An evaluation of staff participation in quality assurance implementation in institutions of higher learning in Uganda

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Internship report

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Declaration

I Moses Muhindo Kibalirwandi, declare that this Dissertation is my original work and that it has not been presented by any person to any other University for the award of a Doctoral Degree.

Signature

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Abstract

University Staff participation in Quality Assurance implementation is highly desired for higher education quality enhancement. Quality assurance policy has greatly been emphasized in higher education institutions for two major purposes; accountability and enhancement of quality improvement.[1,2] Participation of a group (employees or staff) depends on the level of morale they feel as being supported by the institution. The research was guided by the four objectives;

  I. To establish meaning of quality assurance (QA) as understood by university staff members in Uganda.

 II. To established specific steps taken in implementing QA in selected Universities.

III. To identify activity level in which staff is committed to ensure quality assurance implementation in selected universities.

IV. To establish the level of staff participation in QA implementation at department and institutional level.

The descriptive survey design with both quantitative and qualitative methods was used since the nature of literature, title of study required lived experience of participants. Rapid assessment evaluation model (RAEM) was opted for rather than randomization because of funds and time of evaluation. Literature was reviewed and a questionnaire was developed with help of expert panel and checklist was developed basing on existing literature and researchers experience. The questionnaire aimed at both policy formulation and implementation cycles since implementation is a continuous process of the formulation cycle. The checklist provided an opportunity to evaluate implementation to be low, moderate or high in institution of higher learning in Uganda. Research finding proved that quality assurance policy implementation is continuous process of the policy formulation cycle not an end in itself. Spearman correlations was used to establish the relationship between means of staff participation in policy implementation and Quality assurance policy implementation. Statistics provided that r=0.685, p<0.001, at 0.5 level of significance was observed. Means staff participation accounts for 68.5% for QA policy implementation and std.error was 0.39132 signifying that 39.13% of QA policy implementation cannot be accounted for by staff participation. Other stakeholders in education can contribute the missing 39.13% of implementation. Quality Assurance policy compliance was observed medium level at 66.7% and policy awareness was acknowledged by 90.8% of participants. The policy performance was assessed through RAEM to be between 67 and 80% hence good status lessons can be taken from participating institutions.

Finally, it is recommended that Deans, Heads of Department and Staff representative from different faculties should be adopted to the committee of QAD for every university so as to pupolarize the activities of QA system.

Chapter I

Introduction

Overview

This study evaluated the staff participation in Quality Assurance (QA) implementation in institutions of Higher learning in Uganda. Quality assurance is a codification of policies that aim at improving quality education in Higher Institutions Globally. Analytic philosophers may need to critic concepts like evaluate, staff participation, quality assurance, policy implementation, and institutions of higher learning. Quality assurance has been defined as a mechanism put in place to ensure that education is of quality to serve global community. Quality is associated with productsmanaufctre from industries or factories. Manufactured products are to be sold to community so as to cause satisfaction. In education knowledge and skills are sold to learners so as to improve their potential and cause increased productivity. Excellent standard is desirable, the term quality has been in existence and salient.[3,4] This concept has been used by service industry like in medical and education with hope to improve service delivery. The researcher opted to operationalize the meaning of the above mentioned concepts in the context of quality assurance (QA) which is a global policy aiming at improving the quality of tertiary education or higher education with special emphasis on university education. The term tertiary institutions refers both to degree offering colleges and universities.[5] The term jointly refer to the post-secondary colleges and universities in Uganda. In this study, the researcher aims at evaluating staff participation in quality assurance implementation in Ugandan Universities. The staff in this document refers to majorly employees in universities who directly interact with students like teaching staff and some few non teaching staff in department /faculty offices that handle administrative work since the three core activities of the universities are teaching-learning, research and community outreach. The teaching staff plays a central role in ensuring performance of any global university.[6,7] Staff participation in quality assurance implementation is observed when teaching staff become active in decision making of how their classroom teaching experience can be felt outside classrooms through research and publication, project management of research in communities as well as community outreach service.[8] However, some institutions does not encourage fully staff participation due to leadership styles.[9–12]

Globalization has inevitably "coerced" university leadership to make adjustment and encourage benchmarking in university leadership approaches. Bottom-up leadership style is being encouraged where staff is actively participating in decision-making and policy implementation hence improving quality of education.[13] Quality is defined as a predictable degree of uniformity and dependability at affordable cost and suitable to global market. The quality of a product bears a particular design, reliability, durability and it should be suitable to satisfy consumers. The term quality assurance was imported into education system from industry or manufacturing companies. This explains why the definition of quality assurance has been a point of concern for the researchers and participants.[1,14] As practionners fail to define QA and it's measurement, management become contentious hence a need for research.[14] Management has been defined as "the organizational process that includes planning strategically, setting objectives, managing resources, deploying the human and financial asset needed to achieve objectives and monitoring and evaluating the results".[15] Management of Quality Assurance system in institution cannot be managed single handedly by top administrative/Management. Involving staff is a preriquisit for the success of quality assurance system in any university that may wish to exist for the next generation. This is why quality assurance is cutting across medical, education, and manufacturing industries towards community service and satisfication.

Quality Assurance has been defined by different authors and researchers having answer keys (significant words) such as mechanism, system, establishment, aiming, improving, quality of, provision, meeting expectation, democracy, innovation, creativity, purpose, fit, quality control, ensuring quality, ensuring standards of output, dependability and many other key words. The definition like; quality assurance is a mechanism of putting in place to guarantee that education is "fit for the purpose" referring to good education standard is significantly understood in Uganda and East Africa.[4,16] Quality Assurance is a systematic approach through which educational institutions are empowering teaching staff to manager excellent quality improvement of institutional products of graduates to serve the society. This definition brings teaching staff on board, empowering them as they get involved in decision making on matters that affect quality of university education.[17,18] Quality is a measure of excellence therefore quality assurance is a systematic process through which a comparably and competitive standard of excellence is ensured in the university.[19] Quality assurance system employees a democratic approach of leadership where team work is actively seen to be practiced by university staff as they participate in policy formulation, implementation and evaluation. Employees participation in policy formulation locally contextualizes decision making process hence majority owns the policy making process.[20] This management empowerment process engages employees to budget for implementation hence policy cycle become complete. Institution ownership can be enhanced by engaging employees in decision-making process so that issues to do with policies are jointly handle and benefits mutually shared.

The university core activities of teaching, research and community outreach are achieved by participating staff not commanded staff. Quality assurance is a joint staff initiatives to provide excellent service to meet global needs that satisfy human needs at affordable cost and sustainable. Employees should be engaged in decision-making so as to reduce strive and stricks. Ownership enhances quality of

service in institutions hence a benefit to both employees and other stakeholders.[2] Quality assurance initiatives has got both direct and indirect benefits to employees and employers. Clients to institutions may increase due to improved working environment within institution boundaries. An increase in selling has a positive return to all parties because allowances and pther incentives may be thought of as sells increase. In education system, students become the raw material, teaching-learning process remains the manufacturing process and products (goods) are the academic degrees that graduates take to the job market. This becomes challenging unless widget theory of education is explored as proposed by Peter T Flawan (Flawan, n.d). The quality of a product may determine its market value as consumers attach value. The mechanism of ensuring quality is by continuous assessment which is either done internally or externally.[3] The quality assurance and efficiency depends on teachers' professionalism. Quality of teachers work depends on the teacher quality education acquired during training in Institutions of higher learning and staff development programmes being facilitated at different levels by institutions of learning. Educators are surely encouraged to be responsible of quality enhancement in educational system globally.[21] The training awareness of university staff on quality assurance policy cycle will energize those employees who participate actively in ensuring quality education.

Quality assurance policy is therefore essential to all stakeholders in higher education in any country because it provides majorly accountability and quality enhancement to stakeholders.[22] This policy on quality assurance was adopted by government and institution bureaucrats following the Bologna process accord. The adopted policy became a universal policy like any other policies like Universal primary education (UPE) and Universal Secondary Education (USE). The term policy has been defined as; Policy is a law, regulation, procedure, administrative action aiming at improving community livelihood. Policy is a deliberate and careful set of rules or decision by government or institution that provides guidance for addressing selected public concerns. Organization policy is a set of rules established within an agency or organisation. Education policy has a direct influence on educationists and institutional leadership.[23,24] Bureaucracy has got a negative connotation which is different from the historical meaning as it could refer to administrative system at departments of a given institution where decision making was done by non-elected officials. It is criticized to be too complex, inefficient and inflexible. The term bureaucracy is defined as a system of managing or controlling a company or organization by a large number of officials who lead by following rules and regulations. Universities, companies and countries employ non-elected officials sometimes who are known as technocrats to perform basing on rules and regulation that portray the mission, vision of such institution. The teaching staff and top management officials are both technocrats at different level in decision making.[25] Implementing quality assurance in universities is therefore in the mandates of university employees who are technically able to ensure quality of service.

Evaluation of any policy or project aims at establishing the worthiness of the policy, drawing out lessons learnt, and recommending further improvement of the practice. Policies aim at improving quality of community livelihood within a given area. This evaluation is like any other impact evaluation to assess the worthiness of quality assurance policy in university education. The policy was adopted in Uganda from European countries who extended knowledge and skills beyond their boundaries.[26,27] Quality assurance in East Africa was evaluated by international experts (Maria Jose Lemaitre, Narciso Matos, and Ulrich Teichler) in 2011. These experts identified keys issues worthy appreciated for staff and administration to share or review and develop a culture of quality assurance at institutional level.[28] Quality Assurance has become an Educational terminology in the recent years marked from 1999 that explain and present initiatives of improving quality of education to start with tertiary education. Quality assurance is generally understood as a set of policies, procedures and practices established by an academic institution with an aim of providing quality education to the global community.[21] The Bologna Accord Process emphasizing Quality Assurance which was originally signed by 29 Heads of states in Europe and it is currently supported by 46 European countries. The Bologna Accord Process is supported by 27 European Union and 19 Non-European Union members. The Quality Assurance campaign has gone beyond boundaries of Europe.[1]

Chapter one provides an introduction to the study, beginning with the background of the study for the understanding of significance of Quality Assurance in Higher Educational Institutions in Uganda; (HEIs), statement of the problem, purpose of study, specific objectives of the study, research questions for the study, Hypotheses of the study, scope of the study, significance, and conceptual frame work.

Background to the study

The background of study is systematically arranged into historical, theoretical, conceptual, and contextual.[29] The essence of Quality Assurance campaign is for continuous self-improvement so as to produce highly skilled graduates from Universities to meet community demand in manufacturing industries and service industry.[30] The existing literature review written about Bologna and Inter- University Council of East African (IUCEA) show that there is universities compliance on quality assurance implementation.[31] The gap in literature staff participation level in quality assurance policy implementation has not been established hence a need for research. The introduction and adaptation of Quality assurance policy in East Africa started with officers in member states government ministry of education and university Vice Chancellors. It was further reinforced by training Deputy vice Chancellors, Deans, and some lecturers so as to popularize the policy for implementation. The training was done in 2007 and 2008 in Germany and subsequent training and workshops were conducted to introduce the policy. Quality Assurance organisational structures applied in East African universities, especially in Uganda aims at establishing a comparable regional excellent higher education fit to meet societal demand. The major purpose of tertiary education is to provide avenues

for learners to develop their skills and knowledge that will improve community livelihood through quality product provision as university education is expected to provide human resource that is capable of improving economies.[19]

This study seeks to sample and document the current level of academic staff participation in the implementation process of Quality assurance policy in Universities and employees policy implementation compliance. This will help in increasing basic knowledge of the quality assurance policy and eventually QA culture development process that will be shared by teaching staff of different Universities. Culture includes knowledge, belief, art, law, morals, customs, language and other capabilities. Culture takes time to develop and it is owned by members of institutions and communities. Culture may not only be associated with ethnicity but beyond boundaries of ethnicity, countries, and regions. Teaching as a profession has ethics and norms hence these define the culture of teachers and quality assurance is the aim of modern educators. Quality Assurance policy implementation may cause a paradigm shift in quality education provision in universities if employees are engaged in decision-making . When talking of paradigm shift, the term paradigm has to be defined as a background knowledge that tells what exist, how to understand it, and how to study it. It may be known as mental map on which the world is viewed. Viewing the world will depend on the ontology, epistemology and methodology used in the study. The ontology specifies the nature of reality (subject) being studied, while epistemology presents the position of the researcher on the subject presenting how much he/ she understands the subject and what he wishes the participants and audience finally to understand. This was possible when appropriate number of methods of how the researcher go on studying practically what he believes that there is missing knowledge in this context. Staff participation in decision making often leads to more effective organization and high staff morale which is the essence of quality assurance policy in universities.[6,32-34]

The reality of quality assurance policy being studied is not rigid as it is shaped by social, political, economic, and ethical in respect to gender variations.[6] Education should train learners to; learning to be, learning to do, learning to learn and learning to live together.[35] Citizenship education promotes global mobility of both lecturers and students to provide service and sell service to consumers. Quality of the product will attract market value hence education should be comparable and dependable so as to be attractive to get buyers globally. Universities have majorly three core activities for which there are established. This explains why quality assurance sytem cannot be separated from university ranking mechanism either in African contextual or global standards. Globalization is corcing institutions to accept both national, region and international in case were are to compete globally.[2,36] The three core activities of universities are teaching, research and community outreach which cannot be accomplished without involving teaching staff. The teaching staff and students are key stakeholders in the core activities of the university hence they have a role to play in decision-making basing on the vision, mission of

the university at different levels of administration.[3,6,32,33] The participation of staff in decision-making may contribute to institutional policy formulation, policy implementation, policy evaluation and policy termination.[17,37] Staff participation in decision making is anticipated to have benefits like boosting employees' morale of improving quality of work. This in turn increases trust between management and employees as there was participatory management of all actors.[38] However, the existing literature does not show the level of staff participation in quality assurance implementation in Universities. This creates a gap that this study would like to fill. The role of University top management is shifting from command posts to "interfaculty glue and advisers" on quality service delivery.[39] The Vice Chancellor's office commonly known as "Rectorate" or "administrative council" plays executive role to energize the formulated university policies geared at enhancing university quality service. Staff participation should also include strategies of establishing university financial autonomy. Universities are recognized to be change agents of culture as well as economic agents for development. Knowledge based economies will depend on the investment in higher education, research, innovation and modernization of education.[40] Investment requires human capital accumulation through participatory approach done by teaching staff during policy formulation at departmental level.

Historical background

Globally, Quality Assurance system in higher education has been adopted basing on industrial models aiming at continuous improvement in quality of products. Universities produce human resources (service) and develop new knowledge that enhance economic development due to skills and knowledge acquired by the learners.[14] Guidelines on Quality Assurance Policy were recommended by member states of Organization for Economic Co-operation and Development (OECD) to Universities so as to improve human resources (university graduates) considering the existing models used in Industries. United States of America, Canada, Britain, Australia, Germany, Italy, are some of the members States of OECD.[17,41] In East Africa, Quality Assurance is under the mandate of Inter-University Council of East Africa (IUCEA) working with Ministries of Education in member states.[42] Quality Assurance in Uganda is implemented basing on the National Council for Higher Education (NCHE) prepared Framework on Quality Assurance for Universities to use as guideline in.[43] It is on this basis that universities should have a policy for quality assurance that is made public and forms part of the strategic management.[17] The existing literature affirms that quality assurance models are encouraging a culture of Managerialism by administrators in Universities (Brookes & Becket, n.d). The current changes in Higher Educational Systems of different countries are firmly putting the agenda of Quality Assurance into academic programmes of study. Inevitably when talking of academic programmes one cannot fail to talk of teaching staff of an academic institution hence, Quality Assurance should not only be understood as a managerial terminology but an intergrated culture of improving inspiring individuals (anthropoanagogy)

to enhance quality culture in delivering and creating new knowledge.[1] It is accepted that involvement of top management, staff and students leads to genuine quality assurance enhancement where elements of quality assurance system are provided for by top management.

The researcher aims at documenting some recommandations, ways and procedures of how Quality Assurance Culture can be developed basing the results anticipated to be collected from the field of study. It is acknowledged that evaluation supports programme improvement, knowledge generation and accountability. Evaluation cannot be done single handedly university staff has to be involved in programme evaluation.[44,45] The internal Quality Assurance in any university is not to replace university management but to support management of mentoring and evaluating the worthiness of the programmes and service to the clients; Staff and Students. The staff and students are key stakeholders in the life of the university.[3,17,41] Quality Assurance system is promoting facilitative supervision in universities as it is in medical institutions as they meet health care clients (see Appendix 03). The facilitative approach encourages top management to provide montering, provision of constructive feedback, joint problem solving and two way communication between supervisors and those supervised.[15] While employees service is of a delegated workers by the employer, they too live as internal clients to the employer hence they need service and compensation from the employer. The quality assurance should enhance mutual benefit to both employees and employer.[2]

Theoretical background

Quality Assurance in Higher Education Institutions appears to have different connotations for University Administrators and teaching Staff. The terminology Quality Assurance (QA) is more frequently mentioned by administrators during workshops and seminars than by staff hence creating fear and panic among university staff. Cairney[46] argues that policies made at the top are often taken as routine when it comes to implementation on the bottom. Cairney associates the failure to implement policy as a whole to the low morale of the implementers and they may not cause a radicle changes in the systems because actors are not motivated. The industry quality management models have been imported from private sector into higher education systems. Institutions of Higher Learning have drawn lessons to apply in order to provide service that meets the expectations of the customers.[47]

Quality Assurance is a codification of policies that each University Staff should participate in formulation of such policies to improve Quality of Education in order to favorably compete globally. The preparation of change and development in higher education globally is an initiative of international policy makers.[48,49] The policy cycle has got around eight stages; identification of issues that affect society, policy analysis, policy instruments, consultation stage, coordination, decision, implementation,

and evaluation.[50] The quality assurance policy is adopted, analyzed according to the mission and vision of an institution, policy instruments suggested, consultation with national or government is done, coordination with other institutions and benchmarking, decision at different level within the institution, implementation by staff at different level and evaluation is continually done at institutional level as well as external evaluation. The researcher intends to examine two of the seven industrial models on quality assurance that appears to have provided lessons for quality assurance in Higher Education Institutions (HEIs): Total Quality Management (TQM), ISO 9000 model of quality management, European forum for quality management at time referred to as excellent model, balanced scorecard model, Business process modeling, Malcolm Baldrige award model and Servqual model. Balanced Scorecards and Servqual models was studied for Ugandan Quality Assurance since they establish a relationship between service providers and clients.

The researcher finds no specific Quality assurance theory much as Oyo[51] expresses System Dynamics (SD) and Action research when he explicitly explains the Dynamic Hypothesis as a theory. He labored analyzing sources of problems in Higher Education Quality Management. In real sense his contribution (SD modeling) has contributed to quality management which is a computer approach of monitoring quality management in Universities using the seven identified loops. Theories are specific, with concepts which are amendable to hypothesis testing. Therefore theories should describe, explain or predict using concepts and prepositions (Ilott et al n.d and Oyo,[51]). In the past few decades there is no specific theory made pertaining quality assurance in higher education institutions. This becomes a basis for the researcher to examine two of the current models and backtrack them in order to formulate Multi-Stakeholders' theory of quality assurance culture in Universities that will encompass the three terminologies; pedagogy, andragogy and heutagogy. The Multi-Stakeholder's theory was rooted in stakeholders' involvement (participation) in managing quality improvement in higher Education. As earlier mentioned that the key stakeholders are staff and students, funding bodies was included because in their absence staff costs loop, basic costs management loop, research performance loop would not be completed hence no objective would be achieved.[17,52,53] The process of backtrack the existing models to formulate a specific theory will require corresponding existing theories such as the System theory, complex theory that has its origin in the chaos theory which provides inter-relationship that exist in sub-systems of the same organism. The components of an organism have got a core function identified for its existence. In institutions of higher learning this can be clearly observed in the interpretation of the institution mission, vision and philosophy.[3,17,41]

Balance scorecard model (BSC)

The balance scorecard model was introduced by two Doctors: Robert S Kaplan and David P Norton in 1992

who explicitly gave details of the balanced scorecard from four perspectives: customers, financial internal business process, and learning & growth perspective.[54] This model is suitable to be adopted in Universities since it has academic background. In Uganda, this model can easily be possible since there is cost sharing in public universities and private universities where all students pay for their education. The BSC model has been used in Kenya.[3] A Balanced Scorecard (BSC) is a strategic planning and management system used to align business activities to the vision and mission statement of an organization.[55,56] Vision is the wish an organization which to achieve in future to move from the current position to adesired position. It use BSC top administrators/ managers and other employees must have knowledge of the organization vision and mission. They should be able to understand sources of income, current financial status of the institution and be able to establish expertise of their employees to be engaged in strategic planning for the future.[55]

The model encourages top managers to work with employees in decision making to formulate objectives, on change in the objectives, on the resources used to attain these objectives and on the policies to govern the acquisition, use and disposition of these resources.[55] In his argument, Kaplan[55] arguably distinguish stakeholders theory and balance scorecard interpretation of strategic planning. He defines stakeholders as individuals within and outside the organization that operations of the organization affect directly or indirectly. The stakeholders may be grouped into two;

i. Group one may have- shareholders, customers, and community members near the institution who may enjoy externalities. They may not have contributed to its establishment but they matter in this respect.

ii. Group two may include suppliers and employees. These benefit directly from the operations of the organization.

Management scholars argue that strategic planning begins with stakeholders. In this argument Kaplan[55] disagree because strategic plan is in place before arrival of employees. The vision and mission may be set in some ambiguous way but it is the work of the stakeholders during interaction to explain the vision and design "mode operandus" to set objectives to achieve it, methods to use, resources to be allocated, identify indicators of success, design measurement for success, evaluation and review. Considering the BSC model, employees and students are considered as key stakeholders in the business. Picture 2 from Kaplan[55] in the appendix pages shows managers need to balance financial matrics and operational process in the first stage of learning & growth, process perspective calls for both specialization and team work, that in this process quality goods and services are sold to customers at agreeable price at in time. The outcome become financial achievement as customers pay for service or products. This system can easily be used by directors of quality assurance in education institutions and the following would be the benefits;

i. The information would be generated by the system since it is computerized system. The report would then be presented to the high level management for discussion and execution.

ii. The interaction control system requires frequent & attention from different level of management like departments hence performance will be followed

iii. Data generated by the system will be interpreted and discus in face to face meeting with top management.

iv. The system is a catalyst for the continual challenge and debates of understanding data, assumptions and action.

Finally, Kaplan[55] presents a model much simply than System Dynamics (SD) presented by OYO.[51] The figure is presented at the Back in the appendix page as.[55]

Servqual model

SERVQUAL stands for service quality that evaluates the discrepancy between a customer's expectations for a service offered and the customer's perceptions of the service received.[57-59] The countries that have applied Servqual model are Australia, China, Germany, USA and others. Arguably this model would be of great importance in Uganda since the existing literature affirm that many researchers have indicated that education quality in Sub Saharan Countries, Uganda inclusive has not answered the need of society in producing graduates with skills to meet societal demand.[11,12,43,60,61] "If service quality is to become the cornerstone of marketing strategy, the marketer must have the means to measure it.[62] This is almost in line with Kaplan,[55] when he argues that if you can not measure what you say and express it in numbers then your knowledge of it is of trivial and unsatisfactory kind! A scale of 22 items was developed under five (5) constructs or aspects of quality service basing on the perception of customers to the service. In this scale the following were constructs; tangibles, reliability, responsiveness, assurance/ security, and empathy.The major key aspects (constructs) some had 4 and others 5 items that are to measure and establish gaps.[62] However, the reliability of the tools was not presented but its pool items reports a reliable and subsential outcome and it is recommended to be used by any other service instituton with minor alterations to fit the name and product of the organization.[62]

Some organizations in different countries have applied the tool and find its contribution in determining the relationship between expection and perception of clients to the organization. Internal clients who are the employees can use the tool to evaluate customers perception so that top managers can take decision on which decision should immediately be implemented. The researchr in this study anticipate to establish level of employees participation in quality assurance policy implementation in institutions of higher learning. The crospondency models provides affirm foundation for backtracking multi-stakeholders theory of quality assurance in service industries.

