE

### **3.5.3 Document Analysis Guide**

In this study, the documents that were analyzed included: ACOU education policy, 2016, the guidelines for establishment and operation of institutions of higher learning of the ACOU, 2021, Mission statements, core values, philosophy, vision of the university and Curriculums of different programmes accredited by the NCHE.

## **3.6 Validity of the Research Instruments**

In this study, the researcher measured two types of validity: face validity and content validity.

### **3.6.1 Face Validity**

Face validity refers to the extent to which a test seems to assess what it sets out to measure (Leedy and Ormrod, as cited in Kumar 2017). Face validity considered how appropriate the content of a test appears on the surface and was more casual and subjective assessment.

### **3.6.2 Content Validity**

Content validity was used in this study to evaluate each test item for its relevance to the targeted construct, i.e. whether the items were precisely and accurately worded, whether the scoring and scaling are sufficient to ensure that the items of the instrument are representative samples of the universe of content and/or domain behavior being examined.

## **3.7 Data Gathering Procedures**

The researcher obtained a recommendation letter from the province of the Church of Uganda together with the research permit from the UNCST to the universities under the study personally as permission to collect data from the targeted respondents within the University. Subsequently, the researcher discussed in detail with the vice chancellor the nature and purpose of the study.

### **3.8.1 Quantitative Data Collection**

The researcher with the help of research assistants administered the questionnaires to targeted respondents and collected them immediately after they had been completed by the respondents. The same procedure was used to collect data in all the targeted areas.

Upon completion of the questionnaires, the researcher checked if all the parts of the instruments were filled as expected. The researcher then passed a word of appreciation to every respondent before he proceeded to another station.

### **3.8.2 Qualitative Data Collection**

During the qualitative data collection phase, the researcher used a self-developed observation tool to record the relevant items that were in place for the Anglican Church to ensure Quality Assurance Standards in her own founded universities. Finally, the researcher conducted a guided interview with the selected respondents at the University, ACOU Secretariat, and National Council for Higher Education to gather as much information as possible about the study.

## **3.9 Statistical Treatment of Data**

Descriptive research design was used in this study employing both quantitative and qualitative analysis methods.

### **3.9.1 Quantitative Data Analysis**

The quantitative data (in this case, questionnaire responses) after the data collection were reviewed and coded manually to quantify the data. The questionnaire's information was entered into the computer software- Statistical Package for Social Sciences (SPSS) version 22. The data collected was analyzed using descriptive statistics to get the scores of each item based on the analysis.

### **3.9.2 Qualitative Data Analysis**

Qualitative data analysis followed four main steps: translating and transcribing, identification of themes,

coding data, and conceptualization of themes (Neuman, 2011). The recordings of the interview were transcribed verbatim. After transcribing all the interviews, the transcripts were checked against the recordings for a second time. The coded data was sorted into arrays according to the major categories, giving special attention to the research questions. The information gathered from the interviews and documentary analysis was used to derive these tags. Lastly, the conceptualization of themes was tied together and paved the way for answering the research questions. The basic ideas for conceptualization were inferred from specific instances of the data collected to validate the findings.

### **3.10 Ethical Consideration**

Ethics refers to well-founded moral standards that prescribe what humans should do, usually in terms of rights, obligations, societal benefits, fairness, or specific virtues (Saunders et al., 2012).

The researcher respected the participants' autonomy and freedom. The researcher did not put participants under pressure, force, frighten, embarrass, offend, harm, or coerce them. The researcher was honest in reporting the research results and informed participants of their rights to withdraw if they felt like doing so. The researcher also

assured the research participants that all the information they provided would be used for the purpose of this study only and further assured them that data would be handled with maximum confidentiality. The Informed Consent Forms were freely completed by some participants and those who were being interviewed asked to consent to the use of a tape recorder in the interview.

## **4. Results and Discussion**

The researcher sought to establish the demographic profile of respondents as well as to determine the extent to which the ACOU get involved in Curriculum Management (independent variable) and Quality Assurance at her Universities (dependent variable).

