



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

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Abstract: *In the context of higher education, active Church involvement in Curriculum Planning and Quality Assurance at its established institutions of higher learning is critical component in the 21st Century. The study used a mixed methods approach employing triangulation research design to obtain findings from 471 respondents from four universities; purposive and simple random sampling techniques were used during the selection of the respondents. The questionnaire, interview guide, observation check list and documentary analysis were used to collect data. The quantitative data collected was entered into the statistical package for social sciences (SPSS) version 22 for statistical treatment, while thematic analysis was done for qualitative data. The findings for the extent of ACOU's involvement in curriculum planning for human and physical resource management contribution to quality assurance standards indicated that; the correlation between ACOU involvement in human resource management and the staff recruitment criteria as an aspect of quality assurance was found to be $r = 0.508^{**}$ that showed a moderate positive correlation (p -value $0.01 < 0.508$), adequacy of qualified full-time staff was $r = 0.551^{**}$, indicating a moderate positive correlation (p -value $0.00 < 0.551$) and staff development was $r = .342^{**}$ showing a moderate positive correlation (p -value $0.01 < 0.342$), library equipment was $r = 0.447^{**}$ showed a moderate positive correlation (p -value $0.01 < 0.447$), lecture rooms equipment was $r = 0.354^{**}$ showing a moderate positive correlation (p -value $0.01 < 0.354$), Laboratory equipment was $r = 0.421^{**}$ showing a moderate positive correlation (p -value $0.01 < 0.421$). There was limited capacity building program to only university technical staff on curriculum planning for human and physical resource management. Therefore it is recommended that NCHC should develop an extended capacity building program to management of university on curriculum planning and quality assurance to include Board of trustees the proprietors who are responsible for the provision of funding, monitoring and utilization of university's physical resources especially those areas related to staff recruitment criteria, adequacy of qualified staff, staff development, equipped library, spacious lecturer rooms and equipped laboratories*

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1. Introduction

In this 21st century, where Quality Education Standards are being compromised at various academic levels, Church involvement in Curriculum planning and its impact on

Quality Assurance in Anglican Church of Uganda universities is not only critical, but also a fundamental component in ensuring that her vision and mission are implemented. Curriculum planning is the process of identifying and organizing the instructional material that is used in the course of curriculum implementation (Munajat,

2020). Bediako, (2019) noted that the planning process of curriculum implementation addresses the needs and changes required as well as the resources needed to carry out the intended actions. In the context of Africa, Anglican Church's involvement in curriculum planning and Quality Assurance can be traced back to the colonial era, when conversion required learning local languages, instructing in European languages, and changing Christian beliefs (Matasci, Miguel, and Jeronimo,2020). According to Ochwa-Echel (2016), several of the ACOU's institutions do not fulfill the NCHE's regulations and standards, as well as Uganda's Universities and Other Tertiary Institutions Act, 2001, as revised in 2003 and 2006, during curriculum and implementation. The aforementioned vices would remain and restrict university standards unless the Anglican Church intervened in curriculum planning and quality assurance at her universities. Therefore, Stakeholders should consider the availability of both human and physical resource management during curriculum preparation to achieve Quality Assurance.

1.1 Research Questions

The study was guided by the following research questions:

1. How does the Anglican Church of Uganda's involvement in curriculum planning for human resource management contribute to the following aspects of Quality Assurance of her Universities in Uganda?

- a) Staff recruitment criteria
- b) Adequacy of qualified full time staff
- c) Staff development

2. How does the Anglican Church of Uganda's involvement in curriculum planning for physical resource management contribute to the following aspects of Quality Assurance of her Universities in Uganda?

- a) Well-equipped Library
- b) Adequate and specious Lecture rooms
- c) Well-equipped Laboratories

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 and research reports.

2.1 Curriculum planning for human resource management and aspects of Quality Assurance of her Universities in Uganda.

There are several studies that have been conducted to establish the link between curriculum planning for human resource management and quality assurance of universities in Uganda. Bakwuye, (2019) conducted study on human resource management in African work organization and found that human resource and quality assurance are the key issues that should be considered during planning at all levels.