Conceptual background

The study explores concepts like evaluation, staff participation and Quality assurance implementation. Quality Assurance (QA) in the global perspective is defined as a planned and systematic activity necessary to provide adequate confidence that the product or service will meet the requirements.[16,63] Quality assurance policy implementation may be considered like any other education reform policy. Globally, education policy borrowing is emphasized to increase competitivess and quality of education.[64] However, Quality assurance policy implementation is unique since government has not fully provided funds to all implementers like in the case of Universal Primary Education (UPE) and Universal Secondary Education (USE). Policy formulation cycle requires identification of the problem, establishing policy objectives, committing resources for implemantation, encouraging skillful implementers, sourcing support from influential groups, monitoring and evaluation of policy implementation process.[17,37] Buesher[65] arguably stated that, "Governments' Ministries and UN offices themselves have often weak M&E capacities". Policy implementation refers to the process of change due to interventions being conducted. It is the transformation process of policy idea into action to alleviate the identified community problem.[66] Quality Assurance policy as it is adopted by Universities it is in implementation stage. As QA is a codification of policies as well as a system of higher education reform, it enjoys a multi-stage implementation process. At department, faculty, and institutional level other policies are formulated to energize the Quality Assurance which was adopted basing on national level. Such complex process requires an evaluator to be competent of the what and how he can proced with evaluation process.[66]

Evaluation has been defined as the systematic and objective assessment of an on-going or completed project, program, or policy and its design, implementation and results.[67] Evaluation assess progress and worthness, identify lessons and recommendations for long term planning and organization learning and provide accountability.[37] Evaluation is systematic investigation of characteristics and merits of a project, programme or process for the purpose of providing information on the effectiveness and efficiency.[68] Policy evaluation examines effective intervention, implementation and processes in order to establish merits, worthness or value in terms of improving social and economic conditions of different stakeholders. University employees especially teaching staff are key stakeholders in the implementation of quality assurance policy that influences the formulation of quality assurance system in universities targeting to cause continuous improvement of university education. High quality of university education will contribute to quality human resources that will cause high production hence reducing global poverty.[19] University teaching staff participation or involvement in decision making is a motivating factor for them to own institutional policies on quality improvement.[69] Policy cycle involves identification of problem to be addressed, suggest actors in implementing, suggest means of implementation (both human and material resources), identify monitoring process (indicators of success has to be identified before implementation), reporting or information system has to be established for a particular policy, evaluation procedure has to be planned, and review is therefore inevitable for policy implementation.[17] Teaching quality in Education is a global requirement for all universities and staff has to implement it by applying appropriate pedagogical procedures required to equip and prepare students for productive employment.[41] Universities should collaborate with other universities so as to improve students' competences in handling professional and productive service.[32,33]

The level of staff participation in quality assurance implementation is pivotal in the quality assurance system for any university in the country.[17] Staff participation has a deeper meaning than consultation because decision-making is owned by the participants.[18] Participatory management empowers others in decision making hence quality improvement in institutions.[70] The consulted team may guide, advice and help organization to achieve its objectives and individual objectives of individuals working in them (Backer, n.d). Teaching initiative aiming at improving teaching-learning process should target students or teacher and occasionally both.[71] Teaching staff participate in being innovative and improving teaching process. The question of poor performance of any institutions may be due slave-servant role played by teaching staff where enablers such computers, text books, sufficient lecture rooms with adequate light are never provided.[72] Middle managers have always played an important role in enforcing quality of work in educational institutions to help in implementing policies.[70] University staff should hold a dialectal stance that bridges between the current and desired future to improve livelihood through the provision of skillful human resource and new knowledge developed from the universities by staff and students through research. Teaching in university caters for all the three terminologies; pedagogy (education of the child), andragogy (man lead education or adult education) and heutagogy (learning horizontally from colleagues). When a teacher is paid little as salary, the teacher may ideally perform like a milking cow given little feeds and water. The production of milk increases with increased supply of feeds to the milking cow. Motivation has been likened to fuel that leads task completion. Unmotivated teaching staff can hardly comply with policy implementation in institution hence the level of compliance will be low.

Making use of the external and internal evaluation of quality assurance implementation process by department at institutional level, peer review teams and external evaluators is imperative in continuous improvement of Higher Education Institution quality assurance.[4] The motivated teaching staff will gain morale in formulating, implementing, and reviewing self-assessment reports (SAR). Quality audit and quality assessment require all institutions to establish quality assurance unit at departmental, faculty and institutional level so as to encourage participatory approach in quality assurance implementation.[4] Experience has shown that Ugandan universitieis have not established

quality assurance units at departmental, and faculty level yet there is nothing documented for this situation. Quality control under the quality assurance mechanism ensures institutional compliance step by step involving all stakeholders to participate, prescribe standards and procedures aimed at enhancing quality in service delivery.[4] How active is the quality assurance committee will depend on the workload and staff employed within the department. Teaching load, low remuneration, lack of definite policy on promotion and incentives to active staff directly lead to low performance of universities in the universitycore activities mentioned. Like any company intending to export goods, lack liquid capital to keep it in operation and pay for distant transportation across oceans hinders decision to get involved in international trade. Many universities have not engaged in research because lecturers' cannot afford winning grants and can even afford to pay publication.It has established that some lecturers lack expertise in writing and publishing articles in journals hence many of their articles are rejected in international journals.[73,74]

There are explicitly identified academic standards described to help students and staff to widen their scope of knowledge in Quality Assurance policy. The teaching staff may get involved in workshops, seminars, targeting improving pedagogical approaches to be used in lesson delivering. Internship and attachment may target students to widen knowledge scope to be productive to the society.[4,71] Improved Academic standards may greatly depend on support to the learning environment provided through technology facilities and teacher-students relations.[4,71] The activities in which staff is committed to ensure quality assurance implementation will depend on support gained from top management of the individual University as resources and skills are at the exposure of the implementers or actors in this context.[71] World –class Universities have earned income from exports, maanufucturing of new products on market, engaging in research and creating new knowledge that is bought by manufacturing companies. This explains why Russell Group of Universities have remained being ranked high in world Universities. University and other teritiary institutions have got impact on economic activities in the country as they contribute to total output, create jobs and providing major exports on international market hence earning foreign currency.[75]

Finally, Quality Assurance is an education policy which aim at increasing high quality university education globally to provide learners with knowledge and skills to increase productivity hence reducing poverty. The policy emphasizes high quality of teaching process through research and innovation.[17] Involving staff in decision-making increases policy influence other than authority of the top managers in the university hierarchy hence its impact can easily be felt than resistence of power exerted by top authorities in the system.[23] Evaluating policy implementation can provide important information about hinderances to its implementation. Therefore evaluation examines the content, analyses the policy, implementation procedure and impact of policy.

Contextual background

Mishra[63] identifies six (6) International practitioners of Quality Assurance in USA, UK, Australia, and International Network for Quality Assurance Agencies in Higher Education (INQAAHE), Asian Pacific Quality Network (APQN) and European Association of Quality Assurance in Higher Education (ENQA). The authorship time makes Mishra to omit IUCEA which became active in 2009 and African Quality Assurance Network (AfriQAN) which exist at Association of African Universities of Ghana. Many African Universities are members of the AfriQAN which is not yet strong like IUCEA. However, by 2014 only 22 out of the 54 countries on the African Continent had organized their Quality Assurance National Agencies[76] In Africa, Quality Assurance has been approached by different actors as African Union (AU) is in support to improve high quality education system through initiatives to encourage intra-regional cooperation among African countries and other world region. Association of African Universities (AAU) established in 1967 with its headquarters in Rabat capital city of Morocco, the Association for the Development of Education in Africa (ADEA) established in 1988 established by World Bank sometime it was known "Donors to African Education" and the African Network for the Internationalization of Education (ANIE) established in 2008 With its headquarters in Moi University Eldorate. All these organizations aim at improving access to high quality education in Universities and increasing mobility within Universities of Africa and other regions.

In East Africa, Inter University Council of East Africa (IUCEA) became active in implementing Quality Assurance Education Policy reforms in 2009 much as ratification of protocol was signed in 2002. The Quality Assurance reforms were enacted in Act 2009 hence a new education policy.[3] In Uganda National Council for Higher Education (NCHE) was established by an act of parliament in 2001. This act is referred to as "The University and Other Tertiary Institution Act 2001". Quality Assurance is therefore a department of National Council for Higher Education (NCHE). National Council for Higher Education published the first quality assurance Frame Work in 2006 to Ugandan Universities and in March 2011 it further published a QA framework for University and Licensing process.[78] There is an existing need for researchers to exploring the Quality assurance implementation process in universities. The impact evaluation results may be used to create a culture of continuous improvement in service delivery and knowledge development. Quality Assurance culture will develop among staff if many related policies are developed and implemented by the staff at grass-root level of policy communities. The role of top management will be energizing formulated policies by executive power to enforce the proposed policy in the university basing on the mission, vision and university philosophy.[3,4,43] In the process the influence of formulated policies will be exerted and felt by many in the policy community.

Interestingly it is noted with concern that policy

implementation is poor in developing countries. There is poor implementation of existing policies and plans in Uganda.[78] How true, it may be that Quality Assurance which is also government policy on universities and other tertiary institutions reform strategy to improve the quality of university education is being implemented well is the concern of the researcher in this study. The existing literature shows that other policies are not well implemented globally.[79,80] Uganda has got more than 51 universities both private and public that have emerged in the recent years within the time when quality assurance policy is enacted to be implemented with guideline prepared by National Council for Higher Education (NCHE), as the current situation each university is supposed to have established Directorates of Quality Assurance.[81]

Statement of the problem

Despite the strong innovation put forward in member states of East Africa where Inter-University Council for East Africa (IUCEA) has been created and a road map for quality assurance implementation is in place. The existing literature show that University Staff/Employees still panic when they hear of the term Quality Assurance. This panic is observed when resistance to Quality Assurance policy implementation is noticed among some Staff, Students and Management or senior administrators due lack of knowledge about the quality assurance policy, funding, heavy teaching and administrative workload, quick turn over among student and teaching staff, slow progress in establishing institutional quality assurance policies and units in universities.[42] Quality Assurance policy implementation is expected to address concrete concerns of university core activities in which teaching staff participation is inevitably needed since they are key stakeholders. Quality assurance implementation is ideally achieved when quality teaching is observed in an instituions. Understanding the implementation processes of Quality assurance policy may help in developing Quality Assurance system which in turn will usher in quality assurance culture among university employees/Staff hence policy compliance. Teaching staff participating in decision-making or policy issues have increased morale in implementing the formulated policies as they feel supported by the institution management.[6] Employees involvement or participating in quality assurance policy formulation and implementation process is a sign of compliance.[18] However, ENQA[41] and Kielstra[81] concurs as they identify challenges in implementing organizational policies by policy communities. Policies are globally poorly implemented. Quality Assurance being a codification of policies, University Staff should be reminded of how policies are, formulated, implemented, evaluated and terminated.[17] National Policies are politically energized during the formulation process to solve identified problems within the community.[23] Therefore policy has both executive power and authority, and its implementation is mandatory to benefit general public. Policy may face resistence during implementation due to exerted power and authority of the top management in hierarchy of administration.[23,39] In universities, policy formulation should be in line with institution mission, vision and philosophy hence they too have executive authority and power to be implemented in that context.[3]

In educational institutions, institutional policies should take a proper or systematic policy cycle that allows implementation to use bottom-up approach in order to involve staff who should actively participate in formulation, implementation and evaluation. However, Managerialist approach can be drastically taken by management to please customers who are good partners for the existence of the institution.[6,7,82] This is identified to have been the case for Uganda as detailed in chapter four of this document. The possibility of reconcelling the process is to expediate the process of empowering quality assurance directorate (QAD) in institutions of higher learning. For the success of quality assurance policy, teaching and non teaching staff have to be engaged in decision-making which will help staff to implement policies formulated at institutional and broad level of policy management. Policy can only succeed when employees decide to comply to policy issues.[83] Morale gained during staff participation in decision making becomes a boost in improving performance, quality of service, and gaining confidence in management hence staff compliance in QA policy implementation and creating quality assurance culture in higher education. The process of quality assurance policy adaptation was by politicians and bureaucrats due to the nature of the policy since it originated from international level to national level. Its adaptation process has been followed well basing on policy cycle.[42,84,85] It is conventionally accepted that education institutions are not businesses institutions to serve customers hence staff should identify problems, formulate policies that aim at answering or solving the existing problems in the community. University teaching staff should suggest policy instruments, consult stakeholders, coordinate policy communities, discuss openly the policy at different levels, implement the policy, monitor and evaluate the policy.[46] When staff adopts the above mentioned cycle into practice for any quality assurance policy at departmental and institutional level, a culture will have been developed for continuous improvement of quality service to the global community. The policy makers can easily talk of compliance after ascertaining that staff participation in quality assurance policy implementation is high or appreciated. Compliance will finally be the outcome for staff participation in policy implementation in universities.[13,18,83]

Purpose of the study

Generally this research aimed at evaluating the staff participation in Quality Assurance implementation in Ugandan Universities. The study results have been used in documenting the level of policy compliance and participation in individual research communities. The institutional quality assurance policy compliance have been identified following the checklist used in this study and staff participation in policy formulation and implementation shows that Quality assurance Directorates have been gradually established without coarsion in Uganda. A self-administered questionnaire was used to establish employees (teaching

staff) opinion on policy formulation and implementation since implementation is not an end in itself but a continuation of policy formulation cycle. The constructed questionnaire used during the study provided a confirmatory test for the observation checklist made during the study.

Specific objectives of the study

This study was guided by the following specific objectives:

a. To establish meaning of Quality Assurance (QA) as understood by university staff members in Uganda.

b. To establish specific steps taken in implementing quality assurance in selected Ugandan Universities.

c. To identify activity level in which staff is committed to ensure quality assurance implementation in selected Ugandan universities.

d. To establish the level of staff participation in quality assurance implementation at departmental level of selected universities.

Research questions for the study

For this study to be a success, a number of research questions originating from the question how is quality assurance policy implemented in Universities? These simple guiding questions are below:

a. How do Staff members understand by the concept Quality Assurance in this University?

b. What is the level of staff participation in quality assurance implementation at departmental and Institutional level of selected universities?

Hypotheses of the study

In this study, the researcher based his study on the premise that policy implementation in Uganda like another country listed among developing countries is poorly done hence there is a gap between policy formulation and policy implementation due to lack of sufficient knowledge about policy cycles. The researcher stated a null hypothesises as; H_o:

a. There is no significant relationship between staff involvement and quality assurance implementation in institutions of higher learning both public and private universities at departmental, faculty and institutional level of selected universities.

b. There is no significance relationship between level staff participation (involvement) and quality assurance policy Implementation in institutions of Higher learning in Uganda.

Scope of the study

The scope of this study is considering time scope, geographic scope, population scope, and the content scope.

Time scope

This study was carried out in Ugandan Universities that

have served more than 10years. These universities were selected with assumption that they were established before 2005. The researcher anticipates that these Universities have established committees on quality Assurance and have designed bulletins of their accredited programs of study offered. The researcher analyzed some of the quality assurance reports of the recent past five (5) years (2012-2016). The researcher further looked at institutional quality assurance policy and related policies established in the the recent five years.

Geographical scope

The study was conducted from some universities in Central and Western Region of Uganda which has universities that have lived more than ten years. These universities have been in operation before 2005 and by the time this study started in August 2014 most of the universities had finished ten years in operation.

Population scope

The University Staff members were studied since some few administrators and teaching staff were previous trained in quality assurance.[31,42] The researcher enrolled employees whose offices were well established on campus for purposes follow-up to retrieve the questionnaire and allocate human participant for further interaction.

Content scope

The researcher greatly studied the level of staff participation in quality assurance policy implementation. The level of staff participation in implementing quality assurance poicy was established starting from individual employee's personal understanding of the term quality assurance, examining employee's personal views and definitions of quality assurance, identify steps taken in the implementation of quality assurance in Ugandan Universities, and examining how best staff makes use of the internal and external evaluation review reports at departmental and institutional level of the universities. Finally the researcher had to establish activities in which teaching staff was committed to share with students and community during teaching-learning process, research and outreach programme at community involvement and practicum.

Justification of the study

The following established facts about quality assurance policy implementation in universities became motivating reasons for this study to be conducted in Uganda. This study was passionately taken basing on the experience of the researcher and existing literature on quality assurance that proved how quality assurance is a policy of the government aiming at improving quality of tertiary institutions (higher education) hence it has executive power to be implemented yet policy implementation cycle in developing countries have been identified as an area for research.[86,87] There is need to share knowledge on Quality assurance policy because it is new and it is classified under "policy transfers" which policy was adapted from Europe to other parts of the World.[1] Steps taken for adaptation was to identify key

actors and these were politicians and bureaucrats in the Ministry and Universities.[88] This background creates a gap for research to be conducted involving university staff as key implementers of the QA policy. For effectiveness of a policy, a neuro-cognitive perspective needs to be enhanced in the policy implementers.[89] Learning requires stimuli to cause mental impressions that influence change. Change in human mental and behavioral structures can be modified as a result of exposure to conditions that precipitate change. They can occur both behavioral and in changes in the neuroanatomical of the brain.[90] The authors argue that neuroplasticity is available in all human beings hence learning can take place at any age and change will be observed.

Information based policy making strategy is estimated expensive hence policy communities may not understand how to implement the policy unless more effort is engaged in provision of literature on the subject and interaction among practitioners otherwise policy implementation may be challenging. Policy makers and policy implementers should be knowledgeable on policy cycle.[91] It is argued that policy implementation is a continuation process of policy formulation. The implementation should be monitored and evaluated to establish worthiness, identify Lessons and get recommendations for the future success of the policy. Policy implementation is not an end in itself but a process of continual policy cycle so it is imperative to be evaluated in order to have evidence of its worthiness, draw lesson and recommend future improvement. The existing literature review provided by IU CEA, NCHE and other international authors, shows that quality assurance system is a new policy that needs all stakeholders to embrace so as to improve quality and remove disparities in Universities especially in East African Higher Education System. This evaluation will help to win confidence among the stakeholders and compete favorably in global market since many teaching staff will have participated in this evaluation as human participants. The participants in this research will have a privilege of following particular procedures in evaluating a policy in a University.[7,82,92]

The existing literature review still indicate that Teaching staff in tertiary institutions as well as secondary schools are of low morale because they are not participating in institutional decision making which seem opposite of the aims on which quality assurance policy was introduced. The core activities of the university being teaching-learning process, research which is done or supervised by teaching staff and the third being community outreach jointly done by staff and students, teaching staff is indispensable in quality assurance implementation hence should be involved in this study as human participants so as they get involved more in quality assurance.[3,9,11,93] Staff participation in decision-making have been found to have a number of management benefits such as boosting staff morale, improving implementation of decisions, and improving quality of service to the organization clients.[6,7,82] This experience sounds good to be incorporated in higher education institutional management. Evaluation of staff participation in quality assurance implementation was done through

questionnaire, observation basing on checklist provided at the end of this thesis, documentary analysis of departmental quality assurance annual reports, and information on university websites. The review of some reports helped the researcher to evaluate staff participation in institutional decision making. Evaluation of staff participation is an impact assessment to establish relevance, efficiency, effectiveness and impact of the policy in this context. This evaluation has provided a number of recommendations and lessons learnt from each of the six universities that others may copy and adopt as shown in chapter four and five of this report. The checklist interpretation of the codes used in this sudy were adopted from available roadmaps in East African universities.[3] The self-assessment tool in the road mark provides the best knowledge and skills for evaluation hence continuous improvement in service delivery to both employees and students who are key stakeholders.

Finally, quality assurance policy requires practitioners to join hands in removing disparities in higher education quality assurance implementation within East Africa and Globally. The East Africa Quality Assurance Network (EAQAN) was established in 2011 to help practitioners of Quality Assurance to collaborate in forming appropriate education and training programme.[3,92] Individual members can join the network or benefit directly from institutional membership as each university is expected to subscribe to this network and seminars, workshops and conferences are annually organized in member states on rotational basis.

Significance of the study

1. This study is undertaken with hope that its results may be used by scholars undertaking management and policy in educational institutions.

2. The results of this study may help policy implementers in higher education to review General and Specific procedures of evaluating quality assurance related policy of individual institutions of higher learning in Uganda.

3. The results of the study may help University Staff to get actively involved in Quality Assurance System and to acknowledge how Quality assurance is a codification of Educational policies focusing on institutions of higher learning that requires all practitioners to get involved in quality management of the institutions at all levels of administration.

4. The results of the study may help in giving feedback to University administrators because it will communicate findings, lessons learnt and share recommendations. The findings have been documented, disseminated through simple article published in academic journals to address specific objectives and administrative issues about quality assurance. The articles published from this study will continually be send to quality assurance practitioners whose email address were obtained during data collection. The researcher has enrolled on research gate search engine and obtained orcid number 0000-0002-7769-339X which can be accessed by any person

interested in information on quality assurance. The published articles as sent to quality assurance offices of individual universities where human participants were involved in the study, the same articles are send to research gate for open access.

5. The result of this study may help National and International funders to direct funds in further research and policy implementation & monitoring process basing on recommendations suggested by other researchers on issues within developing countries. Research in most African universities end at recommendation level without investing in projects that esteem from research. In this study the researcher suggests purchase of plagiarism check profiles and membership to journals like medcrave online.com so as to increase volumes of research publication, and industry income. Further details are found in chapter five of this study.

6. The results of this study will provide a new learning experience to stakeholders and anew mindset of creating a culture of quality assurance among university staff. This quality assurance culture will help staff to be innovative in planning, implementing and evaluating

any policy that affect the general public. For instance means of improving research and publication has been suggested in chapter five, criteria of web ranking to identify the best performing or classic university has been shared in chapter five as an emerging issue during data collection. Also good practices from participating universities have been shared in chapter five.

7. Finally; this study is intended to serve a multiple purpose in benchmarking of National policies, awareness rising among Universities. The researcher has also identified best performing universities that participating university can benchmark and emulate lokking at its web site, programmes and staff lists. As mentioned by a participant whose annual gross salary appeared as outler in a sense that it was not determined by a Ugandan university since he was a post doc student serving informed that it is not the high salary that motivates an employee but the success he/ she registers at work and in life. Factor motivating employees were idendified in chapter four for university administration to observe and examine for purpose of motivation.

Conceptual framework

Independent Variable Dependent Variable

Quality assurance implementation	Staff participation (employees' compliance)
-Staff knowledge of Quality assurance	Particpatory policy formulation and implementation at departmental and institonal level will increase in compliant universities
-Steps in implementation of Quality Assurance	Documentation and sharing of procedures/ policies formulated for reference and reproof to correct errors.
-Activity level in which staff are committed to Quality Assurance	The three core activities are highly performed by enthusiastic employees; quality teaching, research and community outreach
-Level of staff participation in Quality Assurance	Output in terms of quality teaching, research volumes,

Conceptual framework explanation

Conceptual framework presents variables: independent, dependent and extraneous variables. In this proposal the researcher did not immediately identified the extraneous variables for purpose of simplest of the conceptual framework.[94,95] The independent variables are the cause for staff participation in this study. There are in existence in

many universities. They existence and can be manipulated to cause change in the effect variables which have been grouped as dependent variables. The dependent variables can change immediately at alteration or manipulation of a cause variable within the framework hence dependent variable may be known as output variables in this context.[96–98] The researcher may investigate through

manipulating the cause variable to determine the level of effect since dependent variables depend on the existing causes. The level of staff participation in this context is dependent on the existing state of causes identified in this conceptual framework.[96] Staff participation is equally understood as level of staff involvement in activities that reveal level of compliance in Quality Assurance implementation.[13,18,83] Staff knowledge of Quality Assurance policy is a cognitative/ kownledge that influences change of attitude in improving knowledge and skills to provide quality service in institutions of higher learning. Learning is all about change of attitude and improving quality of life for the beneficiaries of the process.[18] Employees involvement is possible when employees understand organizational goals and appreciate to be associated with its achievements.[83] Steps in implementation of quality assurance depends on

acceptability of employees empowernment which is given by appointment or contracts, agreement signed between the employer and employees. Empowerment ensure security of employe that provides/ invests authority into an employee appointed to execute and implement the aims and objectives of the institution.[6] Job security and other related benefit which is mutually accepted between the employee and employer. This strengthens trust and confidence among employees.[18] Staff / employees level of participation is evident in implementation of QA policy that emphasize employees' participation orinvolvemnt in decision-making.[17,18] Facilitative supervision curriculum provides basic knowledge to top institutional management in working with employees so as to continuously improve quality of service delivery. The curriculum explains principles, roles, responsibilities and processes of facilitative supervision.[15]

Chapter II

Review of related literature

Introduction: This chapter presents related literature on quality assurance considering the variables identified in the conceptual framework in chapter one. Quantitative and qualitative research uses related literature review so as to analyze what previous researchers have already redefined. This helps the researcher to find out gaps that may need further investigation.