### **Research Question 1: What is the demographic profile of the respondents?**

This section, as guided by research question 1, focused on the demographic profile of the respondents that comprised of: gender, Marital Status, Age, Academic qualification, Years of experience and Current serving job title. The data collected was analyzed using descriptive statistics and the results were presented using frequencies and percentage rating. Interpretations and discussions were also made concurrently as presented in the table format below:

**Table 2: Demographic Profile of Respondents**

<i>Demographic variable</i>	<i>Category</i>	<i>F</i>	<i>%</i>
Gender	Male	293	62.2%
	Female	178	37.8 %
	Total	471	100%
Age	28 – 38 years	99	21%
	39 - 49 years	274	58.2%
	50 and above years	98	20.8
	Total	471	100%
Marital status	Married	424	90.0%
	Singles	43	9%
	Divorced	04	1%
	Total	471	100%
Academic qualification	PhD	50	11%
	Master's Degree	346	73%
	Post graduate Diploma	22	5%
	Bachelor's Degree	53	11%
	Total	471	100%
Years of Experience of Respondents	Less than five years	103	21.9%
	6 -10 years	243	51.6%
	11 years & above	125	26.5%
	Total	471	100%
Current Job Title of Respondents	Academic Registrar	4	0.8%
	Faculty Dean	16	3.4%
	Lecturers	445	94.5%
	Diocesan Education Coordinator	04	0.8%
	Provincial Directorate staff	02	0.8
	Total	471	100%

Source: Primary Data of Respondents from ACOU universities

### Gender of Respondents

Presented in table 3 is the gender of respondents who were involved in the study. A total of 471 respondents filled in the questionnaires, out of these, 293 were male, representing 62.2% while 178 were female, representing 37.8%. These results show that there were more male respondents than their female counterparts in the Anglican Church of Uganda Universities in Uganda. Gender was considered an important demographic variable in this study because there are interesting myths surrounding gender and employment. This is consistent with the findings of Adamy (2018), who discovered that male academics outnumber female lecturers by 65% in Ghanaian universities. This is similar with Matovu's (2019) findings that the majority of PhD academics in Ugandan universities are men, as are the majority of top managers. This study as the majority of respondents were lecturers it indicated that in the Church of Uganda founded Universities there were more male lecturers as compared to female.

### Age of Respondents

In terms of age groups, the findings revealed that the respondents who were between 28 – 38 years were 99 representing 21%, while between 39 – 49 years were 274 representing 58.2% and 50 and above years were 98 representing 20.8%. From the table 3 above, it is discernible to note that more than half of the respondents who participated in the study 58% were within the age brackets, 39-49, 50 and above, were 20.8% and 28-38 years were 21%. In relation to the study, grown-up minds consider teaching a process, through which students should develop minds and become responsible citizens, unlike young lecturers in age bracket 28 -38 who are almost age-mates with students in Institutions of higher learning. This concurs with Brandenburg et al. (2016) and Stuhlman and Pianta (2009) who also suggest that one's age is important in allowing one to think maturely and act like a parent at work. In response to the study the findings indicated that the most age bracket serving in the Anglican Church of Uganda founded universities is between (39 -49). This is followed by 50 and above who are in most cases in



administrative posts in the church of Uganda founded universities such as faculty deans and senior lecturers, vice chancellor and deputy vice chancellors.

### **Marital Status of Respondents**

Presented in table 3 is the marital status of respondents who were involved in the study. A total of 471 respondents filled in the questionnaires, out of these, 424 were married, representing 90 %, 43 were Single representing 9 % and 4 were divorced representing 1%. The results show that there were more married respondents than the singles and divorced that were captured during data collection. The respondents in this study were lecturers, faculty deans, Academic registrar, Diocesan Education coordinators and Provincial Directorate staff and this indicates that the above offices are managed by married People which promote uprightness in the church. This is in line with the findings of Martin and Maulvihill, (2019) who indicated that being married has a positive impact on teachers' self-efficacy in terms of instructional tactics since married people are emotionally secure. The reviewed study was conducted in Turkey, but it did not focus on ACOU involvement in Curriculum Management and Quality Assurance. Therefore, this study was so necessary.