2.2 Human Resource Management

Human resource management and quality assurance are two key issues that should be considered in curriculum planning because they play a significant role in curriculum implementation (Jonyo and Jonyo, 2019). Jonyo and Jonyo noted that; Human resource management is the most important, yet most difficult, because people bring their own needs, beliefs, norms, and cultures to work. Individual differences can make or break an institution.

2.2.1 Staff Recruitment Criteria

Staff recruitment is critical in curriculum planning and quality assurance. This is because it is the staff's responsibility to assist students in developing an engaged relationship with the content through curriculum interpretation in order for them to understand the approved courses of study (Jonyo and Jonyo, 2019). Staff recruitment and selection are concerned with filling and keeping open positions in the organizational structure (Odor, Emeson, and Bakwuye, 2019). This is supported by NCHE Framework (2014), which requires that universities must have adequate and competent human resources in order to carry out its mandate hence a need to have a human resources policy in place to guide this standard.

2.2.3 Adequacy of Qualified Full Time Staff

According to Nompumelelo (2016), inadequate qualified staff, insufficient resources, and insufficient training are some of the challenges in curriculum management and implementation that necessitate early planning. The NCHE framework, 2014 includes a statutory instrument that instructs institutions on recommended training delivery ratios for various programs taught. The general staff student ratio increased from 1:21 to 1:22, remaining within acceptable levels (NCHE, 2018/2019 report). Kasozi (2019), noted that the increasing and widening higher education sector is not matched by the training and recruitment of academic staff. As a result, this calls for

Anglican Church to advocate for more adequate and qualified staff in her institutions of higher learning in order to meet quality assurance standards.

2.2.4 Staff Development

According to Savita (2022), staff development includes the provision of means for the development of individual competency in academic knowledge, research capability, teaching, administration, and community service. However, Matovu (2017) and Aliyo & Kabir (2014), found that the preparation, training, and upgrading of staff both academic and administrative are generally not given particular attention. According to NCHE's Frame Work (2014), it is a requirement for all academic staff to have PhDs. Therefore, academic staff such as assistant lecturers and teaching assistants is categorized as "staff on training," and there must be evidence to show that they are pursuing further studies.

2.3 Curriculum planning for physical resource management and aspects of Quality Assurance of her Universities in Uganda

According to Nompumelelo (2022) Curriculum planning for Physical resource management is the primary function of management. It is the guiding instrument to select our goals and determine how to achieve them. It also lays a good ground for effective working and controlling systems.

2.3.1 Physical Resource Management

Kigwilu and Akala (2017) noted that; Physical resource management is critical and should be considered during curriculum planning and implementation to ensure quality assurance standards. This is in line with the NCHE Framework (2014), which requires that all universities operating in Uganda must provide suitable and adequate facilities to cater for the number of programs on offer and students' enrolment. The physical infrastructure referred to above include; Lecture rooms; libraries, and laboratories, working space for academic; staff, recreation facilitation space; administration office space and accommodation for students.

2.3.2 Library

An academic library is a library attached to a higher education institution that serves two complementary functions: it supports the curriculum and research of university faculty and students (Onwueme, 2016). This concurs with Bhagvanhai (2018), who noted that a library is the "heart" of a university or higher education institute. According to the NCHE's report of 2018/19, a modernized

library is required for quality education and research, as a vital resource for the exchange of ideas, and is concerned with preserving academic and research work. The report indicates that the total library space increased from 93,952 square meters in 2017–18 to 94,152 square meters in 2018–19.

2.3.3 Lecturer Rooms

The teaching space consists of lecture rooms, lecture theaters, and seminar rooms. A lecture hall (or lecture theater) is a large room used for instruction, typically at a college or university. Unlike a traditional classroom, which has a capacity of one to fifty people, lecture halls have hundreds of people. Lecture rooms are primarily intended for the delivery of educational content and information to groups, but they can also be used for interactive learning and discussion. According to the NCHE's report of 2018–19, the total lecture room space increased from 325,504 square meters in 2017–18 to 335,289 square meters in 2018–19. Space per student decreased slightly from 1.24 square meters in 2017–18 to 1.22 square meters in 2018–19. This tally with NCHE capacity indicators in the 2014 Quality Assurance framework of 1.22 square meters per student.