Quality assurance definitions by different authors

Quality Assurance is defined as, the planned and systematic actions deemed necessary to provide adequate confidence that a product or service will satisfy given requirements for quality. The management of implementation is monitored by a national agency which ensures that quality is maintained in Higher Education Institutions. These agencies use mechanisms such as; accreditation, and quality audit.[83] The above definition tends to place quality assurance as top down approach of policy implementation. The Finnish Council for Higher Education defines Quality Assurance as procedures, processes and systems used by Higher Education Institutions to manage and improve the quality of their education and other activities.[17] Quality audit is an independent external process for evaluating Quality assurance System.[99] This definition brings in two complementary systems of policy implementation practices. At faculty or departmental level policy implementation is monitored by institutional staff and at institutional level policy evaluation done by external evaluators to ensure compliance. Okwakol (n.d) defines Quality Assurance as the means by which an institution confirms to itself and others that conditions are in place for it to achieve standards it has set. However, the author argues that the terminology is broad (multi-dimensional) which no undisputed definition can be given. In this definition Okwokol points out an idea of benchmarking and inter-Institutional cooperation. He further points out on resource allocation for implementation process. Resources allocation refers to both skilled staff and material resources which include equipment and funds to facilitate the process.

The definition of Quality assurance by IUCEA as adopted from NCHE says, "Quality Assurance is a mechanism put in place to guarantee that the education is fit for purpose; that is to say, education is good".[3] This definition may be understood that Universities are policy communities in this matter of Quality Assurance policy implementation. Therefore universities are obliged to have a policy for Quality assurance that is made public and forms parts of their strategic management.[17] Policies can be understood as political, management, finance and administrative mechanism arranged to reach explicit goal.[17,37,100] Therefore, Quality Assurance is a codification of policies aiming at globalizing and improving quality of higher Education. It is important for universities to formulate other related policies to give support in implementation. Strategic policies, monitoring policies, implementation policies have to be formulated by staff at Institutional level. The staff and students are key stakeholders in the formulation and implementation of the quality assurance policies. Education policies should be seen as dialectic process in which all stakeholders get involved in shaping its development. "Policy development is therefore both continuous and a contested process in which those with competing values and differential access to power seek to form and shape policy in their own interest".[101] This argument is supported by NCHE[81] every Institutions of higher learning are supposed to establish quality assurance policy basing on their mission, vision and philosophy. Quality Assurance (QA) is like any other education reform policies such as Universal Primary education (UPE), Universal Secondary Education (USE) these policies originate from grass-root level and they were adopted International then implemented by different Countries at different times. For example Universal Education Declaration was made by United Nations (UN) in 1948 and was adopted and implemented in Uganda in 1997.[102,103] It is acceptable that quality assurance is a system used in Higher Educational Institutions (HEIs) so as to trigger continuous improvement of quality in education provided to students. It is therefore both policy and a system in universities.[3,104,105]

Steps in implementing quality assurance in institutions

Policy implementation is defined as all those actions by public or private person or group directed at achievement of objectives an organization set forth in prior policy decision.[17,48,49] Policy implementation is possible if well communicated to the implementers (Sabatier & Mazmanian, n.d). Implementation can take the following approaches; Top-down/ rational approach, Bottom –up approach, and Managerialist approach-this is where institution management takes decision as to satisfy customers. Quality Assurance is such a policy that is being implemented by the universities as it was formulated by Ministers from European countries to be adopted in Universities. The same guidelines have been transferred and adopted beyond boundaries of Europe by policy exporters such as Germany to East Africa. UNESCO and OECD have blessed the policy and it is cherished by different actors across nations.[1,48,84,85,100] The Inter-University Council of East Africa (IUCEA), German Academic Exchange promoters international Academic (DAAD) and The German Rectors Conference (HRK) joined hands together in drawing the road map for which universities would implement Quality assurance policy in forming Dialogue on Innovative Higher Education Strategies (DIES). DIES becomes a process of adaptation of the Quality Assurance policy in East Africa. It has been seen wise for member states in East Africa to monitor implementation basing on diverse historical systems

of education where Kenya uses 8:4:4, while Uganda and Tanzania use 7:4:2:3.[28]

The training for Quality Assurance took administrators who are old and may have now retired from service. Many professors are nearing retirement (30-40%), some assistant lecturers who are given scholarships to go for further studies outside Africa, out of 100%, it is estimated that 35% fail to return back to the countries of origin. It is agreed that many of human resources left Africa between 1960-1985 due political instability, low remuneration and medieval era management styles found in many African universities cause low morale staff.[106] The recent researchers from Makerere University and Mbarara University of Science and Technology (MUST) have expressed the low morale lecturers in the country and little has been addressed to create lucrative salaries to the staff hence it can be concluded that policy makers do not serious take the researches conducted in developing countries.[9,10,108] This has not only been education system but also in other industry products like milling industries that process human food like maize flour produced with a lot of metallic contiments of heavy metals due to wearing out of hummers and plates used in fabricated milling machines. The Inter-University Council for East Africa identifies thirteen (13) checklist points on which Universities should followed to ensure quality Assurance implementation process. These include; policy procedure for Internal Quality Assurance, a monitoring system, periodic review of the core activities done by the university, quality assurance of the students assessment, QA of the teaching staff, QA of the facilities, QA of students support, internal audit, information system, public information, a University quality Assurance handbook, and Analysis model for;

   i. Monitoring instruments

   ii. Evaluation instruments

   iii. Specific Quality Assurance processes

   iv. Specific instruments for Quality Assurance Implementation.

   v. However, internal Quality Assurance system fails due to the following as identified by IUCEA (2010);

   vi. Lack of Quality assurance awareness

   vii. Resistance against innovations

   viii. Resistance of staff because they feel threatened

   ix. There is no enough knowledge available in the university.

The above, authority shows that quality assurance is still lacking enough literature hence a need to research and document the findings. The question of bureaucracy raised may be explored as Brue & McConnell[107] argue that Bureaucracy in government institutions tend to cause ineffectiveness while private institution have clear goal-profit strategy which contribute to quality improvement as employees work with hope to benefit from achievement in terms of incentives, rewards and promotion. It is believed that salary for some managers is tied to profit via profits sharing plans, bonuses, and stock options. This condition seem to be absent with government institutions hence there is little improvement since efficiency makes no contribution in terms of individual benefit. The equity theory seems not applicable in public institutions.

Activity level in which staff is committed to participation in community outreach

Staff participation is defined as the involvement of employees in decision making for the organization. The act of taking part or getting involved in the activity. In this context, teaching staff taking part in decision making of improving quality of education. There is adequate literature on benefit of employees' participation in decision making. Employees' participation increases morale, quality service and high performance.[7,13,83] Quality Assurance policy being both a process and product of improving the quality of higher education, it requires motivated implementers within its policy communities. The main objective of improving quality of higher education is economic empowerment to the graduate. The challenge remains to low morale staff due to low remunerations with heavy workload. University Quality Assurance policy is expected to clarify purpose, methods and intended outcomes at different level of implementation. Secondly the policy should provide indicators of management success in quality assurance policy at institutional level and department level. The initiatives are done by individual university in partnership with National Council for Higher Education.This will certainly cause a paradigm shift in university management to be participatory involving many stakeholders to the benefit of employees, customers, and global community.[4,49] Several studies, FQHE,[108] Manfred and Konstantin[69] and Henard and Roseveare[32] conclude that the ultimate goal of quality teaching is to improve quality of learning experience of the student and community involvement. IUCEA,[3] assert that quality assurance appear to be complex, the key stakeholders are clearly mentioned byUllah and Rahman (n.d) that staff and students are important in implementation of quality assurance policy. Inputs are both students at admission and staff at recruitment level who equaly participate in quality assurance policy compliance as they adhere to the procedures of university and policies that defines its mission and vision.[13]

Process is the learning environment created majorly by the teaching staff through pedagogical, andragogy, and heutagogy approaches used and the raw materials become the students in this process.[53,109,110] The outputs are the different skills and knowledge exhibited by graduates where the society becomes the client in this situation. However society provides the students in appreciation to the achievements expressed by alumni of the institution. The above provides continuity of service delivery by the institution (Ullah &Rahman, n.d). The best example is the Inter-Campus connection in USA where about 6 million students from American Universities are linked to work with the community in order to enhance civic engagement that

connects economic outreach and democratic education. Wittman and Crews[111] gives a description of community engagement as, "the collaboration between institutions of higher education and their larger communities that may range from local community, regional, national and global". This is, for the purpose of mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. The Community outreach made by universities is another way of advertisement hence a means of continuity in the service industry. There should be a link between universities and communities around Globally. There is a need for Universities in Africa to work and benchmark Universities in USA and Europe. This is arguably supported as Ying Ying as he argue that Universites that do not invest in employee development may not enjoy the wide range of expertise skills and knowledge.

The core activities of Universities are; teaching-learning, research and community services.[3] The university administration is responsible for allocating resources to facilitate core activities. The university should develop instruments used in evaluating the system (core activities); learning-teaching, research, and community services. This should not be limited to the students' evaluation but include the external stakeholders. Research findings done by teachers or students should be disseminated to the public so as to share knew development in knowledge.[3,112] University teaching staff is vanguard in implementing policies formulated at different institutional levels in any modern University. Policy implementation in this case means, "The study of change, how change occurs and how it may be induced" it represents the conscience conversion of policy plans into reality".

Level of staff participation in quality assurance

Lemaitre et al[113] assert that by 1990 the Latin American countries (Mexico, Costa Rica, Argentina, Colombia and Chile) had organized themselves for quality improvement of higher education. They joined hands with Spain and established Ibero-America Network for Quality Assurance in Higher Education (RIACES). The quality assurance system in Universities is influenced by the decision of staff participation in quality assurance.[114] Quality Assurance practitioners cannot talk about quality assurance without referring to evaluation of the process in providing quality service to the client of higher education. Staff has to participate in quality assurance through research and provide open education resources to be used by learners through internet connection on campus. In the case of Uganda, lecturers may not be contributing much due to low staff morale caused by low remuneration and poor management of staff in the universities.[11,12,87] USA Navy[115] advises that for institution or organisation to be known as Knowledge centric organisation (KCO) it must possess a metric system which depends on mathematical computations to explain performance. Metric System helps in capturing internal performance of the project where it assesses the health of the project. For any University to be ranked among KCO universities there should be constant comparing of benchmarks which has to be reviewed in order to see compliance of individual institutions by both internal and external evaluators.[116] However, Okebukola,[105] argues that there is harmonized tertiary education in Africa due to varying mission and manadates of institutions. Therefore African quality rating mechanism (AQRM) has been instituted to cause harmony and improve quality of universities and other tertiary institutions.[36,105,117]

The demand for quality education in any University is embedded in quality management programs collectively initiated by the administrators and staff.[14] The Bologna process is to enhance a paradigm shift in societal demand on University service improvement and becoming global competitors in provision of quality service to the global community. However, many of the present quality assurance models have been observed to be encouraging Managerialism culture in institutions of higher learning than models in quality management of teaching and learning process.[14] The system Dynamics and Action Research modeling may better be applicable to academic improvement because it involves stakeholders' involvement in modeling the system for better results.[51] In East Africa, Kenya has been identified among countries that are using International Standard for Generic quality assurance, (ISO) model and SWOT Analysis is being used by other countries. The SWOT analysis is a basic feature of Business Process Modeling (BPM). The challenge to insist that ISO is applicable to Higher education is that ISO qualifies a product to be of value which is not the case in Universities because universities widgets are not tangible items. The programmes offered by the university and Recruitment procedure may be evaluated under International Standard for Generic quality assurance.[3] The main objective is to set up the necessary resources to control and improve the output achieved through the recruitment, training and skill development.

The Balanced Score Card (BSC) is using four measurement perspectives: internal process, financial control management, costumers' retention, and learning community cultural transformation. This model can easily be adopted in most Ugandan and Tanzanian Universities. The backtracking of these mentioned models can raise multi-stakeholders theory that was cherished by many educators to apply in response to the global demand on quality education system that provides desirable human resources for the development and reduction of poverty. The Inter-University Council of East African road map shows a combination of many of these models.[3] Nkunya,[42] Lemaitre et al[31] and ENQA[41] show that Universities have adopted Bologna accord process of 1999. In East Africa, 43 universities have signed partnership to improve education quality.[3] Education Quality is defined using considerably consensus term definitions: efficiency, effectiveness, equity and quality. Efficiency in this case will refer to competence while effectiveness means producing results and equity meaning fairness, treating others with respect which brings quality of work in an institution. Byrene, Jotgense and Lovulkola,[1] explicitly assert that four concepts are pivoted

on the educators in higher education; accountability, quality enhancement, the aim of creating quality culture and engaging management by staff and students. However, the staff was not categorized as teaching staff, non-teaching staff and administrators like Vice chancellor, Deans, and heads of departments. Staff in this respect of Quality assurance would mean all those persons creating a good environment for teaching learners in the university. They may still be regarded as "educators". Educators in this respect refer to all individuals in an academic institution that participate in creating conducive environment for learners to acquire learning experience.[118]

The European Higher Education Institutions (EHEIs) have shifted from the old governance styles of the medieval error which style of leadership was applied to the employees at work in the past, before introduction of Quality Assurance.[41] The hierarchical and bureaucratic governance used in Ugandan Universities has been marked defective where top-down leadership hierarchy nature of instructions without consulting staff on major changes has not yielded positive fruits.[4,9] If staff (employees) would be consulted and involved in institutional governance, research & publication, engage in other related quality assurance good practices through benchmarking from classic universities following international standards then Ugandan Universities would qualify as they meet criteria required in web ranking of global universities.[119] The introduction of quality Assurance system in Uganda has caused a paradigm shift in customers' involvement in administrative matters of different universities as students, teaching staff, and non-teaching staff have got representatives on administrative committees of universities.[43] This study may help participants to review their commitment to champion in quality teaching, research, creating knowledge, storing knowledge, reviewing knowledge and sharing knowledge with the community during outreach in which projects and research may add to the existing knowledge industries.

The paradigm is a background knowledge or concept of the existing phenomena that is studied for understanding. How is the phenomena studied to establishing facts and practically how do people view or what world view do people possess about the concept or policy?[6] These rhetorical questions require an understanding of the concept at a broad view basing on ontological, epistemological and methodological view point. The nature of reality (ontology) will require a researcher to establish what is in the current literature, while epistemology will require his personal judgment and belief on the subject and methodology will require a number of methods employed in the study to establish the truth of the subject. The paradigm shift is inevitable since expansion in higher education is rapidly increasing globally in this millennium. In 1960 Africa had only 6 universities as compared to the 350 universities in Africa by 2008. Uganda by 2005 had 22 universities which have now got orientation into quality assurance system of management. The number of public universities has increased to 7 as compared to 1987 where only one university was in Uganda. Private universities have increased to about 27 in 2011 making a

total of 33 universities in Uganda.[43,120] In 2018 the number is exceedingly increasing 51 university and other tertiary institutions coming to 148 colleges and vocational institutes. Staff participation in decision-making at different level is inevitable since the work is getting complex due to identified core activities of each university and tertiary institutions.

Making use of external and internal report on quality assurance in universities

External and internal quality assurance reports are supposed to help staff in self-assessment and improvement in quality of service. The question of how many external and internal quality assurance evaluations a university has got should match with another question of how many faculty review meetings have been conducted in response to the evaluation reports to cause improvement. Lastly programme assessment to evaluate the worthiness if such programme is required for global competitiveness. Employees involvement in quality assurance has both direct and indirect benefits to both individual and institutions.[13] The quality of education come as a result of indirect benefits that are dependent on direct benefits to both institution and employees.[8] There is a need of negiotiation between employees and institutions. Employees of Nkumba university have a kind of negiotiation hence progress is observed.[121] The purpose of evening and weekend programme was to increase students enrollment and supplement staff salaries. Evaluation reports on quality assurance system in universities is a process of checking or examining what goes on in an institution to ensure that there is institutional compliance with quality assurance procedures, integrity, standards and outcomes is emphasized.[43] It can be supplemented by benchmaking.

Internal quality evaluation is done by internal stakeholders within the university who are the teaching staff, non-teaching staff and students. Internal audit is not only to assess but to plan for quality assurance enhancement which involves reviewing, strategizing, and implementation of the strategies.[14,122] However, internal quality assurance may fail due to lack of knowledge, conflict of interest, and low morale due to incentives to the evaluator. It can still fail if the policy did not clearly identify critical implementation steps. A number of questions must be in mind; is policy implementation in accordance with the required plan of policy implementation? what inputs and resources are needed for policy implementation? Were these inputs and resources provided? All these become challenges to internal policy evaluation.[3] Evaluation is systematic and objective assessment of an on-going project or completed project, policy, programme and its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives development efficiency, effectiveness, impact and sustainability.[123] External Evaluation involves assessment by peers of quality assurance of teaching and learning through the scrutiny of institutional documentation, students work, direct observation, interviewing key stakeholders as well as reference to performance indicators.[4,14,19]

Funding of higher education is a baseline for ensuring

increase and accessibility of higher education by increasing population in Europe. The ambition goal of achieving 40% university graduates as compared to previous 02% graduates in Europe was possible if meaningful teaching– learning experience is best it can possibly be through quality research and practical methods of teaching using enablers like technology that makes learning participatory.[122] However, when it comes to African countries with small economies it becomes challenging even to sustain National agency on Quality Assurance hence peer-reviewing when it comes to accreditation is needed.[19] However, standard incentives have not been determined in private universities for fear that PhD holders demand high pay as compared to government universities yet they claim to be providing quality education. In this respect, most private university rely on part-time PhD holders from public universities who at times do not research and present papers on behalf of private universities. It is therefore not easy for private universities to be ranked among research institutions globally.[124]

Hanard and Roseveare,[32] assert that a number of factors have brought teaching to the forefront of higher education policies. Education is no longer only assessed by internal systems of the universities rather it is assessed by all stakeholders especially community members. A tertiary institution is only as good as the quality of its teaching staff-they are the heart of the institution that produce its graduates desirable to transform community into productive hence reducing poverty. Global universities engage in research and community outreach so that research products can be shared with the community who are the key consumers of goods and service produced by the institutions. The community members and National policy makers desire the contribution of the academia. The quality of research will depend on the quality of staff.[19] NCHE,[81] Beckets and Brookes[14] concur as they argue that, institutions should be assessed by peers in order to establish the quality of teaching and learning through scrutiny of documentation and students work; "it is health for peers' audit to work as external evaluators".

Cognitive/knowledge of employees

Perception is described as a cognitive process which makes individuals to makes sense of stimuli and give meaning to their environment. Peoples actions and behaviour in organizations and in communities depends on how much they understand their positions, environment and how they perceive circumstances.[12] Quality Assurance (QA) as Education policy has not been introduced without resistence from university administrators, lecturers and students.[42,113] The yard stick for evaluating this knowledge and policy compliance by employees is examine the extend at which reports have been made to NCHE office annual by institutions especially on research and publication, staff development strategy implementation, annual reports on internal and external evaluation.[4] Quality Assurance is a new educational policy aiming at transforming higher education sytem to make more competitive, more

meaningful to give satisfaction to global communities so as to get improved quality of human resources as graduate become more innovative and productive.[106] The African Institutions of Higher Education are encouraged to embrace collaborations with Universities from the Norther Hemisphere so as to improve Quality of Higher Education in Africa. South African Universities have been identified as competitive Global Universities because of research and collaboration.[106] The annual reports are expected to highlight on achievements in the direction of the key results and estimate percentagement achievement in these thirteen (13) key results identified in this rolling strategic plan.[31] For instance key items number (vii & xii), " vii.The leadership and management capacity of member universities is key result. Xii).While internationalization of Higher Education and Research in East Africa is key result".

The employees in top management offices are also party of the staff expected to comply with quality assurance policy implementation in Uganda. Teaching staff (lecturers) improvement and involvement is the only way to improve outcomes and students acceptabilty of change in skill and knowledge revolution to be more scientific and innovative in providing new knowledge and development. There is a link between teachers quality and students outcome.[64] It should be noted that employees are first clients to the employer whose position is advanced to be delegated representatives of the employer through negotiation so as to provide services to exernalcliennts.[15]

Acceptibility of empowerment and value attachment to quality assurance

Interpretation and value attached to any concept involves perception of stakeholders. Perception is psychological capacity that is held by an individual which is cognitive in nature. Perception depends on the stimuli subjected to an organism or individual. When individuals are confronted with situations, interpretation of a stimuli or a situation may make such an individual to attach value as being meaningful or useless.[125] Perception is related to attitudes. Perception is concerned with how people perceive and interpret a concept or another individuals'behaviour.[12] Perception affects observation, action, and reflection thinking of an individual.[12] In this case, how is quality assurance policy perceived by the staff is a matter of concern for management and authorities at different level of administration. The introduction and implementation of Quality Assurance Policy in East Africa has not come without resistance from teaching staff, students and administrators.[3,88] Literature review has identified some causes for resistance to Quality Assurance policy implementation as inadequate funding, heavy teaching and administrative workload, quick turnover among students and staff, slow progress in establishing of quality assurance policies at institutional level and in units of Universities.[88] Quality assurance policy is one of the most articulated education reform policies in global education system that stresses continual improvement of quality in Universities. University Staff is expected to participate in decision making where further institution

policies are formulated and implemented.[126] The History of Quality Assurance have been considered to have been in Africa since 1827 as institutions like Fourah Bay College in Sierra Leone was established in 1827, followed by Liberia college in 1852, University of Cape Town in 1829, Makerere University in 1922, University of Ghana, Legon in 1948, University college of Addis Ababa in 1951, University of Darker in 1957. These institutions were affiliated to European Institutions for the purpose of maintaining quality of education.[126] High quality of education in institutions was a responsibility of faculty and administrative bodies.[126]

While many Educationists have presented their personal views and asserting that Quality assurance can be traced back in 1827, it wasn't a global policy as the Quality Assurance Policy whose formulation history is rooted in OECD, Bologna Process Accord. The formal education system in Africa was introduced by missionaries who followed colonialists.[127] The concept of quality assurance may not be equated to the quality of education during missionaries. Elite universities were following the historical university leadership as described by Mwesigye[9] to have been the medival era of autocratic leadership style.[128,129] Makerere University Quality Assurance Policy was established after a baseline survey appointed in 2005 by the Vice Chancellor. This baseline survey revealed limitations of the quality control applied in the University by then hence a new Quality Assurance policy was enacted in the Quality Assurance Policy Framework.[112] Fourah Bay College established in 1827 with its Quality Control as it got affiliated to Durham University in England.[126] Fourah College adopted its quality assurance global policy in 2001 as the government adopted the Global policy.[130] Quality Assurance Policy is adopted globally by Universities basing on their mission, vision and in partnership with National Council for Higher Education for the case of Uganda.[4] On the African Continent, many other organizations have been established such as International Education Association of South Africa (IEASA), the African Network for the Internationalization of Education (ANIE)and the Association for the Development of Education in Africa (ADEA), Association of African Universities (AAU) and IUCEA for East Africa.[6]

The above mentioned organizations supplement the efforts of quality Assurance policy so as to achieve high in University Education. Association of African University (AAU) whose headquarter is in Accra, Ghana. It was established in 1967 in Rabat, Morocco on 12th November, 1967 with help of the United Nations Educational Scientific and Cultural Organization (UNESCO). Previously, ADEA was known as "Donors to African Education" it was established by the World Bank initiatives in 1988 and it has its headquarters in Tunis at the African Development Bank (AfDB) since 2008. Moi University hosts ANIE since its establishment in 2008. ANIE has its mission as to develop and strengthen capacity for research, advocacy and professional development in the international dimension of high education to meet the needs of individuals, institutions and organizations in Africa. However, most researcher have presented their findings showing that top management in

many universities have used the term Quality Assurance as "catch fish" with significant meaning in the implementation. It is believed that contemporary university administration takes employees as the most valuable asset since students will need them in class and outside lecture rooms. This type of management has been referred to as Talent Pool Management.[131] The essence of Quality Assurance Policy is to improve quality of Education in Universities by involving staff in decision making. The personal views of staff, students and administrators without critical analysis of literature on Quality Assurance policy may be considered the cause of resistance to the institutional compliance to Quality Assurance policy in institutions of higher learning. Quality assurance is a global policy aiming at equipping or empowering staff in decision making of improving quality of education in a participatory way of team spirit. Staff members have better knowledge and experience of quality assurance in higher education institutions.[3,88,132]

Negotiation on involvement of employees (decision-making process) and benefits

The quality of a University is as good as the quality of its staff.[126] The broad factors influencing university quality range from vision and goals, quality of its staff, infrastructure, governance and international relationship. The vision and goals is embedded in their philosophical stand point especially denominational institutions, private universities by business people or groups and government or public institutions. The process of decision making provides morale to staff because policy formulation ofideas and implementation is owned.[6] Staff participation often leads to more effective organization and high morale of staff as opposed to what has been identified as administrative bureaucracy caused by rigid hierarchy practiced by many university administrators.[6,9] Employees negotiation power with the decision-maker is a precondition for the effectiveness of any internal quality assurance process at any level of institutional development.[133] Staff participation in decision making requires full knowledge of procedures of policy formulation by individual staff or their representatives. Employees'participation refers to giving employees or their representatives the opportunity to actively participate or collaborate in matters pertaining in organization management where employees are directly affected.[133,134] The structure of University Senates in Uganda appear not to be a representative of staff yet it is a decision making board for academics (staff), students and administrators hence university policies are not democratically formulated in Universities. Ideally a Senate is defined as the largest governing board on a University campus comprising of faculty, staff, students and Administrators to participate in shared governance.[135]

In South Africa, It has been noted with concern that employers do not involve employees in decision making especially in matters that concerns them.[134] In Uganda, it is not exceptional with universities where teaching staff is not well represented hence strikes and poor quality of service has been provided. In institutions where teaching and

non-teaching staff feel charted, strikes and demonstration became an option since there is no avenue for whistle blowers. Strikes like what is happening in Makerere University may be related to policy implementation and practice in management hence pulling the quality of service down in terms of service delivery to the clients.[136] The senate is supposed to have deans of schools, and representatives elected from departments and campuses.[135] Viewing, and scanning through administrative structures of different Universities, university administrative structures is more than dual structure where university Council and University Senates are not dominant hence staff representation is not effective. The sub committees of Senate, sub committees of University council are sometimes rendered reluctant due to overlapping role of other administrative committees.[112,133,137] The structure of Senate and University council is jointly supported by Quality Assurance University Committee.[112] Employees' participation should not only be seen as a way of negotiatingabout salary/wage increment but rather a s away of identifying possible ways of improving quality and competitiveness in the organization in order to meet global market and increase revenue.[134] It has been identified that teaching staff contributes much to the quality of service in University.[126] Morale is defined as how positive an individual feel loved and supported during his active participation in production in a given organization.[6] Morale and motivation may be used to give deep explanation when explaining the concept of participation. The motivation gained energizes the worker to get morale in performing his/her task.