### **Academic Qualification**

As presented in the table 3, the respondents with master's degree were 73% while bachelor's degree and PhD had 11% and post graduate diploma had 5%. It is clearly discernible from the data that majority of the lecturers (73%) who are in Anglican Church of Uganda universities in Uganda have Masters degrees which is the minimum requirement for the lecturer to teach in the university, while 11% lectures serving in the Church of Uganda founded universities had a PhD which is the minimum requirement by the NCHE to hold administrative post in the university such as head of department, vice chancellor as well as deputy vice chancellor among other top administration posts. 11% had a bachelor's degree and are classified as junior lecturer's, and most universities where there are students pursuing courses leading to the award of a diploma and certificate are taught by junior lecturers, and 5% had a postgraduate diploma and are also serving as assistant lecturers. This indicates that the Anglican Church of Uganda founded universities have few lecturers with a PhD which is a requirement according to NCHE Framework (2014). This concurs with Kasozi (2019), who noted that the increasing and widening higher education sector is not matched by the training and recruitment of academic staff.

### **Years of Experience of Respondents**

In terms of years of teaching experience, according to table 3, approximately 22% had served less than 5 years, while 51.6% had taught for 6 to 10 years, 26.5% had taught for 11 years and above. This analysis shows that majority of the respondents represented by 51.6% were very experienced, with a teaching experience between 6 – 10 years. The findings is supported by Goldhaber and Brewer (2007), who noted that experienced teachers offer excellent services and are recommended to take relevant courses that will assist them in furthering their education.

### **Current Job Title of Respondents**

The findings indicated that about 94.5% were lecturers, 3.4% faculty deans, 0.8% academic registrar, 0.8% Diocesan Education Coordinators and 0.4% were provincial Directorate Staff. The analysis indicate that the majority of respondents were lecturers represented by 94.5% this is because the lecturers are directly involved in curriculum development, review and implementation of Quality Assurance standards as set by the National Council for Higher Education Framework (2014). The rest of the respondents that included academic registrar, Faculty dean, Diocesan Education Coordinator and Provincial Directorate staff are involved in monitoring and supervision Curriculum Management and Quality Assurance standards.

### **Research Question 2: In what ways is the ACOU involved in Curriculum Management and Quality Assurance?**

Research question 2 sought to measure the ways in which the Anglican Church of Uganda is involved in curriculum management and quality assurance in her universities in Uganda. The respondents included lecturers, academic registrars, faculty deans, diocesan education coordinators, and provincial directorate staff who were asked to rate their levels of agreement or disagreement with statements describing how the ACOU is involved in curriculum management and quality assurance as follows: 1 = *Disagree (D)*; 2 = *Tend to Disagree (TD)* 3: *Tend to Agree (TA)* 4 = *Agree (A)*. Statistical Package for Social Sciences (SPSS) version 22 was used to obtain the means, overall mean, and standard deviation of the responses and presented in line with each item in the table. Appropriate analysis and interpretation were given respectively.

**Table 3: Descriptive statistics for Anglican church of Uganda Involvement in Curriculum Management**

Curriculum Management	N	M	SD	Interpretation
1. Consulting ACOU during curriculum designing	471	1.76	1.05	Tend to disagree
2. Consulting ACOU in the appointment of top administration to monitor curriculum management	471	2.07	1.24	Tend to disagree
3. ACOU conducting evaluation to ensure the achievement of the stated goals	471	1.87	1.07	Tend to disagree
4. ACOU providing text books in line with the content planned in the curriculum	471	1.66	0.99	Tend to disagree
5. Consulting ACOU during selection of curriculum content	471	1.85	0.98	Tend to disagree
6. ACOU organizing seminars for the employees on maintaining Quality Assurance standards	471	2.01	1.06	Tend to disagree
7. ACOU ensuring that her vision and mission are implemented	471	2.70	1.16	Tend to agree