2.2.4 Laboratory Space

According to the NCHE's report of 2018–19, the total laboratory space decreased from 91,787 square meters in 2017–18 to 80,220 square meters in 2018–19. The space per student was 0.8 square meters for the 101,044 students enrolled in Science Programs in 2018-19, which can be improved. The NCHE encourages all higher education stakeholders, particularly the government, to continue supporting infrastructure development stakeholders at higher education institutions. Consideration may also be given to some allocation for private institutions, which account for 51% of higher education enrollment.

3. Methodology

This Section 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

The study used mixed methods approach employing triangulation research design. This type of mixed methods approach involves collecting both qualitative and quantitative data concurrently (Creswell, 2009). This approach was used in this study as a way of validating the

research through the use of a variety of methods to collect data on the same topic, which involved different types of samples as well as methods of data collection. Pearson correlation analysis and Regression analysis was used to determine how appropriately the ACOU is involved in curriculum planning for human and physical resource management and to establish the relationship between the ACOU involvement in curriculum planning and set of quality assurance standards according to research questions

3.2 Study Population

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 529 respondents who were both purposively selected and simple random sampled to participate in this study.

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 used 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 Planning and 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 planning and quality assurance discussed above. The researcher observed the following and important resources during curriculum planning: university site plan, staff room, sitting equipment, computer sets, and textbooks in university libraries, and modern administration blocks. 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 Data Gathering Procedures

The researcher obtained a recommendation letter from UEAB, 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.

3.6.1 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. 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.

3.6.2 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.

3.7 Statistical Treatment of Data

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

3.7.1 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) version 22. 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 Planning and Quality Assurance Standards of her Universities.

3.7.2 Qualitative Data Analysis

Qualitative data analysis followed three main steps: 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.

3.8 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 to what extent the Anglican Church of Uganda's involvement in Curriculum planning for human and physical resource management (independent variable) contribute to the success of Quality Assurance Standards (dependent variable). Dependent variables were divided into six categories: staff recruitment, adequacy of qualified full time staff, staff development, well-equipped library, adequate and spacious lecture rooms. These six categories have been presented separately from one another.

4.1 Human and Physical Resource Management

This section was subdivided into two parts: human resource management and physical resource management. The respondents included; Lecturers, Academic Registrars, Faculty Deans, Diocesan Education Coordinators, senior staff from NCHE and Provincial Directorate Staff who were asked to rate their levels of agreement or disagreement with statements. Human resource management items were treated exclusively from physical resource management, i.e. each category was presented in separate tables at the Pearson correlation level clearly showing the specific correlations to quality assurance. At the end of it all, simple regression analysis was performed to show the contribution of ACOU in human resource management and physical resource management combined, for regression results, the statistically significant results were determined at 99%

4.1. 1 Human Resource Management and Quality Assurance

Human resource management in universities refers to the strategic and operational management of the people who work in various roles within the institution (Okiooga, 2012). To determine relationship, the items for human resource management and 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 involvements in curriculum planning for human resource management (independent variable) and staff recruitment criteria, adequacy of qualified fulltime staff

and staff development (dependent variable) as an aspect of quality assurance standards. The statistically significant results were determined at 99% confidence interval and 0.01 at significant level. 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:

- a. Strong positive correlation ($0.8 < r < 1$)
- b. Moderate positive correlation ($0.3 < r < 0.8$)
- c. Weak positive correlation ($0 < r < 0.3$)
- d. Strong negative correlation ($-1 < r < -0.8$)
- e. Moderate negative correlation ($-0.8 < r < -0.3$)
- f. Weak negative correlation ($-0.3 < r < 0$)

Table 1: Correlation for Human Resource Management and Quality assurance

		Quality Assurance	1	2	3
Staff recruitment Criteria	Pearson Correlation	.508**	1		
	Sig. (2-tailed)	.000			
	N	471	471		
Adequacy of Qualified fulltime staff	Pearson Correlation	.551**	.669**	1	
	Sig. (2-tailed)	.000	.000		
	N	471	471	471	
Staff Development	Pearson Correlation	.342**	.454**	.357**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	471	471	471	471

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between human resource management and the staff recruitment criteria as an aspect of quality assurance was found to be $r = 0.508^{**}$ that showed a moderate positive correlation. From the analysis, the relationship between human resource management and staff recruitment criteria as an aspect of quality assurance is not by chance because the p -value = $0.01 < 0.508$. The Sig .000 further support the significance of this relationship between human resource management and the staff recruitment criteria as an aspect of quality assurance. This shows that the presence of staff recruiting criteria has a moderate correlation with the educational institution's overall quality assurance. Furthermore, the statistically significant correlations suggest that these relationships add to the validity of the findings. According to the NCHE Framework (2014), in order to effectively carry out its mandate, a university must ensure that it has adequate and competent human resources. Universities must have a human resources policy in place to guide this standard. This is due to the fact that the policy specifies the guidelines for the staff recruitment procedures required for

curriculum management and implementation (Awiti, 2016).