Policy implementation greatly depends on policy process formulation where indicators of policy performance are followed by actors.[134] Quality Assurance policies or system requires all practitioners to be democratic and practitioners of teamwork.[3,138] Employees' involvement (participation) is not a model but a practice among employers and employees to agree and engage themselves in team work so as to increase productivity within the organization.[13] University leadership should jointly share information on quality improvement since it is worthy mentioned for knowledge community organization.

University core activities as performed by staff

It has been identified that most organizations in Africa express high interest in performance management where employees and employers are interested in considering customers utility and benefits.[138] The balance score card model has been of great importance to the growth of organizations that are willing to compete globally. In countries like Kenya, Burkina Faso, South Africa and others have adopted this model.[3,138] The core activities in Universities require teaching staff and students as raw materials in the process. The staff and students at recruitment are taken as raw material and production stage they are considered as customers hence they are key stakeholders in University progress.[3,51] The teaching staff and students perform a role of marketers to the public which 'directly influence the financial position of the institution.

Policy formulation, implementation plan and evaluation

Professional Learning Communities (PLCs) are crucial in the development and growth of any Higher Institution of Learning (HIE) because innovative leaders are discovering new ways of developing capacities of employees (teaching staff) in providing quality education that is competitive to suit the global demand for productive community that answer the society needs.[13] Harnessing employee potential and integrating it into business strategic planning and aligning employees interest with organizational policy and practices greatly improve quality of service and high returns to the organization.[13,83] The Universities and other tertiary Institutions Act 2001, Act No7 of 2001 established National Council for Higher Education (NCHE) which has a department of Quality Assurance that overseer Quality Assurance Committees in Universities and other Tertiary Institutions in Uganda which is a recent development in Higher Education Institutional Management System aiming at improving quality of education to meet global standards.[43,84,132] However, some hinderances to policy implementation are clearly mentioned at National level to be unclear or ambitious policy goals, political commitment, governance strucutures, centralization, resources and foreign aid.[89] The mentioned hinderances tend not to emphasize the cognitive capability of implementing agents in the policy communities. The issue of cognitive agents in the implementation process may not be underscored since interpretation and understanding of the policy depends on the knowledge level of the implementers. As it is believed that the greatest success or failure of organization is failure or ability of employees and employers to recognize that both have a role to play in accomplishing organizational objectives. Understanding why each part should play active role in problem solving and maintaining high quality product is necessary for achievement and service delivery.[18,89]

Pereceived service delivery and reviewing quality assurance reports process

Quality assurance in universities and other tertaiary institutions is a new concept and system most discussed and practiced consciencely or unconsciencely. Employees and employers in organizations provide service to clients/ constomers with hope to meet their satistification. It is quite challenging that at the same time employees are customers to the institutions because they need service and have got their expectations from the employer. This creates pressure to top management officers to understand that customers need customer-focus service for satistifcation (Shahin, n.d). Faculty and staff are customers to the employer, and they need customer-focused service.[40] The employees (faculty and staff) are delegated representatives of the employer they need to provide customer-focused service to the students and global community. Incentives and rewards have to be planned at different level of institutional management to create compitable institutions. "growth-compitable institutions that foster growth ,must have incentives built into them that lead people to put forth efforts

and discourage people from spending much of their time in leisure persuit". Incentives and rewards may include among others tangibles and non-tangibles like salaries and promotions in ranks, scholarships under staff development, sabbatical leave for research and further studies at collaborative institutions and many others.

Like if expectations of employees is higher than service got from the university then satisfaction is low hence performance the instituions is low. The students reading bulletins, web site and on reporting little is measuring to what was advertised then quality can be measured basing on the mentioned ability of the institution. It is therefore written in the IUCEA that international quality assurance assessment will depend on the vision, mission and hilosophy of the individual institutions in Uganda.[3] Considering the learning and growth syneries, intangible assets –share accompletency around the development of human, information and organizational capital. Leaders are develop themes basing on complexity of the organization through management of strategic themes.[55] While literature review shows that employees morale is low in educational institutions, how much has strategic planning involve the employees? What resources have been allocated to policies formulated in the a given period of time? It has has been noted that policy implementation is failing because of mismatch between policy formulating organs and implementing agents.[18] "Policy makers should acknowledge that evaluation should be an integral part of of policy making process.[139] This explains why the researcher used EPIC, 2018 for collecting the data in this study.[8]

Gaps in quality assurance policy implementation universities

The discrepancy in presenting precise information on the background of quality assurance policy in universities by authorities in African Universities is misleading hence students and staff tends to attach little value since it has not improved their status compared to the traditions in these respective individual institutions. The absence of harmonized information on background of quality assurance policy as having been in existence since inception of higher education institutions on African continent cause ambiguity in conceptualizing the global policy on higher Education.[3,88,112,126] Having models adopted from manufacturing industries without a theory formulated specifically for the quality assurance policy implementation in Education Sector become challenging since universities produce intangible products that may not easily be seen clearly by consumers. Universities mold, mentor, equip human beings with knowledge and skills to be innovative in improving community livelihood in their respective countries.[57-59] The unfortunate part of the policy tend to exert pressure to the students and teaching staff

than top management leaders hence resistance is ideally reported.[23,24,88] Literature on Quality Assurance policy has not presented to staff and students as dual stakeholders in universities since at recruitment they are all raw materials, during production process there are both raw materials and experts in production, at output stage they are sellers of the products being manufactured.[89] In practice, administration in Universities have not given recognition to these stakeholders with dual importance as key stakeholders contributing to the existence of the continual production in service.[24] It would be thought of and appreciation in terms of non wage incentives like history of employees, students and other partners appearing on web sites of universities for recognitions. The publication of research papers or articles on university repository would be a possible means of recognition. University repository in this case is in terms of publications and research hosted on university web site as copy right of the authors and university. The university administration has to work out with lecturers who would be depositing content into the repository so that work of research can be enhanced. In this study it was found that research topics on university web site could not open because the authors do not have copy right hence it is not open access.

In African, Quality Assurance system can be traced from the Arush Convention of 1981 as UNESCO was promiting human resources in African states. The second convention was in Daker November, 2001 and the next in Cape town South Africa on 11th -13th June 2002. However, many of the countries did not immediately adopted the policy. Only 19 countries started the move towards quality assurance policy adoption. The role played by UNESCO can not be underestimated in this progress which is now reinforced by a wider and popular Bologna Accord stressing quality assurance in higher institutions of learning. The international experts from Germany arrived when some of the leaders in Tanzania, and Kenya had an idea of formulating regional organization to come up with quality assurance system.[3,24,105] The gaps exist because of lack of proper explanation and interpretation of the policy by the technique group when unclear goals, lack of political commitment, poor governance, centralization of systems, poor resources management and influence of foreign aid. In a more precise way it can be summarized that cognitive factor is greatly significant because those in top administrative and low administrative management post may be lacking knowledge and skills to improve quality. It may be true when other factors are not supported by the experts (skillful and knowledgeable personnel) of the policy in implementation little can be achieved.[89] Policy is supposed to bring behavioural change at local levels and higher levels. Therefore quality assurance policy implementation should be given attention by top administrators as well as at all levels of university units.

Chapter III

Methodology

Introduction: This chapter presents the research design, procedure and methods of data collection, population of study, data analysis, reliability and validity of research instrument. Research is systematic process of collecting and analyzing data. The purpose of this chapter is to present methods and steps the researcher will use in carrying out research.[11,12]

Research design

Research design is planned action of selecting approaches of collecting data. The study employed descriptive survey design using both qualitative and quantitative which was anticipated to provide explicit diverse position as proposed by Creswell,[140] The study involved intractive data collection using both quantitative and qualitative hence QUAN+QUAL.[141] The study involved establishing the level of staff participation, identifying constructs using expert panel approach that at made qualitative method unvoideable from the beginning. The researcher majorly used rapid assessment and evaluation model where in-depth interview both formal and informal, text or documentary analysis of administration both hard copies and e-copies are utilized to provide secondary data, observation based on checklist and questionnaire method were seen applicable to collect substantial data.[142] The policy books authored by individual universities as attached lists of documents analyzed by the researcher, provided substantial evidence for the qualitative data to explain the quantitative data. The purpose of mixed methods was to ensure multiple validities as supported by Schoonenboom & Johnson.[141] The researcher used triangulation of data which involves different data sources to examine a phenomenon in different setting.[143] Triangulation approach of data collection is where data sources triangulation, methods triangulation and theory triangulation are applied. Data sources triangulation in this study means using data collected from in-depth interview that came as a result of interaction between the principle investigator, information collected from university policy handbooks, and key informants (information –rich cases). This approach was sought useful because lecturers and students are key stakeholders in the QA policy implementation.[143] The lecturers are of varied status such heads of departments, deans of faculties, and responsible teachers/lecturers of course units.

Methods triangulation in this study refers to the use of documentary analysis, observation, and in-depth interviews where comparing of information got on the policy were being compared in order to get useful information to contribute to education reforms that are positive to cause global institutions of hiegh learning.[141] Rapid assessment methods are reliable because of time and costs unlike the randomization which uses a lot of time and funds. However, rapid assessment model require preparation a naturalistic naturalistic observation by data analysits.[144] Theory triangualation means the use of multiple theories or models in establishing the basis for an event to occur. Theories are important in providing an overview of a given situation or phenomenon. "The theories can help in data interpretation or influencing perspective of both the researcher and participants (Office of data …, 2016)." This study applied qualitative method along side quantitative methods as the researcher suggested the topic, experts were immediately consulted and started giving their opinions during interations.[145] The primary aim of ethnographic study provide rich, holistic insight into peoples' view and actions (Office of Data …, 2016). Ethnographic studies can be conducted using any of the three types; auto-ethnography, meta-ethnography and virtual ethonography.[143] Auto-ethnography is where a researcher own thoughts and perceptives basing on the interactions between him and research-participants. Meta-ethnography a researcher gets information from texts, documents and minutes of organizations, communities, institutions and groups. Finally, due to technological advancement online or virtual ethnography is where technological mediated interactions using online networks is applied in data collection.[141,143] Qualitative research provides a unique information of directly get human thoughts and experiences expressed during interaction between researchers and participants. It is experiemental research are deemed strong than surveys. To improve quality of surveys then open end questions should be included in the tool so as to provide a strong basis for accepting the results as origin and cultural explaining the existence of the phenonemonon.[146] In this study both qualitative and quantitative have been used so as to get substantial results to explain employees participation in QA implementation hence testing for compliance.

The qualitative method used in this study was both ethnographic and phenonmenological because quality assurance policy affects both individual and systems within an institution. These approaches appeared suitable for the study because the research questions, hypothesis, and objectives of the study could not only require qualitative or quantitative approaches. The researcher used QUAN +QUAL concurrently from the beginning and continued to the end. The nature of the questions and procedure of formulating research tools and data collection qualified the study to be both quantitative and qualitative. The existing literature and researcher's experience suggested that post-positivists and social constructivists' worldviews, which has pragmatic perspectives and transformative perspectives can only be cared for when further singular perspectives are drawn out of this study as information to be disseminated to the audience or readers. This made the researcher to continue observing simple details that may frustrate the implementation of the policy hence failure to achieve its objectives as to benefit the local communities. The study was both quantitative and qualitative since it

was studying phenomena that require education reform in higher education institutions within Developing countries. Reforms are about transformation of people's ways of doing things which involves opinion and action hence culture of community or profession.[147] The qualitative and quantitative methods were concurrently used from the start as the researcher reviewed the literature, he consulted the experts to come up with pool items as mentioned on text box 001: pool items in chapter four in this document.

The descriptive survey design was used because human participants' (respondents) opinions and observable facts were significant in addition to the questionnaire. The people lived experience was equally important hence indepth interview was concurrently being use. The checklist developed during tool standardization was anticipated to be significant in this study.[29] The checklish and qualitative items that had open ended questions made the research to be both qualitative and quantitative. Observation is an important foundation for anthropological studies especially in enthographic that studies how communities behave the way they behave. Quality assurance is a system that is usharing in effective quality teaching through research and publication yet resistence among university administrators and employees exist.[146] Stratified sampling from the six universities was suggested because the study required participants (University Dons) to provide information using a questionnaire since they are able to read and write. The experience got proved that University dons are ever busy such that interview (face to face) technique could not apply to all. However, some heads of Departments or administrative officers in some units accorded chance to the researcher to interact with them and sharing knowledge on how they are participating in quality assurance policy implementation. The items of section C on the developed scale (questionnaire) and six questions on the checklist provided in-depth interviews that gave qualitative data which was transcribed, coded and analysized as in chapter four. Due to iratarative nature of the study the section two of the checklist was developed basing on themes and it gave an order of expanded notes formatted for all in-depth interviewees. The checklist designed to guide the researcher on observation and documentary analysis provided confirmatory evidence to the information provided by the main respondents (staff) as these presented their opinion on questionnaire. The documentary analysis as identified on documents analyzed and observed as listed in the appendix A-F provides deep evidence of how the policy is being implemented.

The data provided on the questionnaire by Staff (employees) and recorded responses from in-depth interviews and narratives in the department of Quality assurance, faculty offices and heads of departments were treated as primary data. The policy books and reports on quality assurance implementation were considered as secondary data. Creswell[140] asserts that a descriptive study where a researcher interacts with one-time groups of people is referred to as cross-sectional study. The researcher collected data from different stratified areas of study without changing or manipulating information using the same scale and checklist. As the researcher was interested in getting information from different human participants of different universities at different times of the year with a view to identifying any pattern in answers or observation, the a mixed methods of research study was preferred.[140,148] The descriptive survey used both human participants and documentary or text analysis to supplement each other method hence a triangulation of qualitative, and quantitative applied. QUAN+QUAL were used simultenouesly as recommended.

Population of study

The researcher proposed 6 (six) universities out of 22 Universities, 5 public and 17 private universities that were in existence by 2005 to provide human participants and text or documents to be analyzed during this study. The external evaluator for East Africa used four respondents (human participants) from each of the 33 Universities of East Africa. In Uganda 13 Universities were consulted in that external evaluation process.[31,42] Bell[101] agrees that survey can be used as confirmatory analysis of the previous studies or theories. This study follows the evaluation by Maria-Jose Lemaitre; Narciso Matos and Ulrich Teichler in 2011.[31] However, this study greatly involved more teaching staff than top administrators as indicated below. The "information-rich cases" in this study were selected purposefully as proposed. The in-depth interviews were adopted due to the preliminary data analysis where participants had answered section C of the questionnaire. The in-depth interviews provided an explanation to the study. Verbatim expression, and emotional expressions provided the answers to why lecturers were concerned with QA implementation progress in different universities. The question of employees involvement in policy formulation process was an issue that require attention of university administration as detailed in chapter four and five.

Sample size:

Public Universities were two out of six public universities in Uganda. Mbarara University of Science and Technology was selected basing on anticipation of positive response from the committee on quality assurance since the researcher has been a student of the same University but wanted to learn more details on how policies were being formulated and implemented from the mother University. He also anticipated be allowed to review and analyze the university system of quality assurance and establish the university compliance to policy implementation. Kyambogo University being of a "traditional" background as training institute for teachers and as it is believed that there is no education system better than its teachers then the researcher purposively selected the institution upon this background. Evaluating staff participation basically depend on checklist used during observation, documentary analysis and coding results from the questionnaires and in-depth interviews provided by participants who were teaching staff (academicians or lecturers) and non-teaching staff employed within the six universities. The non-teaching staff were some office administrators in the Departments.

Table 1 showing participants who responded to the questionnaire,[119] Table 2 showing human participants selected for the study; 2017/18 from Public universities Private universities selected out of 44 private universities currently serving in Uganda, the choice of the four private depended on the years of establishment which was purposively chosen in order to get four universities. The decision depended on the individual universities profile like Bugema and Uganda Martyrs universities are denomination institutions of higher learning while NkumbaUniversity and Kampala International University are both private cooperate institutions of higher learning not church founded institutions. Table 3 table showing human participant sampled to participate in the study; 2017/2018. The researcher used qualitative and quantitative concurrently hence sample size was randomly selected from departments and purposively selected from administrators. Data triangulation was used along the process hence credibility and dependability of data collected was ensured during the exercise. Interview originated from interaction between the researcher and information rich cases who in this cse were administrators at different units. The researcher used 173 sample size of the estimated population because the questionnaire is having 5 likert point scale and non-response documentary analysis and checklist as shown in the appendices.

Table 1 Showing participants who responded to the questionnaire,[119]

University name Number of participants respomding to the scale		Number of participants respomding to the scale			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mbarara University of Science and Technology	21	14.9	14.9	14.9
	Kyambogo University	24	17	17	31.9
	Kampala International University	24	17	17	48.9
	Nkumba University	25	17.7	17.7	66.7
	Uganda Martyers University	25	17.7	17.7	84.4
	Bugema University	22	15.6	15.6	100
	Total	141	100	100	

Table 2 Showing human participants selected for the study; 2017/18 from Public universities

Number	Institution	Administrators/ deans/HODs	Lecturers	Total respondents
1	Mbarara University of Science and Technology	7	21	28
2	Kyambogo University	7	24	31
		14	45	59

Table 3 Showing human participant sampled to participate in the study; 2017/2018

No-	University identified to provide respondents	Administrators; deans/office administrators/non teaching	lecturers	Total respondents
1	Uganda Martyrs University	4	25	29
2	Kampala International University	8	24	32
3	Nkumba University	8	25	33
4	Bugema University	7	22	29
	total	27	96	123

Sampling procedure of the sample size

In this study stratified random sampling and purposive sampling was used because three (3) or more university administrators/Deans/Heads of Departments were purposively selected as respondents for in-depth interviews. These "information-rich cases" sometimes refered to as "key informatants" provided information on how quality assurance policy was being implemented basing on the policy books and partial results got in each of the universities. The researcher will enroll 21-29 lecturers into the study using stratified random sampled from departments of earlier mentioned six universities. These Participants filled the questionnairaire which had both qualitative and quantitative items.[29,148] The researcher made adjustment in determining sample size because of budget, time and other constraints could not allow the sample size to be large.[149] Diels[120] identifies only 22 universities that were established

before the year 2005 hence 25% of these universities were selected to participate in the study as research stratus.[29,148] A sample size of 173 human participants (respondents) was got from the six identified stratus as in Table 1 above. The margin error is estimated to be 0.05 and t=1.96.[148] Random simple sampling according to departments was preferred because even determination of the sample was not easy as Tibarimbasa[11] argubally say staff in universities are fluid in nature that labour turnover is high, part-time staff and off campus responsibility held by staff made them unaccessible by researchers in large numbers.

Data collection

This study, scientific data was collected from two main sources that is primary and secondary data. Primary data was got from the questionnaires, in-depth interview, observation checklist and secondary data from already documented/published sources in universities was analyzed during the process of data collection. Observation and interaction skills of the researcher provided more information for confirmatory purposes of what have been collected from questionnaires and documentary analysis. In this study the researcher used a checklist to help him follow critically the study.

Research instruments

A self-administered questionnaire was used to collect data from human participants because all respondents were university dons who had expertise in reading and writing.[12,150] Documentary analysis and observation basing on the checklist provided was used so as to get substaintial report. The questionnaire with 16 major item scale was developed following the three major phases; phase I (pool item development by experts panel), phase II (pool item development) and phase III the pilot study and restesting was conducted using employees from the two study communities. The study communities were six universities and two communities out of six provided experters that contributed to preliminary study which made the scale development into 16 items for section B with qualitative items in section C as show on EPIC scale.[93] Policy evaluation is a continuous cycle of policy formulation hence EPIC, 2018 was necessary to be employed in this study.[93,139] Evaluation not being an integral part of policy in most countries may be due to some leaders in high position do not want to play cards off their chest for fear that they may loose their offices hence they are not allowing evaluation to be part of policy making cycle.[139] A checklist was developed basing on insight got from the IUCEA/ NCHE/ DAAD.[31,43] The checklist helped the researcher to make some logical observation following the cretaria of internal quality assurance assessment (IQAS). The lived experience of lecturers (participants) made the researcher to re-organize the observation code sheet for checklist instrument number two (2) for quality assurance policy to appear as appendix 02 of this report. The reasons for the researcher to use both qualitative and quantitative data collecting tools for this evaluation may supported by Schouwtra & Ellman.[139] These authors arguably say that, "A new explanatory model of policy evaluation will be presented with an aim of broadening the scope of policy evaluation…the importance of evaluation is an integral part of the continuous and dynamic cycle of policy making… Schouwtra & Ellman,.[139] Predetermined variables may limit the scope of evaluation at macro level of evaluation. Side effects of such policy must explored by sharing lived experience of participants in the field in which such a policy apply.