The scale of interpretation of the findings about the level of ACOU involvement in curriculum management and Quality Assurance in table 4 is as follows:

Mean Interpretation/Evaluation	Score
3.50 – 4.00	Very high (Agree)
2.50 – 3.49	High (tend to agree)
1.50 – 2.49	Low (tend to disagree)
1.00 - 1.49	Very low (disagreeing)

According to the results in Table 3, the majority of respondents tend to disagree with ACOU providing textbooks in line with the curriculum content (mean = 1.66, SD = 0.99). The results also show that respondents tend to disagree with consulting ACOU during the selection of curriculum content (mean = 1.85, SD = 0.98). Additionally, respondents tend to disagree with ACOU organising seminars for employees on maintaining quality assurance standards (mean = 2.01, SD = 1.06). However, there is a shift in opinion when it comes to ACOU ensuring that her vision and mission are implemented, with the majority of respondents tending to agree (mean = 2.70, SD = 1.16). By implication, the results suggest a lack of satisfaction or confidence in the quality of the educational materials being provided. Similarly, the findings indicate that there is a disagreement among respondents when it comes to consulting ACOU during the selection of curriculum content. This implies a disconnection between the organisation and its stakeholders in terms of decision-making processes. Additionally, the results show that employees tend to disagree with ACOU's efforts in organising seminars aimed at maintaining quality assurance standards. This suggests a potential gap in training and development opportunities within the

organisation. However, it is worth noting that there is a shift in opinion when it comes to ACOU ensuring the implementation of its vision and mission. The majority of respondents tend to agree with this aspect, indicating a level of trust or belief in the organisation's overarching goals and objectives. The results that the level of Anglican Church of Uganda involvement in Curriculum management and Quality Assurance being low is not surprising, relatedly, interview results revealed variations in responses by university with major quotations as follows:

*...the church does not handle Curriculum Management or Quality Assurance. I have worked at the University for over ten years, but I have never seen the Commission for Higher Education visit the campus, and I am unaware of its involvement in curriculum management and quality assurance, as the University works directly with the NCHE (Interview with Deputy Vice Chancellor, University B, June, 2023).*

*... because the universities have a theological school with clergy lecturers who are always involved in curriculum review, development, and implementation, the church is consulted in curriculum content selection because they are in the university as representatives of the Anglican Church of Uganda. But still, the church administration at archdeaconry level do not take time to visit the university to know what is taking place and this explains the low involvement in conducting supervision and monitoring curriculum management and quality assurance (Interviews with the University chaplain University D, June, 2023).*

This concurs with Garner (2018) who noted that the Anglican Church's involvement in Curriculum Management and Quality Assurance of Higher Institutions of learning is to ensure that universities disseminate knowledge through teaching that can be utilized in another context, to generate knowledge through research where new ideas are generated and to perform holistic community service.

## 5. Conclusion and Recommendations

### 5.1 Conclusions

In the light of the research questions addressed in this study, the researcher draws the following conclusions: the serial numbers of the conclusions correspond to the serial numbers of the research questions:

1. The respondents had varied demographic characteristics and this always influence the decision making.
2. The study revealed that Anglican Church of Uganda involvement in Curriculum management and Quality Assurance is low.

### 5.2 Recommendations

The study made the following recommendations:

1. The Province of the ACOU should empower and support the provincial directorate of Education and Commission for higher education to get fully involved in Curriculum Management and Quality Assurance through routine monitoring and support supervision of her universities of higher learning.
2. The board of trustees should develop comprehensive policies that outline the university's commitment to quality and set clear expectations for all aspects of the institution's operations. These policies should cover areas such as curriculum development, faculty qualifications, student support services, infrastructure, and academic standards.
3. The university management through the University Council should provide annual reports about the running of the university in regard to Curriculum Management and Quality Assurance to the Provincial Directorate of Education.
4. The University Managements of ACOU should adopt and implement a zero tolerance to set quality assurance standard of NHCE to meet required standards.

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