The findings from Interviews with the chairperson Board of trustees of university “B” said:

"..... the ACOU is only consulted during the recruitment of top administrators such as the vice chancellor and deputy vice chancellor; the rest of the staff are recruited by the university's appointment and recruitment board, which serves on behalf of the Church and is overseen by the university council."

The correlation between human resource management and adequacy of qualified full-time staff as an aspect of quality assurance was found to be $r = 0.551^{**}$, indicating a moderate positive correlation. The analysis found a significant relationship between human resource management and qualified full-time staff as an aspect of quality assurance (p -value $0.00 < 0.551$). The Sig .000 further support the significance of this relationship between human resource management and adequate

qualified full-time staff as an aspect of quality assurance. Relatedly, Kasozi (2019) noted that the increasing and widening higher education sector is not matched by the training and recruitment of academic staff. There is a lack of qualified staff to run academic programs in Uganda. In both the private and public sectors, there are an inadequate number of trained academics. Kasozi found that in 2011, in Uganda those who had PhDs constituted only 11%, those with Master's 42%, and those with Bachelor's 34% (NCHE 2011); and according to NCHE's 2015/2016 report on the state of higher education and training in Uganda, those with PhDs increased to 12.4%, those with Master's also increased to 43.2%, and those with Bachelor's also increased to 44.2%.

The findings are supported by interviews from university "C" where the deputy vice chancellor said that:

Due to financial constraints, the university does not have adequate full-time staff as needed by the NCHE. However, the institution has hired part-time qualified teaching personnel that are not paid as much as full-time employees.

4.2 Physical resource Management

Kigwilu and Akala (2017) noted that physical resource management is critical and should be considered during curriculum planning and implementation to ensure quality assurance standards.

4.2.1 Physical resource Management and Quality Assurance

Kigwilu and Akala (2017) noted that physical resource management is critical and should be considered during curriculum planning and implementation to ensure quality assurance standards. To determine how appropriately the Anglican Church of Uganda involvement in curriculum planning for physical resource management (independent variable) relates with library equipment, lecture rooms equipment and laboratory equipment (dependent variable) as an aspect of quality assurance standards. The items for

The correlation between human resource management and staff development as an aspect of quality assurance, was found to be $r = .342^{**}$ showed a moderate positive correlation. From the analysis, the relationship between human resource management and staff development as an aspect of quality assurance is not by chance $p\text{-value } 0.01 < 0.342$. This means that there is a moderate positive significant relationship between ACOU involvement in curriculum planning for human resource management and the staff development as an aspect of quality assurance. This implies the ACOU is moderately involved in staff development of her employees in Anglican Church of Uganda Universities. The Sig .000 further support the significance of this relationship between human resource management and staff development as an aspect of quality assurance. This concurs with Matovu (2017) and Aliyo & Kabir (2014) found that the preparation, training, and upgrading of staff, both academic and administrative, are generally not given particular attention.

It has been noted that the increasing and widening higher education sector is not matched by the training and recruitment of academic staff. There is a lack of qualified staff to run academic programs in Uganda. In both the private and public sectors, there is an inadequate number of trained academics (Kasozi, 2019).

physical resource management and Quality assurance were computed and subjected to a statistical test called Pearson Product Moment Correlation Coefficient to predict the relationship between the Anglican Church of Uganda involvements in curriculum planning for physical resource management (independent variable) and library equipment, lecture rooms equipment and laboratory equipment (dependent variable) as an aspect of quality assurance standards of her universities. The statistically significant results were determined at 99% confidence interval and at 0.01 respectively at significant level. 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:

- a. Strong positive correlation ($0.8 < r < 1$)
- b. Moderate positive correlation ($0.3 < r < 0.8$)
- c. Weak positive correlation ($0 < r < 0.3$)
- d. Strong negative correlation ($-1 < r < -0.8$)
- e. Moderate negative correlation ($-0.8 < r < -0.3$)
- f. Weak negative correlation ($-0.3 < r < 0$)

Table 2: Correlations for Physical resource Management and Quality Assurance

		Quality Assurance	1	2	3
Quality Assurance	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	471			
Library Equipment	Pearson Correlation	.447**	1		
	Sig. (2-tailed)	.000			
	N	471	471		
Lecture Rooms Equipment	Pearson Correlation	.354**	.520**	1	
	Sig. (2-tailed)	.000	.000		
	N	471	471	471	
Laboratory Equipment	Pearson Correlation	.421**	.439**	.540**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	471	471	471	471

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between curriculum planning for physical resource management and library equipment as an aspect of quality assurance standards was found to be $r = 0.447^{**}$ this showed a moderate positive correlation. From the analysis, the relationship between the Anglican Church of Uganda involvement in curriculum planning for physical resource management and library equipment as an aspect of quality assurance is not by chance because the p -value $0.01 < 0.447$. This means that there is a moderate positive significant relationship between the ACOU involvement in provision and monitoring the availability of library equipment and quality assurance. The Sig .000 further support the significance of this relationship between physical resource management and library equipment as an aspect of quality assurance.

Uganda in 2018/19, a modernized library is required for quality education and research, is a vital resource for the exchange of ideas, and is concerned with preserving academic and research work.

The findings from interviews indicated that church involvement in curriculum planning for physical resource management is seen during the provision of land, funding and monitoring physical infrastructure development.

The Chairperson Board of trustees Diocese 2 of the university "C" noted that:

"As a diocese, we are involved in curriculum planning for physical resource management by providing land for the construction of physical

infrastructures such as libraries with high-quality library equipment in accordance with NCHE and CHE norms. However, we agree that we are not active in supervising the use of library equipment, and this has created a gap that is producing problems between the church and the NCHE for some universities.

The response from interviews are supported by the NCHE's report on higher education delivery and institutions on the state of higher education and training in Uganda in 2018/19, a modernized library is required for quality education and research, is a vital resource for the exchange of ideas, and is concerned with preserving academic and research work, and that higher institutions of learning must provide adequate and appropriate physical spaces to meet the curriculum's teaching requirements, and the following standards must be met: The size of a library must be adequate, according to NCHE framework (2014), university facilities must not be located in environments that could be harmful to students' well-being, such as factories, near quarries, or dump sites; located in environments that can distract learning, such as near bars and nightclubs, among others; or located in environments that are noisy and thus impair learning, such as airports, bus stops, and market places.

The correlation between curriculum planning for physical resource management and lecture rooms equipment as an aspect of quality assurance standards was found to be $r = 0.354^{**}$ this showed a moderate positive correlation. From

the analysis, the relationship between the Anglican Church of Uganda involvement in curriculum planning for physical resource management and lecture rooms equipment as an aspect of quality assurance standards the p -value $0.01 < 0.354$. Sig .000 further support the significance of this relationship between physical resource management and lecture rooms equipment as an aspect of quality assurance.

During interviews the Director Quality Assurance University “B” said that:

“..... the ACOU is involved in curriculum planning for physical resource management through provision of land where the lecture room’s structures are constructed. With the equipment required it is left for the university technical staff under the supervision of the university council that serves on behalf of the Church.

The correlation between curriculum planning for physical resource management and Laboratory equipment as aspect of quality assurance was found to be $r = 0.421^{**}$ that showed a moderate positive correlation. From the analysis, the relationship

between Laboratory equipment and quality assurance p -value $0.01 < 0.421$, The Sig .000 further support the significance of this relationship between physical resource management and Laboratory equipment as an aspect of quality assurance. By implication, the presence and quality of equipment in laboratories are positively correlated with the overall quality assurance of the educational institution. Whereas NCHE's report on higher education delivery and institutions on the state of higher education and training in Uganda in 2018/19, a modernized laboratory is required for quality education.

