Church Involvement in Curriculum Implementation and Quality Assurance Standards of Anglican Church of Uganda Universities

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Abstract: The study investigated Church Involvement in Curriculum Implementation and Quality Assurance Standards of Anglican Church of Uganda and was guided by the following Research Questions; How does the Anglican Church of Uganda's involvement in curriculum implementation contribute to the internal Quality Assurance Standards of her universities in Uganda and to what extend does Anglican Church of Uganda's involvement in curriculum implementation contribute to the External Quality Assurance Standards of her universities. Concurrent triangulation research design employing mixed methods approach 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 the coefficient for curriculum implementation in the quality assurance model is 0.193, indicating a positive relationship between curriculum implementation and quality assurance. The findings suggest that the impact of curriculum implementation on quality assurance is substantial (Beta = 0.480**; p<0.001). It was recommended that the ACOU put in place a supportive and functional system with; qualified personnel to enhance proper curriculum implementation and quality assurance.

Keywords: Curriculum, Implementation, Internal, External, Quality Assurance.

1. Introduction

Anglican Church involvement in Curriculum Implementation 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. 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 implementation 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 were 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 implementation contributes to the internal and external Quality Assurance Standards of her universities.

1.1 Research Questions

This study was guided by the following Research questions:

1. How does the Anglican Church of Uganda's involvement in curriculum implementation contribute to the following internal Quality Assurance Standards of her universities in Uganda?
    a. Students' admission criteria
    b. Students' assessment criteria
    c. Teaching and Learning Process
    d. Monitoring, Evaluation and Supervision

2. To what extend does Anglican Church of Uganda's involvement in curriculum implementation contribute to the following External Quality Assurance Standards of her universities in Uganda?
    a. Accreditation
    b. Benchmarking
    c. Compliance with academic standards set by regulating bodies
    d. Policies and procedures

2. Literature Review

This section 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.

2.1 Curriculum implementation as an aspect of internal Quality Assurance Standards

Jonyo and Jonyo (2019) noted that; curriculum implementation entails putting formally approved courses of study, syllabuses, and subjects into action. The learner gains knowledge or experience in a structured environment with instructors and a set of predetermined rules and regulations. Awiti (2016) also emphasized that; the importance of the learner is emphasized throughout the curriculum implementation process. Sholeh (2013), said that; curriculum implementation is how to teach the messages in the curriculum to students in order to produce graduates who have a set of competencies based on the characteristics and abilities of each student.

2.1.1 Internal Quality Assurance Standards

Internal Quality Assurance (IQA) activities are critical in curriculum implementation because they check on students' admission criteria, assessment criteria, monitoring the teaching and learning process, evaluation, and supervision (Mulenga, 2020). Martin (2018), noted that IQA are all of the processes used by educational institutions to monitor teaching, the learning environment, assessment methods, and other related activities. In Uganda, the National Council for Higher Education (NCHE) is in charge of regulating and guiding the establishment and operation of higher education institutions, as well as controlling the quality of higher education, equating qualifications, and advising the government on higher education matters (NCHE Framework, 2014).Similarly, there is an Anglican Church of Uganda higher education policy (2016), which directs the commission for higher education to conduct regular monitoring and evaluation on the compliance of Church of Uganda higher institutions of learning to provincial policies and other related government laws and policies.

2.1.2 Students Admission Criteria

Mutuma (2019), noted that a detailed policy regarding student admission is required. For instance, the universities must implement elaborate and clear student admission criteria based on the minimal academic standards for enrollment. The Anglican Church of Uganda's (2016) higher education policy requires her founded universities to admit students who meet the minimum entry requirements set by the NCHE. Currently, university education in Uganda is available through the following entry requirements established by the NCHE Framework, 2014: For a master's degree, a bachelor's degree or its equivalent; and for a doctoral degree, a master's degree or its equivalent. For direct entry from school: Uganda Certificate of Education (UCE) with at least two passes at the Uganda Advanced Certificate of Education (UACE) or its equivalent. On the side of mature age: aged 25 years and older and has passed the mature age entry examinations with at least a 50% mark. The mature-age entry examinations must have been accredited by the National Council, a diploma obtained at the credit or distinction level in relevant fields from a recognized institution; and a bridge course for students who have done their secondary education outside Uganda. The bridging courses must have been accredited by the NCHE.