Data analysis

Using mixed methods gives substantial information during data collection. The use of descriptive statistics tests like frequencies, cross tabulation, correlation and regression is considered vital in such study.[140,151-153] The researcher in this study used frequencies to establish the percentage of participants who strongly agree, agree and moderately agree with the predetermined options on five lirket scale. The checklist helped the researcher to obtain views and opinion of the participants so as to understand lived experience. The questionnaire had items that required participants personal views expressed in writing and it was done as expected. The researcher used means of variables where items were grouped into two major variables independent and dependent. Means of staff participation for private universities (MSTPP), was compared with means of quality assurance implementation (MQAIMP) for hypothesis testing for hypothesis one and the relastionship was strong at 0.692 where N was 96. The same procedure was taken for public universities and relationship was strong at 0.566 when N was 45. The second hypothesis was tested in the same way where MSTP and MQAIM were correlated to establish if there was any significant relationship between the variables this too was established to be strong at 0.685 at 0.01 significant level (2 tailed). The details for the hypothesis testing is given in chapter five of this report and S-Tables shows MSTPGOV as a predictor while MQAIMG is the dependant variable. S-Tables in the appendices are important in hypotheses testing in this study.

The researcher opted to use the analysis of variance because each constructs had three or more sub constructs (variables) to consider means. The independent Variables were tested to establish effects using one-way analysis of variance.[97] The technique of comparing means of two or three or more is known as analysis of variance (ANOVA). "The variance is the average of the squares of the distance each value is from the mean while the standard deviation is the square root of the variance".[97] The qualitative data was transcribed, coded and analyzed using manual methods because the number of items and respondents were manageable to be analyzed manually. Coded data was assigned codes basing on themes and qualitative thematic code analysis was put into primary analysis tables as shown in the chapter 4. Computer software for data analysis such as ATLAS.it, Nvivo, DiRT (Digatal Research Tools), ELAN (English Language Annotator) and any other computerized assisted qualitative data analysis software (CAQDAS) were not applied due to lack of financial support to acquire the software. The second reason is because the work was manageable to be sorted and analysized manually by the researcher. Transcribed work was displayed and themes were purposively identified with easy. The sorted

and recorded work from expanded notes depended on the objectives of this study however, some emerging themes were left to be applied in the subsequent articles that may be written in future as the researcher may wish to present further scholarly articles. The questionnaire part C, had some qualitative that was immediately taken verbatively into Table 6-12 as shown in chapter four.

Validity and reliability for the tools

Validity of a research instrument is the measure or the degree of accuracy at which the research instrument measures what it purports to measure.[29,154] The researcher used five raters in testing for Content Validity Index (CVI) and raters' percentages were (100+88+96+96+92) while the 16 items in section B gave 100% alone and because raters were considering background information items and qualitative question in section C then overall CVI was got to be 0.944 which stands at 94.4%. The Content Validity Index (CVI) was further tested during pilot study by an independent statistician basing on the objectives of the study. The constructs included in the pool items were covering the objectives proposed by the researcher. The 17 individuals (experts) were made to answer the questionnaire (EPIC 16 items Scale, 2017) and 16 experts enrolled from research proposed communities answered all items in the questionnaire and one expert answered only section B and C. The 17th expert's contribution was not taken lightly this made the CVI to become 98.47% or .9847. The total items of section A,B&C were 27 yet all the 17 experts answered a total of (27X16)+(20X1)=432+20= 452/17=26.588/27=0.9847. The t-test for the items was also sufficient to test for validity since the standard deviation under repeatability condition is part of the precision and accuracy of the psychological tool. The repeatability was see significant in S-Table 18 where t-test for items 01, 02,…n (n=16) was 48.118 for item 01 and 42.702 for item 16 as shown in S-Table 18 in the appendices. T-test values for other items are shown in the mentioned table.

The above CVI was observed valid for the tool to be administered within University Dons to capture the information that was testing Employees policy implementation compliance (EPIC) which tool (scale) was therefore named as EPIC 16 item scale 2018. For evaluation of staff participation, it was seen necessary to use checklist for observation and in-depth interview as appendix two (2) that gave detailed information. Reliability is consistence of the research tools like the questionnaires' items. The reliability measures the three aspects of the tool: equivalence, stability and internal consistence (homogeneity). Reliability was tested during pilot study from Kasese campus of Bugema University because it has both full-time workers and one year contract workers and part-time employees who only appear during in-service programme under school of professional growth. Cronbach Alpha was discovered to be 0.854 this reliability was of section B which was according to specific objectives. Spilt-half of equal length was 0.75 and unequal length was 0.97 where Guttman spilt-half coefficient was observed to be 0.854. The research took decision of considering Cronbach Alpha 0.854 which is above 0.71 as recommended.[29,91]

Repeatability condition or test-retest is the closeness of the agreement between the results of successive measurement of the same measurement carried out under the same conditions of measurement (S-Table 18). The t-test result tend to show variability of the data is likely to occur when a tool is applied to same persons under the same conditions, same observer, same objectives, same location, and within short period interval. The possibility of have a cronbanch alpha which is above 0.7 was most likely as in this study reliability was of the tool was observed to 0.762 for the 16 items and for all the 21 items reliability was 0.722 which too was above 0.7 cronbanch alpha.

In the Table 4 above the two tables in one showing reliability of the tool where background information is considered to make 21 items reliability become 0.722 and when background is not considered reliability is 0.762 cronbach alpha. The reason is that when considering all items 3.5% excluded where 5 of the respondents did not respond to issues like years of experience, gross annual salary, and professional ranks.This affected reliability to fall from 0.854 which was attained during pilot study. This explain why data cleaning should be done so as to avoid drop in reliability. During the use of the questionnaire development reliability was further tested to be 0.737 for the 16 items of section B and 0.640 for the 23 items of section A and B. Since section C was more less qualitative was not tested it was made into a Table 5–9 which was intitial coding framework for the data to be analysized. Narratives were treated as story-telling which needs a plot of coherence to give themes for analysis. The researcher analyzed some books/policy documents such as the institutional Quality assurance policy handbook and human resources manual.

Table 4 Showing reliability

Reliability statistics	
Cronbach's alpha	N of items
0.762	16
0.722	21

Inclusion criteria for participants

i. Participants employment experience in university institutions above 3years.

ii. Active employees of the university that are in established offices which the researcher would easily trace and retrieve the questionnaire or make further appointment to visit the lecture sessions by the same lecturer or interact with the participant.

iii. Employees of the participating university both teaching and non-teaching with experience of working above 3years with minimum level of education first degree (bachellors).

Exclusion criteria for participants contribution to the study:

i. Workers within administrative offices but still studying undergraduate studies.

ii. Participants who do not respond to 94% of the tool presented by the researcher to be self-administered or informally administered by the researcher through in-depth interview.

iii. Participants contribution obtained in less than 10 minutes of interaction with the researcher.

Table 5 Biographical Information of participants in this study

Demographic characteristics	N	%
Particpating universities		
Mbarara University of Science and Technology	21	14.9
Kyambogo University	24	17
Kampala University (Western Campus)	24	17
Nkumba University	25	17.7
Uganda Martyers University	25	17.7
Bugema University	22	15.6
Gender		
Male	81	57.4
Female	60	42.6
Age bracket of participants		
Below 30years	20	14.2
Between 31-40years	53	37.6
Between 41-50years	43	30.5
Between 51-60years	18	12.8
Above 60years	7	5
Academic level		
BA/BS	9	6.4
MA/MS	66	46.8
PhD candidates	39	27.7
PhD	23	16.3
Post Doctoral	4	2.8
Professional ranks		
Professors	6	4.3
Associate professors	7	5
Senior lecturers	22	15.6
Lecturers	83	58.9
Teaching Assistants	20	14.2
Years of experience in Universities		
Between 3-7years	66	46.8
Between 8-10years	31	22
Between 11-15years	21	14.9
Between 16-20years	13	9.2
Above 21years	9	6.4
Gross annual salary in Ug.Sh/USA Dollars		
Below 12 Millions ($.3333)	47	33.3

Table Continued

Demographic characteristics	N	%
Particpating universities		
Between 12 and 24 Million ($3334-6666)	53	37.6
Between 25 and 36 millions ($6667-10,000)	20	14.2
Between 37 and 48 Million (10,001-13,333)	10	7.1
Above 50 Millions per year ($ 13,334)	8	5.7
Employees level of sensitization on QA policy/ system in the University		
Below 25%	20	14.2
Between 26-50 %	45	31.9
Between 51-75%	51	36.2
Between 76-100%	12	8.5
Not aware of QA policy or system in the university	13	9.2

Table 6 Hindering factors in implementation of quality assurance policy/ system

Constructs sources
Knowledge gap
· Institutional QA policy books not available on website
· Lecturers not well mobilized at departmental level
· Communication very low from QAD
· Team spirit is low
· Lack of involvement in policy formulation
· Sensitization of university community is very low
· Policy is only on papers and has not yet been transimitted into reality
· Lack of investment in policy implementation
· Lack of following appropriate procedure of policy formulation and implementation
· Absence of a clear feedback mechanism
· Some policies are never properly communicated but enforced
· Lack of information and QA structures at different administrative level
· Failure to benchmark from other universities
· Lack of administrative will to support and popularize QAD
· Lack of competent personnal in office of QAD
· Hitches bought a bent staff and they were deployed in QAD office
· Lack of explanation of QA issues by responsible leaders
Negiotiation
· QAD is new directorate and employees are still ignorant about QAD
· Salary scale not uniform to all employees in same department and qualifications
· Most key stakeholders not involved they only hear of the policy!
· Poor communication between management and staff
· Poor communication between staff and management
· A lot of pressure on employees on some issues like marketing, meeting deadlines while they are not facilitated to work.

Table Continued

Constructs sources

Knowledge gap

· Low pay/ salaries in private universities.

· Low motivation and overloaded with work

· There is always assumptions by QAD that they can push anything and staff will comply

Empowernment

· There is no established office for QAD

· Limited resources in terms of man power and funds for quality assurance office

· No Budgetery vote for QAD

· Limited classrooms, office space and inadequate instructional materials

· Lack of training needs in knowledge concerning issues of QA system

· Limited financial resource to fund workshop/ seminars on acquired information from QA conferences and workshops organized at National and International level.

· QA staff need further training

· Ethnic vendetta is a big barrage in the institution

· Most faculties; lack members on QA committee

Perceived service delivery
· Work load makes lecturers busy hence do not research beyond teaching load
· Enrollment of students at first time compromise quality

· Large classes taught

· QA cares for students than employees

· Monitoring information is never communicated back to stakeholders

· Business versus quality-difficult to balance

· Some staff are relactant to follow university rules and regulations

· Fee structure being high and university interest is to pass students as value for money without considering quality

· Bulletin too big that most faculty members do not interpret it easily

Table 7 Motivating issues that make employees feel better in their Universities

Motivations Varbitim

· Church services, God fearing environment

· Timely salaries

· Contracts are accessed as long as you qualify

· Flexibility of time table for lecturers

· Transport for employees

· Welfare for employees; Break fast tea & Lunch meals

· Workshops for employees and students
· Employees recognition and rewarding best performers, long serving employees
· Research and dessimination programmes

· Teaching methods

Motivations Varbitim

· Staff development programmes

· Institution caters for retirement of employees

· Supervision of postgraduate students, mentoring them for futurefaculty members

· There is open discussion of pertainnent issues at general and department meetings

· Relationship with collegues at departmental level is good and promising

· Provision of scholarships to employees on condition of bonding and half bursaries to the employees biological children studying within the university.

Table 8 Biographical data for participants interacted with using in-depth interviews

Demographic characteristics	N	%
Particpating Universities		
Mbarara University of Science and Technology	7	17.1
Kyambogo University	6	14.6
Kampala University (Western Campus)	5	12.2
Nkumba University	8	19.5
Uganda Martyers University	7	17.1
Bugema University	8	19.5
Gender		
Male	24	58.5
Female	17	41.5
Participants by job description		
Deans	9	21.9
Human Resource Managers/Directors	2	4.8
Quality Assurance Directors (QADs)	4	9.8
Office Administrators (QADOs)	7	17.1
Office Administrators in Faculties/Departments	7	17.1
Heads of Departments (HoDs)	12	29.5

Table 9 Have you (Participants) taken time to read literature on QA policy

Constructs Sources

Knowledge

· There are no handbooks available for staff to access knowledge

· Low motivation hence employees do not see need to study the system

· Rod type system/ watch dog

· Policy document is too big without hardy leaflets for easy accessibility

Perceived service delivery/ value added because of QAD

· Both staff and students have improved on class daily attendance

· Teaching methods appropriate for quality teaching is being emphasized.

Establishing research quality

Tibanyendera[12] argues that before research instruments

can be used, their reliability and validity should be first established. Standard of research quality refer to scientific process of encompassing all aspects of study design that matches the subject and methods.[155] The research used the following strategies as proposed by Shenton.[156] The strategies or measures to ensure research quality are:

i. Credibility to ensure internal validity of the research design, the tools and report in order to find out the reality.

ii. Transferability is criterion or a measure on which the external validity is tested to establish if the findings can be applied to other institutions like other tertiary institutions in Uganda which are established under the same act of parliament.

iii. Dependability of the research is tested by the reliability where a test is repeated with the same method would give the approximately the same results with the same participants.

iv. Conformability is a criterion basing on the objectivity to ensure that work's findings are the experience of the key informants or participants.

The procedure taken in developing and standardizing the Employees Participation in quality assurance implementation scale (EPIC-16 item scale) was sufficient to provide quality instrument.[8] The panel of experters who have served in the Universities more than three (3) years were consulted to participate in pool item development and 17 experters tried to respond to the developed pool items as shown in text box 001 in appendix . The inter-item rating was conducted, factor loading analysis was conducted hence the tool qualified to be reliable at 0.762 alpha and validity at 0.944. Factor loading is an expression of the relationship of each variable to the underlying factors. Some of the items with low factor loading were dropped hence maintaining six items that had above 1.038 and also retained some other items that were pertinent according to the existing literature on the policy. EPIC questionnaire was sought sufficient because policy implementation is a continuous process of policy cycle from formulation to implementation hence implementation is not an end itself for policy cycle to be made independent. The qualitative part helped in contributing to factors hindering policy implementation. The checklist and observations also helped the researcher to find how employees do participate in QA implementation in universities. It should be noted that quality assurance can be mentioned without mentioning quality teaching hence the researcher had to observe on going lectures at remote and observation was seen important for this research.

Methodological conclusion

The study required establishing constructs that would help in evaluating staff participation in quality assurance implemenetation in institutions of higher Education. Quality assurance was annoumisly found to be a government policy for higher education as literature and consultations were made by the researcher. The implementation cycle of any policy is a continuation to the formulation cycle of

that particular policy.[139] Therefore knowledge (cognitive value) was seen pertinent in policy formulation as well as policy implementation process. Both policy makers and policy implementators should be aware and knowledgeable of the policy. Policy processes should be clear to equip participants with knowledge of how it will be used to achieve set goals that improves livelihood of the beneficiaries. This is a prerequisite for policy implementation succeess. The expert panel helped in establishing pool items, pool items were group to fit under the four constructs; knowledge, negotiation, empowernment and perceived service delivdery by policy implementers.[8] The constructed tool was used to establish how staff were participating in policy formulation and implementation. quality assurance policy implementation was seen as a continuous process of policy formulation by staff. Staff redesigning policies so as to improve quality of service provided by the institution. The checklist was used to help the researcher to establish how quality assurance was being implemented in institutions of higher learning. The interaction between purposively selected participants as knowledge source (key informants) through indepth interviews made the process to become data triangulation. The avarege parcentage for participants to accept that it is worth to have the four constructs were as ; perceived service delivery 89.4%, empowernment 86.47%, negotiation between parties 78.88% and knowledge of the policy 76.77% as to what was to be first thing first was observed to be knowledge about the policy was premier. Knowledge of the policy helps indentifying resources to be used for implementation. After knowing the resources to be used managers are able to negotiate on the benefits that would accrue to rhe policy implementers. The tools were developed basing on what was needed to test for evidence. The sub-constructs were further grouped to be under two variables means of staff participation (MSTP) and means of QA implementation (MQAIM) hence two variables were generated to help in data analysis to have hypothesis tested. The MSTP took sub construct (items); 4, 5, 6, 9, 10, & 11 while the MQAIM took; 1, 2, 3, 7, 8, 12, 13, 14, 15 &16. The staff participantion is observed high because quality assurance system has been established in the university. The relationship is significant because once implementationis is made higher then staff participation will be observed to be high. The qualitative and quantitative approaches of data collection were simulitenously done since the nature of study required both quantitative and qualitative to be applied together from the beginning to the end of the study. Participants opinion was greatly required hence mixed methods werepartinent in this study. The trustworthiness of the data was ensured by data triangulation where a checklist, questionnaire and observation of the physical materials (Libraries, computers, classrooms, policy handbooks, website, offices of QAD, tools used to assess staff participation in teaching) were observed by the researcher.

Finally, this study obeyed principles presented for successful implementation of the study;

1. Relevance of the study questions; was followed by the two research questions propsed in chapter one with

words like what do staff members understand by the term quality assurance in this university? What is the level of staff participation? These made the study to be qualitative because they both required lived experiences of the participants.[143]

2. Appropriateness of the methods employed; questionnaire, documentary analysis, observation using a checklist and in-depth interview were opted for to be appropriate because of the nature of study which was evaluating an adopted policy into a traditional system of teaching and institutional management. Policy implementation is observed as a continuation of policy formulation process hence it is not done in isolation. Implementation required fully knowledge of the policy which is being implementedin the world of competition and globalization. Teaching and research is paramount in implementing the QA policy and positioning lecturers and the institutions among best performing universities globally. Employees' promotion in ranks is dependant on teaching and research as established in the human resources manual books of participating universities in the study.

3. Credibility of the results was attained because the questionnaire had both quantitative and qualitative parts that participants shared their personal experience which was being supported by the data collected through in-depth interview and observation based on checklist. This is refered to as data triangulation having been got from documents, verbal expressions, and written information from questionnaire.

4. Soundness of interpretive approach raw data presentation of the qualitative have been presented in tables within chapter four and others verbatively picked from responsents having been coded as R001 to R0182. These responses have been stored in key and lock for future publication on the same area of study since emerging issues may still be identified with time. Transcribed work is still kept as the researcher would love to continue publishing information on evaluation of policy and implementation. Therefore adequate account has been taken for previous studies on policy formulation, implementation, management of institution, employees motivation, evaluation, and employees involvement in production. Pyschological tool development has been ventured into since the researcher was interested in sharing knowledge on how well students and researchers can improve from plagiarism, cut & paste behaviour in research and increasing credibility in research.

The success of this study has been due to strict observation of the three major parts of conducting a scientific research; define & design the study, prepare & explore the field using appropriate tools, and finally refine the model to present the findings. Defining & designing the study involves the following; identify the problem, search information in the existing knowledge (literature) text books, articles and blogs, share your plan with experts in the field, formulate the study questions, propose the methodology, write down analysis plan, and calculate the sample size that you intent to recruit in the study. Prepare & explore the field using appropriate tools; require data collection, coding, cleaning the collected data, create new variables to test hypothesis, run statistics, display qualitative data, run initial model to help the interpretation, and finally proceed to third step to refining the model for purpose of presenting findings. Presenting finding require the model formulated and interpretiveness of the data to meet the purpose of study. Thematic content analysis was used to analyze the indepth transcripts, expanded notes and identifying themes which is the most common recommended method for qualitative research based on grounded theory.[157] This study required iretarative approach of going forth and back so as to meet the purpose of study. In this study it was inevitable for the researcher to keep moving back and forth hence time consuming for the right cause.

Ethical consideration in research

Ethical consideration defines and outlines general principles to be taken by the researcher in order to guard against manipulation of data and respondents views to achieve his end.[9,12] Ethical consideration is an essential condition during research because protocol has to be reviewed by Research Ethics committee in order to establish issues like violating rights of human participants and their communities.[158] The department of Educational Foundations and Psychology cleared the researcher and forwarded his protocol to the MUST-Research Ethics Committee which highlighted fourteen (14) issues guiding the researcher to correct before asking for clearance from Mbarara University of Science and Technology administration.[159] The Ethical Consideration helps in measuring the value of benefit against the risk of study results that may be disastrous to the human participant and their communities. The study was therefore approved by Mbarara University of Science and Technology-Research Ethics committee (MUST-REC) references MUREC 1/7 and Uganda National Council of Science (UNCST) reference SS-4248 as by August 2016 and March 2017 respectively.

Chapter IV

Presentation of results

Introduction: This chapter present results of the study in the order of objectives as organized in chapter one. Data was collected and analyzed using computerized packages and manual process of analyzing qualitative data in research. Qualitative data was organized in tables of raw data and some itemized categories were organized using themes. The generalization of some data required findings per research community and total sum of the finding on the same objective were recorded. The data was collected from six universities where participants were enrolled in the study. Participants enrolled were employees consisting both teaching (lecturers) and some few non teaching staff working in department and faculty offices as administrators. The employees presented their opinion in writing or verbal hence some of the verbatim expression are presented in this chapter for clarity. For instance, "I do not answer thanklessly looking at the risk of being implicated by Human Resource manager…(R073)." The participants' views and opinions were captured under maximum confidentiality for fear that they don't get implicated. The researcher issued out 162 questionnaires and 154 questionnaires were returned on time making 95.06% participation. Unreturned questionnaires were 4.93% and 13 questionnaires out of 162 were not included because their missed unattepted items in section A, B and C. The questionnaires that met standard to be analyzed were 141 out of 162 making a percentage of 87.03% geninue participants. This was not amazing because the informed consent was clear for participants to withdraw or decline if they feel like not continuing with the study. Particpants were not coerced to continue in the study by force. They voluntarily participated because it was desirable and timely study since quality assurance policy has been implemented both consciencely and unconsciencely in universities. While university administration was claiming to be implementing quality assurance policy, 9.2% (13) participants indicated that they are not aware of quality assurance sensitazation within universities. Participants enrolled in this study were recruited basing on inclusive and exclusive criteria explained in chapter three chapter three pp. 88-89. The Participants years of experience working in the university for the past three years or since 2015 and participating universities must that have existed before 2005.

Therefore the criteria of who to participate in the study was voluntary choice for lecturers who have served more than 3 years, university which has been in existence for more than 10 years with hope that quality assurance unit is already established and lecturers are aready implementing the policy voluntarily and consciencely. Out of the six universities one university established a unit in February 2017 and the university had four volunteers operating it causal with little impact hence this study was seen timely for its establishment and staff participation. The researcher interacted with some administrators in a "one to one", " face to face" interaction while assuming in-depth interviews on the implementation of QA policy/system the six universities who arranged from Human Resources Directors, Deans of faculties, directors of Quality assurance, officer administrators, Librarians, website administrators and Heads of Departments. The choice of who to interact with was purposive depanding on participants responses and available documents. Some information was observed from hard copies (documents) and e-copies on websites of participating universities. The most important issue addressed by any impact evaluation is systematical identification of positive or negative, intended or not cause for a given process/programme.[160] The process of data collection from the field was both a learning moment for the researcher and participating individuals because some anthropoanagogical (anthropoi+anagogical forming anthropoanagogical) experiences were shared. The term anthropoanagogy combines three concepts of pedagogy, andragogy and heutagogy in education as derived from Greek language. It is important to qualify quality assurance policy under both learning strategical policy and managerial policies hence not a new policy in educational system. It is therefore a reform policy aiming at improving both teaching-learning strategy and managerial systems within higher education. Quality assurance policy is both process and an object of employees involvement in quality improvement for the benefit of both employees and institution. There are some pertinent questions that this study has answered like? What is quality assurance? Is quality assurance a managerial policy or pedagogical policy? How does quality assurance relate to other traditional offices like VC, DVC-AA, AR, Deans etc? Is QAD a doublication of roles in the university administration? These were some of the emerging questions in addition to the key question found in chapter one of this document. The results have been triangulated from questionnaire, transcripts got from indepth interviews, observed information gathered basing on the checklist, and information gathered from university documents got in hard copies or e-copies found on university web sites. The tables have been presented in the main document and in the appendices as attached in order to avoid overcrowding tables within the main document. The background items on the questionnaire were emerged and results presented in one Table 5 for easy interpretation. The biodata of administrative officers was organized into one major Table 7 for purpose of clarity on who participated in the study.