4.2.2 Regression analysis for Curriculum Planning and Quality Assurance of ACOU Universities

Simple regression analysis was used determine how appropriately ACOU involvement in curriculum planning explains quality assurance standards when both internal and external quality assurance has been combined. Tables 3-5 explain results for model summary, Analysis of Variance (ANOVA) and coefficients of determination.

Table 3: Model summary for Curriculum planning and Quality Assurance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593 ^a	.351	.350	.27160

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

When the simple regression analysis was done to determine how appropriately ACOU involvement in curriculum planning explains quality assurance standards when both internal and external quality assurance has been combined. It was found that $R^2 = .351$, therefore, the model summary indicates that the predictor variable, curriculum planning, approximately predicts 35.1% of the variance in the dependent variable, quality assurance. This implies that 64.9 % is counted for by other factors. The adjusted R square value of .350 suggests that the

predictor variable is a good fit for the model this is because the findings indicate a strong relationship between the predictor variable and the response. The standard error of the estimate is 0.27160, indicating the average distance between the observed and predicted values of quality assurance. This implies that the measurement was accurately applied as made by the regression model because the standard error tells us that the average data point falls 0.27160 units from the regression line.

Table 4: ANOVA for Curriculum planning and Quality Assurance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.737	1	18.737	254.015	.000 ^b
	Residual	34.596	469	.074		
	Total	53.333	470			

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

When ANOVA was used to determine how the ACOU involvement in curriculum planning explains quality assurance standards when both internal and external quality assurance has been combined. The ANOVA results indicate that no statistically significant difference was found between ACOU involvement curriculum planning and quality assurance because $F = 254.015$ which is greater than the sig value of .000 it means that there was greater variance among the respondents. Therefore, the null hypothesis which states that there is no significant

difference between ACOU involvement in curriculum planning and quality assurance was rejected. The regression model accounted for a significant amount of variance in the quality assurance scores, as evidenced by the large mean square value (18.737). The residual mean square value (0.074) suggests that the model has a good fit to the data, with minimal unexplained variability.

Table 5: Coefficients for Curriculum planning and Quality Assurance

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.888	.090		21.054	.000
	Curriculum planning	.422	.026	.593	15.938	.000

a. Dependent Variable: Quality Assurance

When the items for human and physical resource management and 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 involvements in curriculum planning and quality assurance standards. The significant results were determined at p-value of 0.01. The coefficient for curriculum planning in the quality assurance model is 0.593, indicating a positive and significant relationship between ACOU involvement in curriculum planning and quality assurance. This suggests that effective curriculum planning plays a crucial role in ensuring high-quality assurance practices. The t-value of 15.938 and the p-value of 0.000 further support the significance of this relationship. In reference to B, the standardized coefficient for curriculum planning is 0.422, indicating that for every one unit increase in curriculum planning; there is a 0.422 unit increase in quality assurance. This further reinforces the positive and significant relationship between these two

variables. In related studies, according to the NCHE Framework (2014), all universities operating in Uganda must provide suitable and adequate facilities to cater for the number of programs on offer and students' enrolment.

5. Conclusion and Recommendations

5.1 Conclusions

In conclusion, the Anglican Church of Uganda's involvement in Curriculum planning for human and physical resource management contributed to the success of the Quality Assurance Standards as indicated by the variances in staff recruitment, staff development, well-equipped library, adequate and specious lecturer rooms and laboratory equipment.

5.2 Recommendations

The study recommends the following;

1. There was limited capacity building program to only university technical staff on curriculum planning for human and physical resource management. Therefore it is recommended that NCHE should develop an extended capacity building program to management of university on curriculum planning to include Board of trustees the proprietors who are responsible for the provision of funding, monitoring and utilization of university's physical resources
2. There was an inadequate resource to support investment. Therefore, it is recommended that the board of trustees should allocate appropriate resources to support investments such as faculty recruitment and retention, student support services, technological infrastructure, and research and development activities.
3. There was inadequate routine monitoring and support supervision to higher Institutions of learning. Therefore, it is recommended that the Province of the ACOU should empower and support the provincial directorate of Education and Commission for higher education to conduct routine monitoring and support supervision of her Universities of higher learning.
4. There was inadequate reporting by the university council about curriculum planning to the provincial directorate of education. It is recommended that the university council should provide annual reports about the running of the university in regards to Curriculum Planning and Quality Assurance to the Provincial Directorate of Education.

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