2.1.3 Student Assessment Criteria

Student assessment plays a key role in curriculum implementation and internal quality assurance (Gulcin, 2021). This is in line with Nevenglosky, (2018) who said that change in any curriculum implies a change in each of these parameters. Retnawati, et al., (2016) noted that; the curriculum and its elements altered the assessment when using the constructivist approach. Portfolios or projects have begun to be used in place of product-oriented assessments, which have been replaced by process and performance-oriented evaluations (Akkaoc, 2008). Adeyemo (2015) said that; Students' academic performance at the university level is determined by their performance in course work results, test results, and end-of-semester/quarter results. According to Burungi, as cited in Rawlusyk, (2018), assessment provides institutions with useful information about the effectiveness of teaching and learner support. This concurs with the regulatory agencies such as IUCEA and NCHE confirms that; Learning and assessment is a complex process with numerous variables, aspects, and dimensions. Formative and summative assessments are frequently used in course evaluation (IUCEA Handbook for QA Volume 3, 2010 and NCHE Framework, 2014).

2.1.4 Teaching and Learning Process

According to Ajibola (2016), the global success of education is determined by the quality of teaching and learning that occurs in learning environments. Panuel etal, (2014), noted that a good curriculum demonstrates that it is the human touch provided by the teacher that produces good and long-lasting results in educational institutions. This is consistent with Gudo, Olel and Oanda, (2011) who stated that universities should follow the NCHE guidelines to ensure that they have adequate and competent human resources to carry out their mandate effectively. Universities must have a human resources policy in place to guide this standard. According to NCHE Framework (2014), the maximum lecturer workload is 40 hours per week. This includes teaching, administrative duties, exam setting and marking, community service, and research, among other duties. Okioga, Onsongo, and Nyaboga, (2012) noted that inadequate staffing in higher education may affect educational quality. While Kofi (2018) said a professionally trained teacher promotes learning.

2.1.5 Monitoring, Evaluation and Supervision

Malunda, (2016), noted that Monitoring comes after Curriculum supervision and ensures that activities are completed in the quantity and quality that was planned. Classroom supervision and ongoing support for teachers are two of the most effective ways to improve and sustain instructional quality (Komakech, 2015). Curriculum supervision can thus be found in school administration, monitoring, and even inspection. According to IUCEA (2010), a university should have a structured monitoring system in place to collect information about the academic work of its students. Monitoring students' academic work entails activities carried out by the lecturer to keep track of student learning for the purposes of making instructional decisions and providing feedback to students on their academic progress (Akinnubi, 2016). This concurs with Komakech (2017), who noted that the Ministry of Education also develops issues, implements, monitors and supervises educational policies and guidelines in the country through the Directorate of Education Standards(DES) and the National Council for Higher Education.

2.2 Curriculum implementation as an aspect of External Quality Assurance Standards

According to Kasypul (2018) curriculum implementation as an aspect of external quality assurance standards is the actualization of the curriculum in learning as well as the formation of students' competence and character. Based on

the above definition, Mujanat (2020) noted that curriculum implementation is the application of ideas, concepts, and policies from the curriculum in a learning activity so that students master a specific set of competencies.

2.2.1 External Quality Assurance (EQA)

According to Nyamwesa, Magambo, and Oduor (2020), External Quality Assurance (EQA) is intended to drive the change and improvement of teaching and learning processes in Higher Education Institutions. EQA bridges the gap between universities and the government. This is in line with Stensaker (2015), who noted EQA functions as a governance instrument that governs the connection between national authorities and Higher Education Institutions. Therefore, EQA becomes a vital venue for higher education institutions to establish their EQA rules.