Critical analysis for Table 5 above

Information sources is from general statistical tables marked S-Tables 1-10 in the appendices. S-Table 1 shows participants from each participating community where six universities were selected for this study and request letter asking for authorization to conduct research were given and responses or acceptance letters were given to the researcher as attached in the appendices. S-Table 2 shows participants by gender and the researcher was gender sensitive as shown in Table 5 and S-Table 2 in the appendix. Audience in this document can always turn to appendices for more specific details since document must

not be crowded with uninterpreted tables.

Critical analysis for Table 6 for raw data

Information in Table 6 was collected from section C of the questionnaire and checklist tool 2a&2b as shown in appendices. The study was iretarative in that some lecturers could be excited to find that "a mystical policy" which was being spoken of by few members of administration was being researchered on. Therefore evaluation by an independent researcher who involved 182 participant across the six universities as shown in Tables 5&8 where on average 7 particpants per university were interviewed by the researcher. The participants who were interviewed constituted approximately 22.5% of the total participants. lecturers and top university administrators who are meant to be implementers were excited to be part of the studies. This rompted the researcher to keep moving back and forth for purpose of capturing detailed information on the implementation process of the policy. Some questionnaires could be filled by participants and open up discussion. For this reason the researcher got an opportunity to get clarity on some of the terminologies that were written in their responses like "a rod type system" meaning punitive system where employees do not have freedom to feel free at place of work. Some of their fears about quality assurance policy were unpacked as the researcher explained that QA is an opportunity for employees to be involved in decision-making that may improve the quality of the products and increasing a better working environment for employees to excute their knowledge and skills.

Critical analysis for Table 7 raw data above

These opinions and ideas were collected from the field as participants filled questionnaire section C and some participants in Table 8 as detailed made some of the statement presented in a raw form without sorting, thematic content analysis from indepth interviewees. This raw data was presented without categorizing it into themes like those in Table 9-12. However, the researcher reservoirs the right to discuss the findings at this stage.

Critical analysis for Table 8 above

The previous evaluation report was done in 2011 from 13 universities in Uganda and 4 participants; 3 person in administrative position and one person from the teaching staff were recruited for the study. In this study 7 participants were purposively recruited from each university. The enrolled participants in the study responding to in-depth interviews. And on average 23 people were recruited from each university to participate in responding to the questionnaire that had both closed and open ended research items as shown in appendix 01 (one) in the appendices of this report.

Critical analysis for Table 9 above

Item iii. In the questionnaire was open ended question that required particiant to explain if they have ever accessed the QA policy manual or handbooks in Departmental office or in QA office. The above responses wer verbatively recorded.

Critical analysis for Table 10 above

This table present few of the resentmental issues in universities that have not been answered and quietly do they have attension from immediate leaders. In some institutions some employees are given house allowance as rent and medical allowances.

Table 10 If you have not read literature, why have you failed to read literature

Constructs sources
· Busy with workload
· Large volume of the QA policy and other related policies makes me fail to read the literature
· Institutional Policies favour some few members like education allowances, medical allowances hence employees have turned into "target workers" (R0156).
· Some employees are employed on "technical know who" hence they are reluctantly performing and they tend to discourage hard work in the university (R072)

Critical analysis for Table 11

Percentage score according to frequencies for five (5) larket scale (SDA, DA, M, A, SA). One sample mean (X) ref to table (S-Table 17 in appendix) – in this table variable means are given hence one sample mean shows that there was normal distribution in data. Meaning of abbreviations **SDA** means strongly disagree, **DA** means disagree, M means moderately agree, **A** means agree and **SA** means strongly agree. This can be well observed from attecched questionnaire in the appendix 01. S-table 11-14 these tables show participants responses in percentages ranging from strongly disagree to strongly agree. The results in Table 11 above shows that distribution of sample means basing on the central limit theorem which helps in solving questions for large samples shows that the random sample was normally distributed.[96,97] Using the information from participants' responses, 73.8% agree that Institutional mission and Purpose make them enjoy working and participate in quality teaching or provision of education service to the learners. As it has been enormously agreed that employees are deligated servants of the employers. However, 37.6% understand policy formulation process while 31.9% of employees acknowledge that they do participate in university policy formulation. The knowledge gap expressed by employees can not be taken as minority view because implementation of university policies is crucial for the success of the formulated policy and implementation.[18,50,89]

S-Tables 22-28 in the appendices shows that university mission, purpose and vision may not be the cause for enjoying working in the institution. This may be seen in the results of qualitative raw data sampled in Table 7 in the main document showing motivation. Participants accepted motivation was being managed and rated to be, MUST (75%),KYU (56%), KIU (56%), UMU (62.5%), NU (50%) and BU (50%). The related ques can be got

from good practices in chapter five. Participants agree by 67.4% that there is improved working environment for employees to excute service to the clients (Table 11). This may be because 90.8% of the participants agree that sensitization of Quality assurance policy is done in all the universities consulted during this study (Table 5) above. Staff involvement in decision- making was recognized by 42.5% yet those who moderately accepted staff involvement in decision-making were 34.8%. Basing on the above sums 77.3% consciencesly or unconsciencesly participate in quality assurance system when there are not cognitively informed that what is being done is to improve or maintain standards. Quality assurance is for the good of the learner. It can therefore be accepted that 77.3% employees participate in decision-making at different levels of university administration. The decision to establish the level of policy compliance was taken by considering the sum of strongly agree, agree and moderately agree. This helped the researcher to evaluate if policy was being implemented in institutions of higher learning in Uganda. The question of QA policy compliance and staff participation is partninent even in university ranking. The five major criteria mentioned in this study are directly associated with core activites of a performing university where teaching staff plays a significant role in teaching, research, citation, industry income and attracting international outlook (*see attached 13 measurement criteria for ranking the best university in appendices after S-table 45*).

Table 11 General response on questionnaire Section B: frequencies (in percentage), and one sample mean

Item		DA,	M,	A,	SA,	Mean(X),
1	Institutional mission &	5	19.1	31.2	42.6	4.07
2	Policy formulation …	19.9	30.5	27.7	9.9	3.01
3	Employees participate i	21.3	36.2	20.6	11.3	3.04
4	Working environment …	10.6	28.4	34.8	25.5	3.74
5	Staff involvement in de	17	34.8	32.6	9.9	3.24
6	Employees recognition …	19.9	36.2	27	12.1	3.5
7	Promotion in ranks …	20.6	20.6	33.3	22	3.41
8	Job security is ensured	15.6	27	32.6	18.4	3.6
9	Delegation has increase	11.3	33.3	34	18.4	3.74
10	Team spirit at Department	6.4	25.5	34.8	27.7	3.72
11	Clear recruitment …	11.3	21.3	34.8	28.4	3.72
12	Feedback given …	9.9	24.1	27.7	30.5	3.65
13	Access to technology …	19.1	24.8	30.5	19.9	3.4
14	Staff morale in excuting	15.6	37.6	34.8	7.8	3.26
15	My work is satisfying …	15.6	29.1	25.5	24.1	3.5
16	Employees use creative pr	7.8	27	31.2	31.2	3.8

Globally, university web ranking have got criteria such as quality of teaching, research & publication, citations, industry income and international outlook. However, the criteria is not explained by all web ranking organizations .

This may be seen as some university leaders still demand information on web ranking criteria. Rwakishaye, (2018, March 18) A professor and vice Chancellor poses a question of curiosity or otherwise to get more details on what it takes to be ranked higher on the top list of best performing universities in the country or on the continent.[8,116] University web sites provides details of quality of lecturers, quality of services, and quality of curriculum. It is important to have a network of Alumni, tracing their progress and the need to give back to the university for it's funding. As the researcher interacted with university administration it was found that every participating university had the association of alumni and meetings to organize associations were being held with top management. The question remained with web masters how much have you advertised through Alumni association. Who of the alumni has brought many more students in the mother university? How much on average has each alumni contributed back to the university? What can we do for the alumni association to improve quality of education at this institution? All these rhetorical questions were not answered by any web site.

Finally, industry income (knowledge transfers to the community) should be generated from research and publication. It should be noted that industry income is a ratio of external income per professor in the university. Consider the scope and strength of research and teaching of Russell group of universities where a major impact of industry income has contributed to national economy as it represents 12% of UK higher education.[161] Universities do engage in research and export new knowledge and manufactured goods to create revenue in Europe. Russell group of universities are ranked among the best performing universities in the world. In most Ugandan universities staff lists are never displayed on their web site and industry income is never displayed hence ranking universities according to industrial income may be difficulty. It would be hard to belive such credulous information on this effect however, web sites are public and individuals are free to verify the information for purpose of curiosity. Those universities whose employees list are displayed, some have already transferred to other institutions as observed from students evaluation reports and publications on web sites. Some participants in public universities testified that promotion in ranks lack because universities do not have the budget to increase their salary scale which corresponds with academic rank.

The story of the independent variables: This section presents the epigrammatic history of how Quality Assurance Policy came into force in Uganda. This section further presents a brief summary of how quality assurance policy is being implemented within these six universities that participated in this study. This section explain how data collection was done in iretarative nature because qualitative and quantitative approaches were employed concurrently as the researcher could go back and foreward collecting both qualitative and quantitative from both teaching and non-teaching staff especially office administrators in departments/ faculties. Even when East African Community had collapsed in 1977, Inter-University Council of East Africa (IUCAE) remained active for the purpose of providing

quality education so as to provide human resource.[81] It was recommended that each university should have Quality assurance coordinator.[81] As this study has been conducted, the coordinators have been given titles such as, quality assurance director (QAD). The question of being a coordinator or director may yield to different connations hence resentments as directors want to direct employees to perform and improve quality education. I presume that if the directors were coordinators then they would be coordinating activites that promote and improved quality of education. They would be taking proposals and share them with vice chancellor's office for proper administration/management. Could be each faculty should have a quality assurance coordinator so as to coordinate activities that require team work for purpose of improving quality teaching that is filled by research and publication.The Director of quality assurance would be at institutional level to coordinate all faculties so as to enhance quality activities.

The question raised during data collection by one of the Deans that, " quality assurance directorate appear to be doublicating services and responsibilities which would be handled by Academic Registrar? (R0159)". This question of curiosity has sense since in the structures or organgram of these very universities I missed to see how Quality Assurance Directorate relates with other offices. However, if each of the universities would benchmark Makerere university.[112] The mentioned Makerere university document shows that QAD is directly associated or reports to the Vice Chancellor. The administrative structure shows how this very unit links with other offices like research, curriculum development and synchronize other department for the purpose of quality improvement. Good practices of improving quality of Education in East Africa should be shared among universities so as to harmonize education.[81] Internal quality assurance assessment is quite challenging in some universities because of massicarading and failure to speak out the truth or present the true picture of what is going on within departments, faculties or at institutional level. This may be common due to internal agandas as identified in universities for profits, universities for religious purposes, and yet their mission reads different.[43] The challenge of corruption, nepotism, and ethnicity has been identified in employee's recruitment in most universities. The above scenior of corruption and nepotism force some employees to presume to be target workers and overlook question of quality (R0156 see Table 10). These employees apply "traditional teaching methods" without participating in decision-making that aim at improving quality of service through QA system in universities and other tertiary instiutions. Traditional teaching methods seem to be the cause of the concept behind naming educators in universities to be " a lecturer" these were professionals in education who commonly used lecture method in lesson delivery hence events are taking away this type or method of teaching. Learner-centered approaches have been emphasized to enable lecturers to meet individual difference needs of learners.[162] In the 21st century the question of teaching should be how many have inspired to become innovative and creative so as to use technology and modify existing raw materials to create new products and bring them on market. This is further detailed as the concept of anthropoanagogy is being explained to inform educators to aim at inspiring learners at universities and other tertiary institutions to make critical thinkers.

As mentioned that low and higher achievers appear in university classes also. The important point is to inspire all learners by engaging them in learning experience so as help them fly over the upper ream of knowledge; create critical thinkers!.[162] This may be the reason for introducing the matrix of next generation global education (NGGE). As university educators continue teaching using teacher centered approach where lecture method is dominant, aims for establishing quality assurance system in universities will not be achieved. The title "Lecturer" can be traced way back in the medieval era (1375-1425AD) which is originaly known as lectaru meaning admonish,address, oratium etc but referring to "a teacher who has not achieve professorial status". This cannot be the cause of use lecture method in lesson delivering. It should be noted that Uganda as one of the global communities has gone on signing a number of adopted international policies such as Universal Primary Education (UPE) which was UN declaration of 1948, Universal Secondary Education (USE), Human Rights, Child protection, women emancipation policies, Environment conservation policy which includes wetland conservation, and Quality assurance policy in education, quality assurance in health service and many other global policies. The challenge of evaluating viability of these policies is a concern! What makes the policy to successively be implemented is a concern. Quality assurance require total staff involvement so as to compete globally as employees and institutions. What intervantions have these policies brought in the country? Have they solved social and economical challenges? What contribution in terms of percentage have these policies / programs achieved? Rapid assessment evaluation model (RAEM) may be useful in evaluating the effectiveness of these interventions in Developing countries like Uganda. However, universities and research institutions have not informed major stakeholder in policy management.

In Africa, there is a need to increase access and ensuring quality of university and other tertiary institutions. It is amazing to hear most African leaders still lament and blame underdevelopment of African Countries on colonialists after post independence and post-liberation struggles. There is a need to cause a paradiagm shift in the way of doing things like research and innovation. For more than 50years of independence where education sytems have been established in every country with indigenous professionals that would teach skills and knowledge to cause positive effect on trends of development and increased community livelihood in these countries alas! we still lament and shifting blame to colonialists. Shifting blames have caused failure to develop African countries as "misleaders" invest in corruption, nepotism, and poor policy cycles that have appeared on papers but not in the society. These policies have remained conference policies where leaders go eat and get allowances with little effect at grassroot level. Knowledge of how a policy can meet its purpose should

be shared for effective implementation. As mentioned that, "universities and research institutions should work with government ministries in order to understand government research agenda so as to get funding and cause informed policy decision.[163] There is a missed link between academia and government yet policy is authoritative and executive empowered by the government. It is important to understand the dynamics in the society in terms of existing suppliers of service, market dynamics, how individual organizations are structured and make decisions, incentives and identify obstacles to compliance.

In East African community, member states have got a number of policies being signed to enhance pana-Africanism and globalization. Quality assurance policy is urshering in as an education reforms in tertiary education to horminaze the quality of education so as to meet global demand of human resources to increase productivity. Member states have established quality assurance department or agencies to oversee quality of education in the country. The researcher was reliably informed that quality assurance unit in the university is not directly linked to quality assurance agency at National council for higher education. However, universities are expected to make bi-annual report to National Council for Higher Education (NCHE) which provides overview of how education is being provided. Quality assurance policy in universities ensures accreditation of universities and other tertiary institutions, accountability and assessment of quality of education provided to the global community. There is another salient purpose of attracting clients to the best institution that provide value for money as students pay in turn they get what is worthy their money paid for service. It is important for employees to work as a team and provide quality education through teaching, research and community interaction service that aim at changing community livelihood. Policy formulation cycle has been an issue of management in developing countries. Policy implementation is a continuous cycle of policy formulation not an end in itself. This explain why this study used a questionnaire that traced back information on policy formulation and quality assurance implementation together.[139] Benchmarking and lived experience should be shared so as to improve quality of education system in Africa. The criteria of university web ranking requires deep internalization with everyones participation for quality improvement in universities. This would be possible when every university utilize AQRM version 2013. The document could guide faculty to improve its performance as well as university administration.[36]

National Council for Higher education expects lecturers to be doing research and publications.[43] There is a challenge of who pays for publication costs since open access journal require payments from researchers. Free journals companies takes the copy right hence journal articles cannot be hosted on university web site as owned by the university repository. This challenge has been observed among emerging issue in this study as lecturers complain of little salary which cannot facilitate publication. It should be noted that institutional repositories have an umber of benefits as far as quality teaching and university web

ranking are concerned. Institutional repository provides evidence of quality teaching as profesors, lecturers and researchers provide showcase of volumes of knowledge through research and publication. The question remains who funds research and publication since lecturers are paid little salary? University administrator need to improve quality of teaching through following some identified criteria for web ranking in this document. The role of QAD is sometimes mismatched by some universities like; "quality assurance is a concept undertaken by participants to ensure that mission and goal of institution are met (R087)" comparing this definition with narrative provided by R095, "quality assurance is the best practice in an instituuion setting that encompass the whole segment of the university from academic, health, infrusture building. It should be participatory with checks and balances". What motivates participants (R095) is "At least the office exists, periodically it engages in one aspect of quality assurance namely, writing and upgrading curriculum taught for accreditation." The narrative provides mixed information which I presume to be the reality with many university employees. It would be good for University leadership to benchmark Makerere university organizational chart on page 26. The functions and management roles of QAD should also be benchmarked on page 24 in the same book.[112]

Finally, let me say like Huge Culver "Excellence is a habit not an act". Note that university lecturers, administrators are aware of quality assurance policy implementation; that is 90.8% awareness, the next step is to become more accountable and owning the change to improve quality of teaching therough research and publication.[164] The directors of QA and some staff members have not studied widely the functions and management of QA in universities hence instituuions have not been well guided in matters of quality assurance. It is the wish of the researcher that directors of QA should read literature, should benchmark good practices from other universities and observe websites of their own universities and those of best performing global universities.

Objective one: *To establish meaning of quality assurance (QA) as understood by university staff members in Uganda*. The researcher employed a questionnaire and in-depth interviewee guide where participants defined quality assurance basing on their experience and knowledge as in Table 10 below. The participants' response to item 7 in section A (Background information), item 1,2&3 in section B and item iv in section C provided personal opinion which proved that employees sensitization on quality assuarance system was done at different level and results can be generalized basing on the data presented in Table 5 above. Policy or system sentization was estimated to covered 90.8% of the participants. However, employees (participants) who acknowlsgde that sensitization was done in the university accepted that they were aware of the QA policy/sytem and 9.2% indicated that they were not aware of QA sytem in the universities. This can be seen in Table 5 and S-Tables of crosstabulation per university attached in the appendices. Some of these respondents who indicated that sensitization was not done were professors and experienced employees

in universities. Their views could not be neglacted as "minority views" as some of them were requested to explain their position, the following were put across; "inequate knowledge regarding QA policies… lack of involvement in policy making, limited exposure of these policies and guidelines…(R007). Policy only appear on papers and has not been transferred into reality, lack of investment in policy implementation…(R009)." These opinions require staff involvement at departmental level and faculty level so as to improve quality of teaching and service delivery. Therefore the concept of quality assurance was not seen as "foreign" in study as communities where participants were enrolled were not surprised of the policy but had limited experience in understanding the policy. Policy formulation as revealed by both qualitative and quantitative data require knowledge and negotiation. They appreciated in taking part in this timely study where they suggested and recommended for quality assurance improvement in the universities. The participants verbatively defined quality assurance as;

Critical analysis of Table 12 raw data from the field

This is some raw data collected from the field which has to be processed into themes as in Table 12 below. The participants in this study defined the concept of Quality assurance as a system put in place to ensure, improve service delivery to the clients by the service provider. The service provider is the employer and now employees act on behalf of the employer as delegated clients who take responsibility to service the second clients.

Table 12 Using your own experience define the concept Quality assurance

Constructs sources
· A system of improving service delivery to both employees and students (R025)
· A system of ensuring high quality of service delivery in univrisities (R026)
· Measures in place to ensure better outcome (R029)
· A system that sets principles, procedures and guidelines in place to ensure quality of work and results in the organization (R031)
· QA is a sytem that ensures that standardize is high so as to compete feverably with other universities (R034)
· A system in which the delivery of service or quality of product is assessed and compared with that required (R036).
· QA policy require adherence to set standards by implementers or university leadership (R0174).
· Quality Assurance is a system through which service delivery is ensurred by university administration and staff….(Participant… female middle age, ..Ri04).
· A system that ensures that service offered by the university at large are in conformity to some national or international standards (R009).

Critical analysis for Table 13

Theme 1: quality assurance is a measure in place to ensure better outcome is attained when institutions perform their three major core activities.

Theme 2. Quality assurance is a system where all employees participate to ensure quality is attained with little or no defect is seen in the products

Theme 3: quality assurance is a system that emphasizes law abiding to the set rules and regulation by higher authorities so as to improve quality of service as recommended by law.

Theme 4: quality assurance is both product and policy from a system that ensure excellence in service to the clients and institution.

Theme one above was supported by 37/156 (23.7%), theme two 34/156 (21.7%), theme three 50/156 (32.1%) and theme four 38/156 (24.4%). This implies that when defining quality assurance most lecturers would define in favour of theme three and four. The implication may be seen in the vision and motto of particular institutions. For instance MUST may define QA according to theme 1&3, Ky-U theme 1, 2 & 3, KIU and UMU tend to relate as they all have theme 1, 3 &4, NU has theme 2 & 3 and BU has themes 3 &4. The next move may be of curiousity in establishing the relationship between employees perception towards institution vision and practices in implementing quality assurance. The above results in Table 13 originated from data collected from participants who filled the questionnaire and thoses who were interviewed. Thematic content analysis was done from excepts and transcripts that were either formal or informal to get the four themes as shown in Table 13. Participants who responded to item iii section C of the questionnaire and some excerpts from interview transcripts argued that accessing policy handbooks is not possible at departmental level in the universities. Copies of university quality assurance policy handbooks were not found at departmental offices and at some point even 3/6 (50%) QAD offices had draft handbooks the remaining 2/6 (33.3%) had it in soft copy and 1/6 (16.7%) did not have even a draft quality assurance policy. Therefore access to QA policy handbooks was not possible to a large population of implementers of the QA policy. The mediocrity provided the researcher an opportunity to interact with some university office administrators in departments and faculties investigating the possibility of accessing policy handbooks or handouts to guide staff on participation and understanding university processes of improving quality service to first and second clients. As earlier mentioned university employees are 1st clients while students (customers) are 2nd clients who are served by the delegated employees (1st clients) to provide service to customers on behalf of the employers.[15] The employees join universities to search for jobs in order to earn a living as they offer service assigned to them by the university.

Qualitative data can be analyzed by considering brief excerpts from interview transcripts and themes from narratives, or expanded notes on particular items.[109] The above information from Table 12&13 shows that institutions mission and purpose can show that employees can define particular concepts basing on their lived experience. Public institutions defined quality assurance under theme 1 and 3 while most private institutions define quality assurance under themes 3 and 4 as shown in Table 13 above. It

should be noted that some respondents who answered questionnaire did not respond to item iv in section c while participants engaged in interview had no option other than responding to item iv in section C that appeared to be item 5 on the structured interview guide of tool (2b). Finally, narratives, interview, text analysis, and observation can use categories, codes, latent content, unit analysis, condensation, abstraction, content area, and themes. This study as it used text analysis, web site analysis, interview through interaction, narrative as some participant could narrate how quality assurance was being implemented, the researcher identified some latent content hence included them like what makes the university to be ranked high on the web ranking? Plagiarism check softwares, considering research and publication in universities where knowledge on predatory journals and legitimate online journals have to be shared briefly to aid university lecturers to guide learners in making choice of publication in legitimate journals.