2.2.2 Accreditation

Pradeep, Balvinder, and Don, (2020) noted that accreditation in higher education as a collegial process based on self and peer assessment. The purpose of accreditation is to improve academic quality and public accountability. This is ongoing quality control process a powerful Quality Assurance tool used to assess the national higher education system (Bangi, 2019). Accreditation is regarded as a quality stamp, indicating that an accredited institution/program has undergone a rigorous process of external peer evaluation based on predefined standards/principles and meets the minimum requirements (Curry and Droker, 2017). The accreditation process has an impact on the quality of faculty, curriculum, and assessment of learning outcomes.

2.2.3 Benchmarking

Beck, (2014) noted that; the scope of benchmarking has expanded over time, and universities are now benchmarking in areas such as mechanisms to increase student numbers, collaborations and linkages, governance structures, contemporary programs, and the provision of quality teaching resources and facilities, among others. Haseena, Ajim and Mohammed (2015) said that; Benchmarking is used by the faculty/department to assess the quality of its program and its performance. Atwebembeire (2018), universities are expected to actively engage in research, generate new knowledge, and develop new innovations. Mande (2019) noted that there is a decline Quality Assurance standard in ACOU Universities as compared to public universities. This calls for benchmarking in curriculum implementation with other better universities in order to ensure quality Assurance standards of Anglican Church of Uganda private universities.

2.2.4 Compliance with Academic Standards Set by the Regulating Bodies

According to Benedek (2015), compliance management is a business support function that aims to reduce the risks of organizational wrong doing and legal noncompliance. Compliance management is an important approach in the highly regulated field of education. In this regard, the Anglican Church of Uganda's Private Universities must adhere to the Quality Assurance Standards established by the NCHE and the Church of Uganda Commission for Higher Education (Church of Uganda Education higher policy, 2016).

2.2.5 Policies and Procedures

According to Piela (2017), universities should have policies, procedures and guidelines in place to manage the implementation of Quality Assurance key performance indicators in order to achieve the desired results. Indicators of how much and where faculty and students should conduct quality research should be established. This is consistent with Matovu, (2019), who stated that each aspect of the university's operation should have its own set of research policies and procedures.

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 Concurrent triangulation research design employing mixed methods approach was used in this study to reduce biases or deficiencies caused by using only one method. Pearson correlation and simple regression analysis was used to determine how the Anglican Church of Uganda's involvement in Curriculum implementation contributes to the internal and external Quality Assurance Standards of Anglican Church of Ugandauniversities.

3.2 Study Population

The Anglican Church of Uganda has five universities, of which four were considered for this study. The target population comprised 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 **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:
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
Total	**610**	**610**	**529**

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 Reliability of the Research Instruments

According to Kothari (2021) reliability is the extent to which a data gathering process gives consistent results under consistent conditions. It is the extent to which an instrument measures what is supposed to measure.

3.7.1 Measurement of the Instrument Reliability

The researcher used the Cronbach Alpha coefficients to determine the instrument's reliability. 56 valid questionnaires were collected with the intention of conducting pilot research. It was concerned with the reliability of a questionnaire prepared for the completion of a PhD writing project. 168 variables were gathered on a 4-point Likert scale. According to Cronbach, an instrument's Alpha value must be between 70 and 90 for it to be considered reliable. According to Cronbach Alpha's reliability scale, any score less than 0.60 indicates unacceptably low reliability, 0.60-0.69 indicates marginally reliable results, 0.70-0.79 indicates reliable results, 0.80-0.90 indicates highly reliable results, and > 0.90 indicates very highly reliable results (Martyn and Wilson, 2019). According to the Reliability Statistics table below, the cronbach's statistics of 0.890 (89.0%) indicates that the questionnaires were highly reliable and worthy examining

Table 2: Reliability Statistics Score for the Study Results

	No of items	Scale	Cronbach's Alpha score	Cronbach's Alpha on standardized items
1. Quality Assurance Standards	59	4-point Linkert	0.910	0.923
2. Curriculum Implementation	7	4-point Linkert	0.887	0.890

The reliability statistics score for the study results indicates the internal consistency and reliability of the measures used. The Cronbach's alpha scores for each scale are provided, with scores ranging from 0.750 to 0.921. These scores suggest that the measures have high internal consistency, indicating that the items within each scale are strongly correlated. The standardised Cronbach's alpha scores further support the reliability of the measures, as they are also high, ranging from 0.753 to 0.939. Overall, these findings provide confidence in the quality assurance standards and the validity of the study results.

3.8 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

Concurrent triangulation research design employing mixed methods approach was used in this study. This means that quantitative as well as qualitative analysis methods were used.

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 questionnaires information was entered into the computer software- Statistical Package for Social Sciences (SPSS) version22. After entering the information in the variable view and verifying the accuracy in the data view, Pearson correlation and simple regression analysis was done to determine how appropriately the ACOU is involved in Curriculum Implementation and Quality Assurance Standards of her Universities.

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).

3.9.3 Translating and transcribing

The recorded data was analyzed by playing the recorded version on a multimedia player. The digital sound versions of the interviews were displayed, and the researcher had the power to start and stop by pausing. The recordings of the interview were transcribed verbatim. After transcribing all the interviews, the transcripts were checked against the recordings for a second time.

3.9.4 Identification of Themes

The coded data was sorted into arrays according to the major categories, giving special attention to the research questions. All the chunks of data that had the same labels or closely related labels were categorized.

3.9.5 Coding the data

The information gathered from the interviews and documentary analysis was used to derive these tags. Codes are labels or tags for the assignment of units of meaning and are particularly useful instruments for the purposes of data reduction (Neuman, 2011).

3.9.6 Conceptualization of Themes

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, i.e., determine the credibility of the information and whether it matched reality. Three primary forms were used in the second, qualitative, phase of the study: (1) triangulation—converging different sources of information (interview and observation); (2) member checking—getting feedback from the participants on the accuracy of the identified categories and themes; and (3) providing a rich, detailed description to convey the findings (Neuman, 2011).

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 determine how the Anglican Church of Uganda's Involvement in Curriculum Implementation contributes to Internal and External Quality Assurance Standards of her Universities. 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.

Statistical Package for Social Sciences (SPSS) version22 was used to obtain the simple regression analysis of the responses.

4.1 Internal Quality Assurance Standards

Mulenga (2020) stated that Internal Quality Assurance (IQA) activities are important in curriculum implementation because they examine students' admission and assessment criteria, monitor the teaching and learning process, evaluate, and supervise.

4.1.1 Relationship between Curriculum implementation and internal Quality Assurance

To establish the relationship the items for curriculum implementation and internal Quality assurance were computed and subjected to a statistical test called Pearson Product Moment Correlation Coefficient to determine whether there were relationships between the Anglican Church of Uganda involvement in curriculum implementation (independent variable) and internal Quality Assurance (dependent variable).

The researcher used the guide designed by Role (2016) to describe the strength of the correlation. For the absolute value of "r" the guide suggests as follows:
- Strong positive correlation (0.8 r < 1)
- Moderate positive correlation (0.3 < r < 0.8)
- Weak positive correlation (0 < r 0.3)
- Strong negative correlation (-1 < r -0.8)
- Moderate negative correlation (-0.8 < r < -0.3)
- Weak negative correlation (-0.3 r < 0)

Table 3: Correlation for Curriculum implementation and Internal QA Standards

		Internal Quality Assurance Standards	
Internal Quality Assurance Standards	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	471	
Curriculum Implementation	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.000	
	N	471	471
**. Correlation is significant at the 0.01 level (2-tailed).			