Table 13 Showing results by themes defining quality assurance

Themes → institutions ↓	A measure in place to ensure better outcome	A system of ensuring quality service	Adherence to set standards	Excellence in service delivery
MUST	*********	****	*********	******
KY-U	********	********	********	****
KIU	********	***	***********	********
NKU	***	**********	*********	***
UMU	*****	***	*****	*******
BU	****	*****	********	**********

Some common rooms or lecturers offices did not all have desk tops and some teaching staff were not readily with laptops connected to wireless internet hence little information was available for research and information about quality assurance appeared to have been given to them by word of mouth during workshops and general assemblies. This was confirmed as data was being collected when participants argued "*No access to literature on Quality assurance sytem in this institution*". Interacting with some of the participants, the following was given; "Quality Assurance system is a rod type system where employees in the office appear to be "off land" and other general employees under the leadership of the rod (R046). Quality assurance is a doublication of AR or DVC-AA for no reason… what is new with QA system? If not dividing one office into many other offices…(R0159). Policies of this university benefits fewer employees hence I do not waste my time to read them (R0121). Quality assurance is the process of doing things in ammaner that is in conformity to the required standard..(R0120)." These statements given above revealed misconception held by some staff members where resistence of the system due to lack of information which tend to override the good purpose of establishing quality assurance system in institutions higher education. However, some participants appreciated the role played by quality assurance office or directorate. The resentiments expressed here are opinion and views of some participants that need to be handled with love and care because quality assurance require openness and innovation by stakeholders. The purpose of providing quality service in universities is to improving community livelihood throught provision of human resources and quality products. As mentioned by Kyambogo University (KYU) Quality Assurance Directorate (QAD) that their philosophy of QAD is, "*Quality is everyone's business*". University staff who participated in this study from different research communities used definitions that were in line with answer keys common in existing literature. These responses concur with the staff definitions as it states, "Quality in education is often defined as fitness for purpose, but there is no agreement for the definition of the term.[4] The concept is ideally understood through transfer "learning" because consciencily lecturers understand and know what quality education should be in tertiary institutions globally. Tertiary institutions are supposed to produce skillful human resource to work with the community in improving livelihood and sharing knowledge acquired from universities and colleges.

Definitions like; Quality assurance is a system that encourages employees to avoid defects in the service delivery and products. Quality assurance is a system of ensuring provision of quality service in accordance with the institutional mission and vision. Quality assurance is a system that promotes efficiency and effectiveness in performance to achieve the goals, objectives of the institution as enshrined in the mission and vision. Quality assurance is a body of policies that ensures that high quality service is delievered to institutional clients. Quality assurance is a system of policies that improves service delievery to clients. Finally, the participation of expert panel and research participants proved that university employees are knowledgeable about quality assurance policy. The study participants also presented their responses on questionnaires, and others verbally through interaction with the principal investigator as shown in (Table 10). Quality assurance is a system established on the foundation of quality assurance policy which was adopted by the national government under aucipsis of National council of higher education (NCHE). Quality assurance is a codification of many other policies that enhance quality teaching in

universities and other tertiary institutions. Quality assurance policy is therefore both managerial and pedagogical which ushers in quality assurance system or culture of continuous quality improvement. Implementation is a continuous process of policy formulation hence one may not talk of policy implementation without paying attention to policy formulation cycle. Policy implementation is not an end in itself but a continuation process of the policy formulation.

The quantitative results shows that participants have knowledge of the individual institutional mission and purpose. This was confirmed by the results of item 01 in the the questionnaire as reflected in table (S-Table 11) attached in the Appendices. The results are as between groups variance is 2.143 and within groups variance is 0.976 while F-test is 2.196 and significant is 0.073. This means that a null hypothesis formulated for such item would be rejected, therefore accepting the alternative. In this situation avariable like item one was retained on the questionnaire basing on its significance within literature on quality assurance policy.[8] It should be noted that hypothesis can be rejected if between groups and within groups square mean is significantly differing with a f-test being greater than 1. In the situation where the difference between group and within group square mean is almost equal and f-test approximately equal to 1 then variable or null hypothesis will not be rejected.[97] Variables can be tested so as to help in decision-making about the study. As mentioned above that expert panel members suggested pool items in text box 001 in the appendices and the sixteen items were retained on the questionnaire as valid items due to their significance in the literature. The items referring to the purpose and mission of each institution were retained when even their factor loading was low, because it is the mission and purpose that directs and determine how institutional goals and objectives can be achieved.

However, most universities are complied to act globally because learners are global and spatial interaction has caused mobility. Glabalization is invitable for all competing universities that are destinend to continue in operation least they close because of incompetencies identified. Web ranking of university is another stressful experience to university administrators because of not being ranked among best performing universities at national, continental and global level. This should be a need for every university to be counted among the best performing institutions for purpose of quality teaching. The change starts with a needs hence action is taken to satisfy identified needs. Research items; 4, 5,6,7, & 8 are tabulated in table S-Table 12 in the appendices as to be easily interpreted here below is The question raised in some universities is; why employees were not being recognized by top administration. This remained a question of not involving employees in decision-making and accepting participatory leadership at different administrative units. However, it is worth mentioned that employees need to be rewarded with non-wage incentives like publication and hosting their academic articles on university website. And promotion in professional ranks can also motivate employees hence improvement in quality of teaching.

Job security was not an issue in public universities while in private universities was raised as an issue where employees job security was ensured depending on performance. Their contracts would be renewed if they perform better and maintain or improve quality of teaching. In this matter employees discipline was seen requirement at all levels of manangement in organization. The quantitative items 09, 10 and 11 shows that variables have between-group less than within-group square means and their f-test less than 1. The null hypothesis is not rejected. This would have been reason for dropping some of the variables but retained specific ones due to their significance and existing literature on quality assurance.[8] However, the significance of item 09 and item 11 made them retained on the scale as their significance level was above 0.50 as in Table 14-16 above. This reason made the items to be retained on the scale which was used in this study. Null hypothesis is a statement stated in a negative to propose a particular guess that require investigation. These mentioned items if they would be turned into hypotheses then some would be reject and other accepted. It should be noted that S-table 17 (In appendices) provided a basis for retaining all the items on the questionnaire because of normal distribution of their mean.

Table 14 In this case the subconstructs where item 01, 02, and 03.

Item	square means		f-test	sig
01: Institution mission & Purpose..	Between-group	2.143	2.196	0.073
	Within-group	0.976		
02:Policy formulation procedure…	Between-group	3.853	3.127	0.017
	Within-group	1.232		
03:Participate in policy formulation..	Between-group	0.798	0.578	0.679
	Within-group	1.38		

Source from kiblirwandi, 2018: Table 4.10 source from S-table 11, 2018.

Table 15 Negotiation on employees involvement in QA policy implementation

Item	square means		f-test	sig
04: working environment improved...	Between-group	1.473	1.548	0.192
	Within-group	0.951		
05:Involvement in decision making…	Between-group	1.235	1.159	0.017
	Within-group	1.065		
06: Employees recognition...	Between-group	1.965	0.738	0.131
	Within-group	1.086		
07: promotion in professional ranks…	Between-group	0.982	0.738	0.568
	Within-group	1.333		
08: Job security ensured	Between-group	1.509	1.152	0.335
	Within-group	1.31		

Sources: Kibalirwandi, 2018: Data source S-Table 12

Table 16 Employees empowernement in decision-making at administration level

Item		square means	f-test	sig
09: Delegation has improved at depts..	Between-group	0.864	0.728	0.578
	Within-group	1.195		
10:Team spirit existence at depts. ..	Between-group	1.489	1.274	0.283
	Within-group	1.176		
11:Clear recruitment for employees…	Between-group	0.997	0.785	0.537
	Within-group	1.27		

Critical analysis of table Table 17

Participants identified gaps in feedbacks hence this but could not rejected and its mean was 3.65 from S-Table 17 and Table 13. Items 13-15 were noted with concern to express employees perceived service delivery significance was above 0.5 and f-test were less than 1. Means were normally distributed as reflected in table S-Table 17 in the appendices. The four constructs for testing for policy compliance and implementation were knowledge or cognitive value, negotiation between parties to implement the policy, empowering the implementers with resources both material and human resources and the forth being perceived service delivery by the service providers who are in this case the employees working on behalf of the employer to achieve the mission and goals for the institution.

Objective two: *To establish specific steps taken in implementing quality assurance in selected Ugandan Universities*.

Table 17 Perceived service delivery by employees as their implement the the QA policy

Item		square means	f-test	sig
12: Feedback is given on QA…	Between-group	3.149	2.2	0.283
	Within-group	1.471		
13: Access to new technology..	Between-group	0.652	0.466	0.758
	Within-group	1.391		
14:Staff morale in executing….	Between-group	0.765	0.824	0.512
	Within-group	0.928		
15:Progress on my work…	Between-group	0.039	0.029	0.998
	Within-group	1.363		
16: Employees use creative…	Between-group	0.62	0.547	0.701
	Within-group	1.132		

Source: Kibalirwandi,[8]: reference S-table 14: perceived service delivery.

The steps taken in implementing quality assurance was identified in the table below. Basing on negotiation between employees and employers staff participation in quality assurance policy implementation proved that correlation was significant at 0.05 level (2 tails) as appendix 3. While perceived service delivery basing on staff participation was seen significant as shown on the Table 7.

Quality teaching is to: *prepare, prepare and Prepare….. lecturer in middle age*. Probing question made the participant to explain and give précis information like … *Course outline prepared by lecturers and copies in offices of departments, course works marks submitted by individual lecturers, blue print or marking guides for final examinaitions kept in departments offices, examination vetting and moderations minutes observed, examination scripts archived in by university, attendance lists for classes and examinations archieved (R0144).*

Evaluation/assessment: *external evaluators are invited for moderation of examinations, grades, and programmes of study….female in middle age ….(R0145).*

Community outreach: *students send into communities to do community service, school practices, industrial attachment ….(R0145).*

Research and publication: *Research dessimination, workshops and seminars trainings of employees and students in research, publishing findings…..see websites of each university in the study (*general information on university web sites especially MUST). This helps increases volumes of research abstracts hence ranking and making university web site busy and citation is possible for researchers. The second objective provides evidence on the three core activities that are supposed to be performed by universities.[8,43] Teaching /learning process is an activity one followed by research and publication which too facilities teaching/learning activity hence pedagogy and research are two sides of the same coin.[8] When learners are equipped with knowledge and skills they are to give back to the community through community service or community outreach. Community outreach is done through projects as shown on MUST, Kyambogo university web sites showing ongoing projects and completed projects. Industry attachment is part of community outreach but at a minimu level of appreciation. Projects like green consumer for Bugema is better than the practicum attachment done for partial fulfillments for the award of degree certificates. However, reports have not been published for such projects so as to share knowledge on how outreach is done in particular universities. This objective can be summarized by the argument of participant who argued that quality assurance is all about quality teaching: "*quality teaching require both software and hardware resources…. (R0158).*" Software includes the techniques of teaching/ methods of teaching for effective implementation of quality assurance. Quality teaching involves recording procedures of teaching, and presenting lesson notes in an appropriate manner which applies pedagogical skills for all professional teachers/ lecturers. Hardware includes enablers to aid the lesson deliverying in class. This hardware may include size of classroom, seats, computers, projectors, text books or

resources references.[51] The challenge of lecturers dictating notes to students like in secondary schools was observed common in all universities visited for data collection on quality assurance implementation. Quality teaching is evidence based for quality assurance implementation in institutions of higher learning. The software and hardware must be supported by administrative will to equitably liken employees motivation and their salaries.

Objective three: *To identify activity level in which staff is committed to ensure quality assurance implementation in selected Ugandan universities*.

The researcher collected data on this objective through indepth interview since research participants were knowledgeable of what was being done within Universities. Teaching and learning process was being done in lecture rooms and outside lecture room through field trips and attachments. Teaching and learning process was being enhanced by examinations prepared by lecturers and vetted at department level. The process of standardizing examinations was seen best at MUST, KIU and UMU. The chairpersons of examination committees can benchmark so that similar processe can be taken during submission of examination sets to the examinaitation committee of each participating university. The examination is then administered by the examination committee under DVC-AA. Research and publication evidences were observed in the resource centers of individual university at departmental level or faculty level. In most universities graduate research reports were found in departments and libraries. These reports were never hosted on university web site due to some facts like lack of plagiarism check softwares, lack of technical and experienced research supervisors, low motivation of research supervisors. The evidence is found on individual university web sites.

Community outreach was seen evident on the university websites like projects done by individual universities (ongoing and completed projects) example are the web sites of Kyambogo and Mbarara University web sites where these projects are done within communities by students and lecturers. However, most projects do not have research reports on the progress of such projects and their were end without publications being shared on web sites. The research or a project should be terminated after reporting/ publising findings. The output may contribute for another research study or bring a product on market to earn income to the university and country as a whole. The general public is concerned with time wastage as students trouble them with several questions in form of research which shall never be published by the universities hence a need to approach research with an aim to published and share results. The challenge of not publishing reports were not given by technical team which needs further investigation because research should be concluded by writing and publication of results to help in sharing information or knowledge.[8] Research output should be indicated on websites of universities, volumes should in proportional with the number of academic staff, research projects may increase industry income to the university and the country

as a whole if well planed. Employees recruitment in some universities was ideally not clear since procedures were not well defined in their human resources hand books. As mentioned by Tibarimbas[11] that when even universities had salary scale audit, implementation was not followed. This is likely to cause advance effects on the quality of education in such universities. Labour turnover (attrition) was observed high as employees seek for high and good paying jobs in other countries outside Uganda. Those seen living longer within the country some are in top administrative positions and others are towards retirement hence they accepted to end the race but not motivated. However, during indepth interview as the researcher was discussing with a participant who appeared earning the higherst salary compared to other lecturers consulted during the study. This participant agreed that some lecturers would wish to go out for the "green pastures" because of higher pay but places where their services will be appreciated by the global community because people in these developing countries do not experience their full potential because of leaderdship challenges. He said, "*It is not because of higher salary that employees are motivate but the relation that existence in a working environment …R0145)* ". however, participation in research supervison makes the participant happy and is able to enjoy service at the university. The participant was a middle aged young man doing his post doctorial studies and funded by some organization that the researcher did not ask him because it was not in his objective much as the salary scale in the outlayers.

Objective four: *To establish the level of staff participation in quality assurance implementation at departmental level of selected universities.*

The level of staff participation was observed through core activities performed at the university as per appendix 1 page 31 of the IUCEA/CHE/NCHE/TCU/DAAD.[31,43] and where some lecturers were observed conducting classes/ lecturers using enablers like projectors, course outlines were observed in the office of the Quality assurance department, students research books were observed in the library and departments, internal assessment reports were observed and general ranking of activities was as follows,

i. Policy procedure for internal quality assurance implementation

ii. Periodic review basing on indicators (policy implementation indicators)

iii. Quality assurance facilities.

iv. Self-assessment

v. Information system

vi. Public information system.

vii. Quality Assurance Handbooks

African Quality Rating Mechanism (AQRM) criteria provides 12areas of rating while the implementation guideline volume 4 of Inter-University Council of East Africa provides 14major areas of rating. The 4icu.org provides approximately 3 major

areas of rating as compared to the 5major areas of times higher education company as mentioned at 3rd last page in this document. The five major areas provides 13 critera of rating best performing universities globally. Therefore for purposes of enhancement of quality the researcher made a decision to observe 7 criteria for his judgement to recommend quality enhancement in universities. The details of why universities are ranked low, average, good and excellent universities was on personal judgement of the researcher basing on check list and website quality. The volume of research and publication was not followed because most of the lecturers contribution in research was not indicated on university web site. The details of the criteria is given in appendix 2 & 3 attached. The quantitative data also provides evidence that as particpants expressed genuinely their opinion on the questionnaire as crosstabulation was checking responses of individuals basing on their awareness/knowledge of policy implementation or Quality assurance system operations in the institution. The tables in the appendices provides insight into the the nature of staff participation in quality assurance policy implementation.

The researcher was careful in observing websites of the best global universities like Massachussetts Institute of Technology (MIT) which holds position one among the first best 200 global universities and Stanford University being the second in the 2018 uniranking at global level. University of Pretoria being ranked the first university among the best performing 200 universities on the African continent followed by the University of Cape Town all in South Africa in the 2018. Uniranking African Universities as shown from detailed information on (https://www.4icu.org/Africa/...), shows that criteria for measuring success were; accreditation, traditional face to face teaching, offering at least 4-years bachelor degree, masters and PhD, none-distance format of teaching, and other simple details for comptent institution of higher education. This ranking was basically of web matrics of individual university involved in the study. Basing on this argument, universities can benchmark from such good perfoming institutions. The participant marked R011 argued that quality assurance is all about quality teaching. Quality teaching can not be treated in isolation from research & publication.[8] The argument that, "quality teaching require both software and hardware (R011)" was pertinent as the software includes the methods, and techniques applied during lesson/lecture presentation. The hardware part includes enablers like projectors, computers, white boards, classrooms with adequate light system, text books both in e-books (soft copies) and hardcopies in libraries. The quality of lecturers is among the software resources used in quality teaching. The question of; How competent are the lecturers is paramount in implementation of QA policy in the universities. The five major criterion on web ranking as mentioned are worth noted for quality assurance policy implementation. While 4icu and timeshigher education presents five (5) and thirteen criteria respectively used in ranking universities, research and publication is marked with the highest percentage score for universities to be ranked. Teaching and learning requires research, yet research and publication is another criteria for

univranking globally. Professors and researchers have to make research collaboration possible through research and publication which cannot be undermined for ranking.

The importance of participation in quality assurance may be summarized as;

1. Sacrosanct role: this is where staff owns the process and get energized, feel surprior in their action, words like untouchable, sacred, reverend, unbeatable in working relationship are used to enhance team spirit hence quality of service. The university motto like; "Succeed we Must" for Mbarara university of Science and Technology become a pride for both students and staff.

2. Enthusiasm for incorporating staff into democratic decision-making in an institution hence team work and delegation is enhanced resulting into a culture of continuous quality improvement.

3. Staff participation can reduce frequent strikes of employees that often destroye public trust and destruction of standards of university quality

4. Participation is a transformative tool for social change that policy formulation cycles is made complete with employees support in implementation, monitoring, and reviewing the process hence a continuous democratic management in institutions of higher education.

The tables included within the main document and those attached at the end of the this document explains precisely the significance and meaning of staff participantion in quality assurance implementation in universities. The question of why staff participation should be marked from decision-making or policy formaulation has been provided by testing hypotheses one and two where by staff participations accounts for 68.5% for the success of policy implementation in institutions of higher Education in Uganda. Considering the core activities of universities; teaching, research and community outreach. Employees as implementers are inevitably needed to participate in policy formulation and implementation. Comparing individual participants responses to the sixteen items in the questionnaire, participants are motivated by the mission, purpose for which a university was established. They are willing to sacrifies towards achieving the goals and provide service as in the bar Figure 1 below

Critical analysis for bar Figure 1 above

i. One participant strongly disagree that mission and purpose do not motivate him/her and other disagree that it is not of institution mission that makes them participate. Participants who moderately agree, agree and strongly agree from Mbarara university were 18 (85.71%). Taking a general view of participants, 3 (2.1%) strongly disagree to be motivated or encouraged by the institutional mission, purpose or other wise. Generally, participants who disagree were 7(4.9%), 27 (19.2%) moderately agree, 44(31.2%) participant agree, while 60(42.6%) strongly agree that institutional mission make

them enjoy working with the institution administration. The above evidence show that employees enjoy associating and working with an institution basing on the mission, vision and purpose hence 92.95% of University staff understand mission, purpose and vision of the institutions hence there is no need to coarce them for quality improvement. It is important for leaders to negotiate with employees on how to "map the vision on ground" for evidence.

ii. The argument presented by participants in particular universities is reflected by bar charts as shown with Kyambogo University and Kampala international university as participants could argue that institutional mission, purpose motivate them. Those participants were able to fill the questionnaire and interact freely with the researcher discussing issues like how to improve quality of teaching, and achieving high professional ranking which appeared among emerging issues within this study. The researcher was able to pledge that he is to share some information on how uniranking is done by organizations following web site matrix.
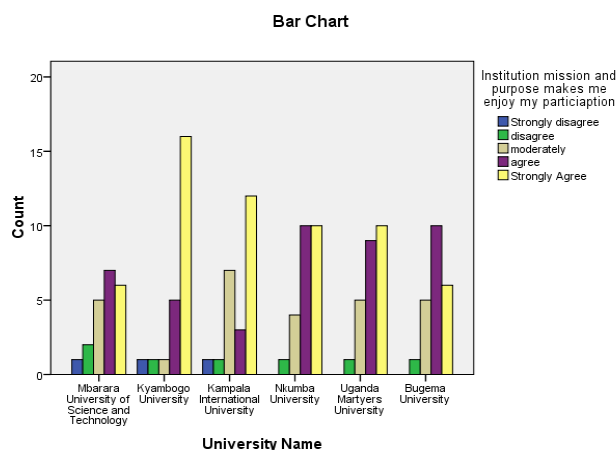

Figure 1 Institution mission and purpose make employees to enjoy working and participation in management.

Critical analysis for Bar Figure 2 above

Observing the bars above 15 (10.6%) participants strongly disagree that they do not understand policy formulation procedures, 30 (21.27%) disagree that they do not have knowledge or know the procedure of policy formulation, 51(36.17%) moderately agree, 29(20.56%) agree , and 16 (11.35%) strongly agree. It is statistically accepted that 68.07% of the participants know university policy formulation procedure. However, the minority vote must be respected for quality improvement. Quality assurance is for everyone because we work as a team.

Critical analysis for bar Figure 3 above

i. Particpants 17 (12.06%) and 28 (19.85%) respectively strongly disagree and disagree to be participating in

policy formulation process within the university. This was opposed to the response of 43 (30.5%) moderately agree, 39 (27.66%) agree and 14 (9.9%) strongly agree who accepted that they do participate in policy formulation within the university.

ii. Participation in decision-making is partnent in university management hence this has a bearing on the quality of education in universities. However, participants who moderately , agree and strongly agree to be participating in policy formulation provide a higher parcentage 68.06% as compared to 32% participants who claim not to be involved in policy formulation. Policy formulation as well as implementation is at different levels of administration.
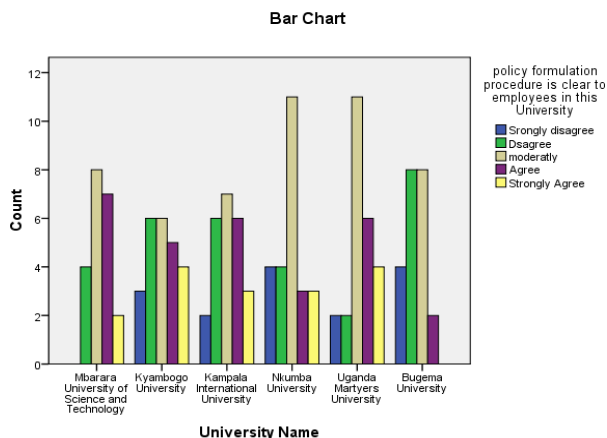

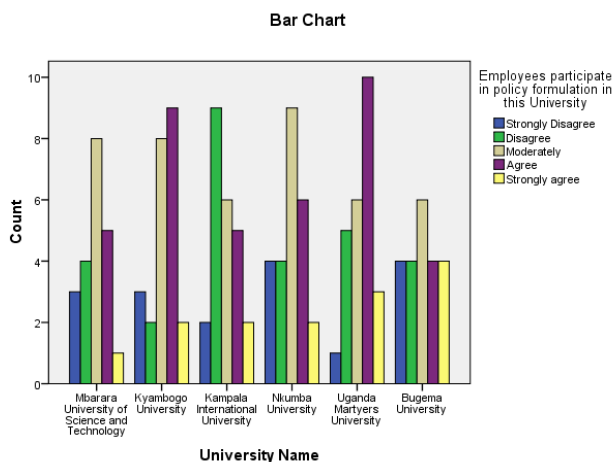**Figure 2** Policy formulation is clear to employees in this university.

Figure 3 Employees participation in policy formulation in this university

Critical analysis for bar Figure 4 above

i. The presence of quality assurance policy in universities has caused tremendacy improvement that employees can experience improved working environment. Participants who acknowledge improved

working environment were 88.65% while 11.34% (16) participants do not see any significant improvement in working conditions.

ii. Participants who consent that they are part of decision making team were 108 (76.59%) while participants who refused not to be part of th decision making were 33 (23.4%). The reason why these 23.4% of the employees were not being part of the decision making can be estimated basing on their experience, level of education, and type of employment. These participants some were not employed as full time and other were not sure of their salary scale as their service was not garranteed by university administration.
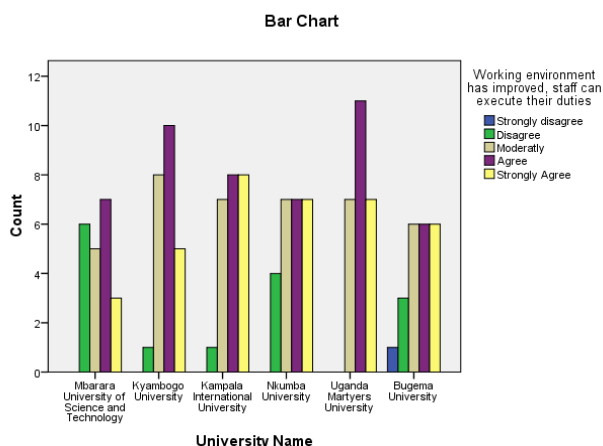

Figure 4 Working Environment has changed , staff can excute their duties very well.