When all the items for curriculum implementation and internal Quality assurance were computed and subjected to Pearson correlation analysis to predict the relationship between Anglican Church of Uganda involvement in curriculum implementation and internal Quality Assurance standards of her universities. The significant results were determined at p-value of 0.01. Table 3 shows results obtained. The correlation coefficient between curriculum implementation and internal QA standards is 0.319, which indicates a moderate positive relationship between the two variables. The p-value of 0.000 suggests that this correlation is statistically significant at the 0.01 level, because $0.01 < 0.319$. This indicates that as the effectiveness of curriculum implementation improves, so does the adherence to internal quality assurance standards in the educational institution. This finding suggests that institutions that prioritize curriculum implementation are likely to have higher levels of adherence to internal quality assurance standards. The p-value of 0.000 suggests that this correlation is statistically significant at the 0.01 level, indicating a moderate positive correlation. This indicates that as the effectiveness of curriculum implementation improves, so does the adherence to internal quality assurance standards in the educational institution. This finding suggests that institutions that prioritize curriculum implementation are likely to have higher levels of adherence to internal quality assurance standards. This correlation provides support for the importance of effective curriculum implementation in ensuring the overall quality of education within an institution. Similarly, still, Atwebembeire (2018) emphasizes the importance of monitoring individual performance in an organization in order to assess their contribution to the achievement of organizational goals.

4.2 External Quality Assurance Standards

External Quality Assurance Standards in ACOU Institutions of higher learning involves regulating bodies to ensure that the set quality assurance standards are met and the following have been considered for this study: accreditation, benchmarking, compliance with academic standards set by the regulating bodies, policies and procedures and academic policies and procedures.

4.2.1 Relationship between Curriculum Implementation and external Quality Assurance

To establish the relationship the items for curriculum implementation and external Quality assurance were computed and subjected to a statistical test called Pearson Product Moment Correlation Coefficient to determine whether there were relationships between the Anglican Church of Uganda involvement in curriculum implementation (independent variable) and external Quality Assurance.

The significant results were determined at p-value of 0.01 level of significant. Again, the researcher used the guide designed by Role (2016) to describe the strength of the correlation. For the absolute value of "r" the guide suggests as follows:
- Strong positive correlation ($0.8 \; r < 1$)
- Moderate positive correlation ($0.3 < r < 0.8$)
- Weak positive correlation ($0 < r \; 0.3$)
- Strong negative correlation ($-1 < r \; -0.8$)
- Moderate negative correlation ($-0.8 < r < -0.3$)
- Weak negative correlation ($-0.3 \; r < 0$)

Table 4: Correlation for Curriculum implementation and external QA Standards

		External Assurance Standards	
External Assurance Standards	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	471	
Curriculum Implementation	Pearson Correlation	.517**	1
	Sig. (2-tailed)	.000	
	N	471	471
**. Correlation is significant at the 0.01 level (2-tailed).			

When the items for curriculum implementation and External Quality assurance were computed and subjected to Pearson correlation analysis to predict the relationship between Anglican Church of Uganda involvement in curriculum implementation and External Quality Assurance standards of her universities. The significant results were determined at p-value of 0.01 levels. Table 4 shows results obtained. The correlation between ACOU involvement in curriculum implementation and external QA standards is significant at the 0.01 level (2-tailed), with a Pearson correlation coefficient of 0.517. This suggests a moderate positive relationship between the two variables. The findings indicate that effective curriculum implementation is closely associated with meeting external QA standards, highlighting the importance of aligning curriculum practices with quality assurance requirements.

This correlation coefficient suggests that as curriculum implementation improves, the institution is more likely to meet external quality assurance standards. Therefore, it is crucial for educational institutions to align their curriculum practices with quality assurance requirements in order to ensure effective management and compliance with external standards. The results are in tandem with Mande (2018), who indicates that 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. Further, in relation to Gamer (2018), the reason for the Anglican Church's involvement in curriculum implementation and quality assurance of higher institutions of learning is to ensure that universities disseminate knowledge through teaching that can be utilized in another context, generate knowledge through research where new ideas are generated, and perform holistic community service (Garner, 2018). In other words, the Christian church recognises the importance of education as a means to contribute to society at large. By being actively involved in curriculum implementation and quality assurance, the Anglican Church aims to ensure that universities not only educate students but also equip them with the necessary skills and knowledge to make a positive impact in their communities. This emphasis on holistic community service reflects the church's commitment to fostering social responsibility and promoting the values of compassion and service to others.

4.2.2 Regression Analysis for Curriculum implementation and quality Assurance Standards

The regression analysis was determined in order to establish the extent to which curriculum implementation

explains quality assurance standards when both internal and external quality assurance has been combined. Tables 5, 6, and 7 explain results for model summary, Analysis of Variance (ANOVA) and coefficients of determination.

Table 5: Model Summary for Curriculum Management and Quality Assurance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480[a]	.231	.229	.29575

a. Predictors: (Constant), Curriculum Management
b. Dependent Variable: Quality Assurance

The model summary for the Curriculum Implementation and Quality Assurance Model indicates that the predictors, in this case, the constant and Curriculum Implementation, explain approximately 23.1% of the variance in Quality Assurance. This is evidenced by the R square value of .231. The adjusted R square value of .229 suggests that the model accounts for the same amount of variance when considering the number of predictors in the model. The standard error of the estimate is calculated to be 0.29575, indicating the average distance between the observed and predicted values. This suggests that the model is relatively accurate in predicting the Quality Assurance scores based on the Curriculum Implementation variable.

Table 6: ANOVA for Curriculum Implementation and Quality Assurance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.311	1	12.311	140.754	.000[b]
	Residual	41.022	469	.087		
	Total	53.333	470			

a. Dependent Variable: Quality Assurance
b. Predictors: (Constant), Curriculum Implementation

The ANOVA results indicate a significant relationship between the predictors, curriculum Implementation and quality assurance, with a p-value of .000. The regression model explains a substantial amount of the variability in quality assurance, as evidenced by the high F-value of 140.754. The remaining variability in quality assurance is captured by the residual term, which has a mean square of .087.

Table 7: Coefficients for Curriculum Implementation and Quality Assurance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.919	.035		83.059	.000
	Curriculum Management	.193	.016	.480	11.864	.000

a. Dependent Variable: Quality Assurance

The coefficient for curriculum Implementation in the quality assurance model is 0.193, indicating a positive relationship between curriculum implementation and quality assurance. The standardised coefficient (beta) of 0.480 suggests that the impact of curriculum implementation on quality assurance is substantial. The t-value of 11.864 is highly significant (p<0.001), further supporting the relationship between curriculum management and quality assurance. These findings suggest that an increase in curriculum implementation is associated with an improvement in quality assurance in the educational setting. The positive relationship indicates that effective implementation of the curriculum can positively impact the quality of assurance measures implemented. These findings, in relation to the Anglican Church of Uganda's higher education policy (2016) which calls for the establishment of a commission for higher education, which is tasked with strengthening curriculum implementation, quality assurance, and recommending Church of Uganda higher learning institutions for licensing with the NCHE, highlight the need for the commission to prioritize and invest in curriculum implementation strategies. By focusing on curriculum development, review, and implementation, the commission can ensure

that the recommended institutions meet the required quality assurance standards.

5. Conclusion and Recommendations

5.1 Conclusion

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

The Anglican Church of Uganda's involvement in curriculum implementation contributed to the internal and external quality Assurance Standards of her Universities in aspects of students' admission criteria, assessment criteria, teaching and learning process, monitoring and evaluation, accreditation, benchmarking, compliance with academic standards set by the regulating bodies, policies and procedures and academic policies and procedures.

5.2 Recommendations

The study made the following recommendations:

1. The findings revealed that the Commission for Higher Education had little impact on the ground in terms of monitoring curriculum implementation. It is recommended that the ACOU establish a Provincial Institutional and Accreditation Office, to enhance the effectiveness and efficiency of curriculum implementation and meet quality education standards.
2. The NCHE must put stringent penalties to any university that fails to adhere to established guidelines on issues related to inadequate qualified staff in private universities, admission of students who do not meet the minimum qualifications, insufficient finances, teaching unaccredited programmes, insufficient library facilitation and awarding fake degrees among others.
3. The University Managements of ACOU should adopt and implement a zero tolerance to set quality assurance standard of NHCE to meet required standards.
4. The ACOU should put in place a supportive and functional system with qualified personnel to enhance proper curriculum implementation and quality assurance.

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