Critical analysis of bar Figures 5&6 above

i. Participants who acknowledge that management do appreciate and recognize performing employees are 106 (75.2%) while 35(24.8%) do not see how university employees are being recognized by administration.

ii. Issues like "A rod type system by R046" and comparing responses mentioned in Table 9 above , the explanation of why such percentages shown in bar char 4.6 above may be given meaning since administration is improving and recognizing employees through involvement in decision making, workshops, seminars, research and publication, and employees development as they are given scholarships for further education. As the researcher interacted with participant (R0171) , she said " perfoming employees are given scholarships if they apply for them". However, it was noted that these have to sign "abond" for three years after graduation to serve the university. She further clarified that for anyone on bond may get a better job outside the university. It is on the discretion of the university to allow him/her apply for lucrative opportunity and a university would wait for him to compensate or come back after completing such contract outside the university. This too sounded good hence employees accepted that recognition is done. On recognition of employees R0170 narrated the story how 2017 some employees who published scholarly

articles were given 1,000,000 Ug.X or US$277.70 at an exchange rate of US$1:3600 each as a sign of recognition in research and publication.

As mentioned in the appendices scholarly articles must be published in indexed journals not predatory journals that tend to violet rules of publication. Predatory journals do not genuinely take publication processing cost from researchers in accordance with rules and procedures of open access journals. The guidelines on how to identify predatory journals has been given by Wild.[104]
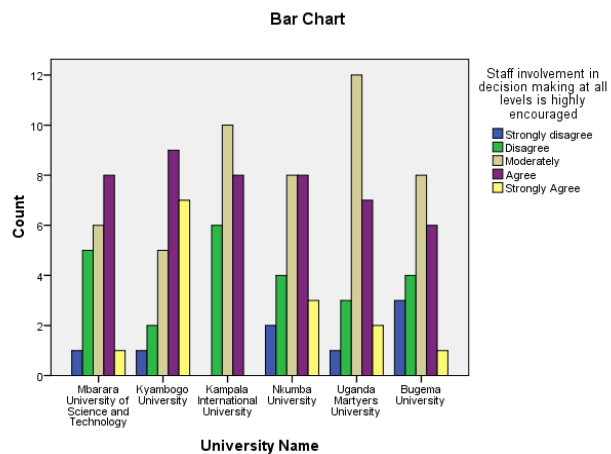
Figure 5 Staff get involved in decision making at all levels is highly encouraged.
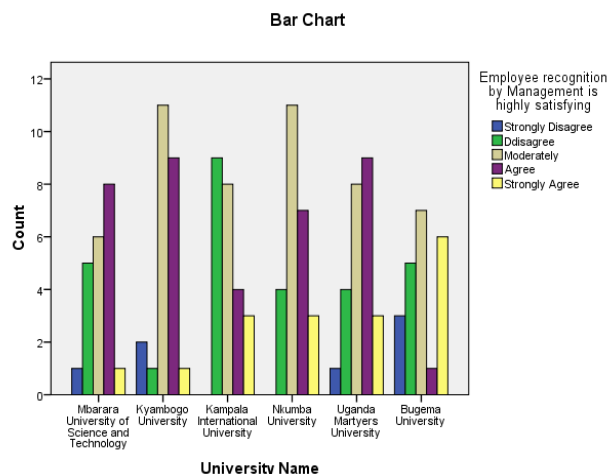
Figure 6 Employees recognition by manageemnt is highly satisfying in this university.

Critical analysis of bar Figure 7

The highest percentage of employees in universities accept that human resource manuals articulates procedures and conditions for which an employee can be promoted in professional ranks. Almost 107 (75.9%) agree that such provision is included in human resource manual, however, as the researcher was interacting with participants it was

discovered that university administration can not promote employees since they will require increase in salary scale which may not be available. On the other hand defiantly, some employees have not applied for promotion in academic ranks since they are not able to research and publish scholarly articles in international joiurnals. This was confirmed from university web sites and research gate to establish people' s research and university research volumes in the recent five years. To some lecturers their mentioned research articles could not open or get accessed because they did not have copy rights. However, these articles in closed journal can still be accessed by university web ranking organizations.

Figure 7 Promotion in professional ranks is well articulated in human resources manual of this university.

Figure 8 This institution ensures job security for employees.

Critical analysis for bar Figure 8 above

Participants who accepted that university administration ensures job security were 110(78.01%) while 31 (21.09%) argue that sometimes their employment is not secure. Considering information given in bar char 4.5 (above)

where participants 33(23.4%) argue that they are not part of decision making hence it is possible to understand why 21.09% do not have job security in universities.

Critical analysis for bar Figure 9

Employees agree that delegation of power has been done by employers. Participants in this study who moderately agree, agree and strongly agree were 121(86.5%) and 19 (13.47%) participants did not agree that delegation of power or decentralization was being experienced in universities. however, 1(0.7%) participant declined did not want to show side for this matter it was under missing cases.

Figure 9 Showing opinion of employees appreciating delegation of power in institutions.

Critical analysis for bar Figure 10 above

It should be noted that team spirit in universities have increased due to global view point as employees jointly work together so as to improve the quality of university education. A large percentage 87.94% (124 particpants) agree that team spirit exist and 12.04% (16 particpants) does recognize that team spirit exists among employees. This minority vote may be due to the fact that some have resentments like participant (R047) who said that quality assurance is punitive measure for employees who do not comply! Other participants thought that QA policy is a watchdog for university activities and have claws to punish anyone who may not fulfill his or her responsibility.

Critic analysis for Figure 11 above

Age of participants did not influence their choice to participate in quality assurance implementation. Morale was seen across all age of employees as it was observed that 53 (37.6%) moderately agree, 49(34.8%) agree and 11(7.8%) making a total of participants who agree that employees morale in implementing quality assurance policy to be 80.2%.

Bar Figure 12 The progress on my duty is satisfying

A total percentage of 78.72% (111) agree that progress on

their work is satisfying while 19.85% (28) individuals still yarn for improvement on the side of their performance. As the researcher observed some university lecturers neither did they have laptops nor desktop computers in their offices. Lesson preparation of learning materials was a chellenge. This may be the reasons why some were teaching directly from text books.

Figure 10 At Department, faculty and Institutional level team spirit do exist.
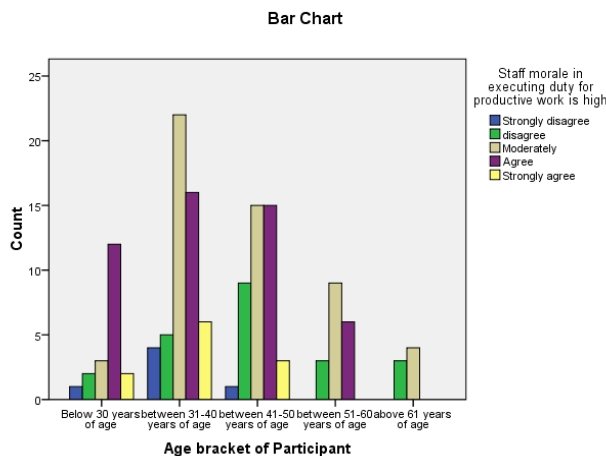
Figure 11 staff morale in executing duty for productive work is high.

Critical analysis for bar Figure 13 above

Comparing bar Figure 1 which participants opinion on institutional mission, purpose encourages employees to participate in quality assurance related policies in universities. In the same way employees irrespective of academic qualifications still enjoy working with institutions basing on the mission and purpose. Quality assurance policy requires transparence and public information feedback to be on web site so as to share information with the world. Research is needed for development as Materu,[19] arguably say that education in sub-Saharan Africa has not responded positively to answer the problem of poverty and backwardness so as to improve livelihood of

the community. Students research projects should be used to earn some income and add knowledge to the community. Quality assurance is a system used in a universities and other tertiary institutions to ensure quality service deleivery to the society through transparent leadership/ management, innovation, scientific and team building spirit to increase university autonomy. In the Tables 18 shows that t-statistic for variables in section A of the questionnaire were significant. The variables in section A of the questionnaire were observed not having impacted negatively their responses in this study. Cross tabulations also shows that there is no significant difference in response due to biographical status of respondents.

Figure 12 The progress on my duty is satisfying.

Figure 13 Institution mission and purpose makes me enjoy my participation.

Finally, in the document Horminization of African Quality assurance Accreditation,[117] it is explained that teaching go hand-in hand with research and publication. Good higher education system provides students with possibilities of accessing new information which varies from lecturers, text books, open access libraries linked for students to access.[117] This horminization of African quality rating machenism (AQRM) started by the commission of African

union trying to establish agreeable standards or criteria of ranking machenism to measure performance against stipulated criteria this was suggested in 2007. However, the criteria appear to be 12 for which the questionnaire covers in details. This document can easily be downloaded by individual institution to be used in assessing internal quality assurance at departmental level, faculty and institutional level.[36] Quality assurance practionners should be encouraged to read;

1. African union Quality assurance guide [lines117]

2. East African quality assurance[3]

3. European Standards Guideline on quality assurance.[17]

4. African quality rating mechanism[36]

These mentioned references may help practitioners to understand the two major purposes of quality assurance policy/system as; accreditation and accountability. Evaluation process aims at quality teaching enhancement and focuses on strength and weakness of programme, project or institution. The whole process end with recommendations for quality enhancement.

Chapter V

Discussion, conclusion and recommendation

Introduction

This chapter presents the discussion of research findings organized following research questions and followed by the two hypothesises. Conclusion has been drawn basing the the same arrangement of questions and hypothesises. Recommendations have been organized based on the research participants' opinions collected during the study, key informants, and on the researchers experienced acquired from literature and lived experience. The observation based on formal and informal narratives, challenges and lessons learnt during this study have been presented in this chapter for purpose of research and quality enhancement. Latent content themes that emerged during text analysis has been given attention such identifying criteria considered by organization who carry out web ranking of universities. However, the African commission has drafted a document that may give contextualized criteria for quality assurance ranking (AQRM). For the purpose of globalization international web ranking criteria may not be neglicated by university administrators. Quality assurance policy implementation and institutional performance management may not be separated when carrying out evaluation of institutions in terms of best performing and global institutions of higher learning. Web ranking has been done by different companies or organizations comparing global universities. This study was evaluating quality assurance policy implementation and the expected outcome was participation level and policy compliance. Policy compliance in universities as reflected by employees participation in implementation of quality assurance system or policy in universities was seen significant in web ranking for the best performing universities. The researcher has been keen enough to interact with employees, observing using a checklist and observing criteria of web ranking of global universities since 2014 to 2018 as he followed quality assurance implementation by universities in Uganda.

Institutions of higher education commonly referred to as tertiary institutions are having three core activities; teaching, research and community outreach.[4] Teaching and learning is an organized pedagogical, androgogical, and heutogogical experiences between professional teachers and learners for the purpose of increasing knowledge and skills to increase productivity. Knowledge should be for the benefit societal advancement in productive skills of goods and services to make a better world.[162] Critical thinking, problem-solving, communication, collaboration, creativity and innovation is being emphasized so as to improve economies performance and community livelihood. A new concept coined from two Greek words anthropoi and anagogy (Ανθρωποι and άναγωγή) making *άνθρωποι*άναγωγή or anthropoanagogy to explain a combination of pedagogy, andragogy and heutagogy in learning process of people. At universities, professionalism in executing roles and obligations to society is apriority for educators both teaching and non-teaching stakeholders. Anthropoanagogical experience fortify individuals to inspire the society hence adding value in terms of productivity of goods and services.[93] The institution mission, purpose and philosophy defines what type of employees, and students are needed in a particular university that matches with the quality of work to be done in that institution and how their output will be measured. However, most institution mission, purpose and philosophies are webbed hence they require clarity for purpose of quality assurance compliance. Policy compliance is a requirement for globalization and competition of best performing universities. Competitative university will attract many students hence staff participation in provision of quality teaching is inevitable.

There are two ways of revamping the system; on-job training and recruiting new staff that meets the requirement according to institutional mission and purpose. The institution should have a strategic plan of how it is to achieve its mission and keep the market position globally. Institutions are competing globally because of globlizaton information sharing is at an explosive level. This information age allows students and parents to locate where to enroll for further studies. Students and parents search internet to establish classic or best performing universities.

As Maxwell (2009) asserts that to be "a good thinker" the following must be done;

a. "Spend time with the right people,

b. Choose to think good thoughts,

c. Ideas have a short shelf life you must act before their expiration date"

The participating universities have a lot to learn from each other as this document presents some good practices from each of the university. The question of university ranking has been discussed in the article presented during the Kigali conference as identified in references.[8] Further explanation is given below in the researcher's recommendations as it is suggested for universities to purchase plagiarismcheck software and membership in publishing company or legitimate journals by participating universities. The author of this document has an idea of how research and publication can be improved since lecturers salaries may not motivate them to do the cleaning of articles and paying for article publication process costs.

It was found that 70.9% of the participants were earning less than 2,000,000 Uganda Shillings per month as gross salary or USA \$6666.00 annual gross salary implying that most employees were earning less than USA\$555.00 per month (see S-Table 7 in the appendices). Professors earning above US\$20,000 were only 5.7% of the participants consulted. This may be the reason why participant (R0180) argued that quality assurance is being faced with lack of supervison

from Deans because they are never at work due to part-time service in other universities. "*The Deans sometimes do not accept the reports hence there is resentments as deans don't support QA reports on individual lecturers. The reason is most deans part-time in other institutions hence they cannot improve the quality of studies…*(R0180)". The question of support or facilitative supervision is now required for this challenge. If a lecturer would publish one article per month then he would part with $150 and survival on less than $400 per month moreover these lecturers are family holders. For participant R009 was an outlayer in terms of employees salaries in Ugandan universities. His monthly salary was indicated to be 2850 Euros which is equivalent to US$4000 per month making annual gross earning to be US$48,000. This would mean annual gross salary would be approximately US$40,000 which is 2 times more than what most professors earn within the country.

While Yizangaw,[106] found out that 30-40% of the university lecturers (employees) were nearing retirement, participants in this study who were ramdomly recruited to participate in the study only 25% were nearing retirement as in Table 5 in chapter 4 above. However, professors in most private universities were retired professors from government universities engaged in post graduate studies and supervision of students' research.

As previously, argued that university employees were of low morale when it comes to job satisfaction.[9,10,106] Participants assured the researcher that university employees are not only demotivated by low pay but failure to participate in decision-making and implementation whatever, little they are being promised. For instance participant who argued that;

" *I earn about 2850Euros per month but this alone does not make happy! I can enjoy life or feel happy if I see that our decision is being implemented. For now am happy because I do participate in research and I see students succeed! That is my joy not the big sums of money as my salary…* (R009)".

The above participant was a middle age man of (31-40) years working on his post doctorial degree in one of the participating universities. The bottom line is while employees earn little salaries, the question of motivation is about seeing employees suggestions and contributions in terms of policy being handled or cared for by administration/Management.

Participants generally argue and support non-wage incentives like what is being mentioned in Table 7 in chapter four above. What makes employees motivated were verbitively mentioned in Table 7 as shown (pp 102). The participants identified 16 non-wage incentives that were tabulated and computed percentages for each university. MUST 12/16 (75%), KY 9/16 (56%), KIU 9/16 (56%), UMU10/16 (62.5%), NU 8/16 (50%), and BU 8/16 (50%) were the percentage rating for motivation by participants in this study. This computation can be supported by argument of participant who said; "*Institutional policies favour some few employees…R0156* ". This can be seen in Table 9 of this report. University top administrators can revisit Tables 7&8 so as to think and work together within limits of employees expectations. This position may establishing mutual benefit for both employees and employers. Employees can adopt tool "smoke detector tool" in the appendix 04 while top administrators can adopt tool in appendix 03 "facilitative supervision". These tool two can improve self-evaluation and participatory leadership in institutions of higher learning. Policy formulation is seen as a dialetic process in which all affected by the policy will get involved in shapping its development. We may not detach institutional standards of providing quality service from institutional policy formulation process, implementation and evaluation because institutional performance can not be better than their foundational policies on which systems operate (Bell, 2006). Manifestation of historical institutional policies are observed in their regidy QA policy implementation and evaluation processes. These manifestations adopts a relationship with political, cultural, economic and ideological movements in the society. As suggested earlier system revamping may take overhaling the traditional and historical policies in which institutions are rooted so as to terminate and formulate participatory policy framework that encourages continuous quality improvement.

Considering S-Tables 4-7 in the appendices renumeration does not follow academic qualification or work experience in most private universities. It was found that 47 (33.3%) earn less than USA $3,333.00 annual gross salary these include 8 employees at BA/BS, 24 MA/MS, 11PhD candidates, and 4 PhD lecturers. It should be noted that of these mentioned above two (2) were professors, 1 Associate professor, 6 senior lecturer, 23 lecturers, and 13 teaching assistants. These are given less than USA $3,333.00 annual gross salaries from these Ugandan universities. All employees have got the same challenge of low salary hence some employees part-time from many different universities so as to make ends meet. It was mentioned by (R0180) that sometimes faculty Deans fail to make followup since they are on transit part-timing from other universities in search for more salaries to meet their needs. However, the researcher did not consider terms of employment like full time, visiting lecturer (part-time), contract or permanent employment status. Universities especially private universities does not declare their lecturers on their web site hence this information is not possible to be retrieved. The researcher was challenged when observing staff evaluation reports by students at every end of the semester. Most lecturers that were evaluated in one academic year a large percentage could not appear in the next 2 academic years. The reason can be guessed right that these are on "transit lecturers" from other universities who could come for one or two semesters. This too leaves the staff to be always new to students and little is done in terms of effectivenss. Educators ought to improve QA implementation in terms of quality teaching provision. This argument can be supported by what Tibarimbasa,[11] said that university lecturers are "fluid in Nature" in that it is not possible to get them easily in universities. The question of gender sensitivity 57.4% were males participants and 42.6% were female participants.

The implementation of world summit on gender platform commonly known as the Biajing platform encouraged elimination any discrimination against women. This isn't a command but a reality of life! Studies show that women performance in identifying performance potential in team members is high hence any decision reached by a mixed team of participants both men and women has substantial evidence of reality. This argument was supported by (R087).

Participant of older age above 60 years and at level of post doctoral degree mentioned that;

"…*if any research is not gender sensitive, then it is not research because women are sensitive in nature and can easily improve research…(*R087)".

This participant is a female aged above 60years as mentioned and she is experienced researcher and teaches gender related courses at one of the participating universities. She did not want to mention how much she was getting from this university as her annual gross salary. Her questionnaire was filled up to 95.8% above exclusion criteria of 94% response from a participant. The participants besides filling the questionnaire interacted with the researcher for more than 20minutes above exclusion criteria number 3 as mentioned in chapter three of this document. This eminent discussion remained significant as well as eye opener for future research where individual scholars may want to win grants for research. She continued expounding on the fact that grant winning requires a team of scholars mixed men and women to apply together indicating each persons expected role in research implementation. Research outcomes are supposed to be shared by participants so that they improve livelihood of the community. The question of promotion in academic ranks and administrative /management offices (administrative message), employees from both private and public were longing to have their academic ranks rised. The university administration have kept the procedure in human resource manuare waiting for other scholars to come and discover. In all human resource manuares of individual universities, they had procedures detailed like, MUST, Kyambogo, KIU, Nkumba and Bugema universities on how promotions and other benefits are provided in any university. However, top management kept quietly/silient in planning.

The mission statements of participating universities and motto are worth noted in the implementation of quality assurance policy in this country. The Ministry of education and Sports has a mission statement; "to provide technical support, guide. Coordinate, regulate and promote quality education and training to all persons in Uganda for national integration, development and individual advancement" and vision is "using quality education delivery to accelerate the nation's socio-economci development".[165] As a country, a mission statement has to be considered for education progress. Head teachers in primary and secondary schools, both private and public are the first supervisors to improve quality of education in Uganda.[166] This means that Vice Chancellors are the first supervisors in universities and other tertiary institutions.[167] The business of being a proactive crusader and resource mobilizer for research,

creating research teams is not out side the expected role for Professor Celestino Obua Vice Chancellor of MUST.

A mission statement identifies major goals and objectives while vision sets reasons for existence and the ideal state that institution aims to achieve. The philosophy may then be defined as the slogan for which stakeholders should live for in and outside the university. It can be associated with motto like "SUCEED WE MUST" for Mbarara University of Science and Technology. It is a slogan for students and employees hence research and innovation has become key to the possibility of success in implementing quality assurance. Quality assurance takes into account of needs and expectations of students, employees and all relevant stakeholders. The general public is concerned with the quality of higher education provided to its members.[2] The challenge of exploring the mission, vision and philosophies of different institutions made the researcher to understand why some terms lack explanation and some employees are misplaced in given institutions hence resistence is created by design since information is never conceptualized. The philosophy of life defines action and thoughts of an individual or organization. Does your philosophy of life meet your aspirations? Aspirations would be the vision and mission underlying aims and objectives for which an institution is established. The vision considers the the history and future of an institution. The mission is built on shared vision of the institution by its stakeholders and can be revised from time to time, evaluating and recording achievements. As it is concluded that "vision without measure is dreaming and measurement without vision is a waste of time".[168] Quality assurance should be able to support creation of quality culture. It is believed that cnnot be possible without full ownership by the employees otherwise quality assurance processes is at risk of remaining empty bureaucratic exercise which has little impact on the enhancement of quality.[2]

Mission statements of Participating Universities in this study of QA Implementation in Uganda ideally portray the willingness of providing quality education to the global community hence quality teaching. However, the tradition of teaching using information directly from hard copies of text books in the libraries without looking at dynamic changing world with its demands have not been changed hence child-centered teaching approach has not been initiated in most universities. The students still demand for "handouts" lecturers' class notes, and some lecturers have not encouraged research to create critical thinkers in the world of academics. It is important for students to be given course outline that explains lecturers' input and students contribution during the course of study. Sample questions should be included lesson notes so as to help learners think a head of time before examinations. This idea was supported by participants in the study as, emphasizing that lecturers should fully prepare for teaching starting from course outline, quizzes, mid-semester examinations, three sets for final examination and their marking guide which was being mentioned as "blue prints for examinations" (R0169). These examined mission, purpose and visions of participating universities, non of them originated basing

on chaos theory but corresponding theories could be managerial theories like simple theory, complex theory, system theory, balancescorecard model and Servqual model taken from manufacturing industries to service industry of Education service. Considering all mentioned theories and models, quality assurance system can be implemented batter basing on multi-stakeholders theory of quality assurance. Multi-Stakeholder's theory of quality assurance is a back-tracked theory basing on management of teaching process in institutions of higher learning. It has not been easy to conclusively say that multi-stakeholders theory of quality assurance is to be accepted not only as a management theory but an educational reform theory which applies pedagogical, andragogy and heutagogy approaches of teaching. Quality assurance is an education reform management system aiming at harmonizing education globally so as to facility mobility of students and employees.

Quality assuare policy implementation enhances a culture where learners of different age limit and experience acquire professional knowledge and skills that elliviates them above the ordinary levels of thinking as they interact with professors and resources. The three professional practices of teaching apply in a combination where pedagogy, andragogy and heutagogy or anthropoanagogy apply to create a particular specialized expert or desirable graduate. It is therefore imperative for the researcher to conclude that multi-stakeholders theory of quality assurance culture remains a theory of management for quality improvement in educational institutions.

The following are arguments for the *multi-stakeholders theory of quality assurance* that through experience institutions of higher learning be guided to uphold;

I. Employees are empowered through appointments or contracts that delegates employees to work on behalf of the organization (employer). In this sudy 22% of employees claim that their jobs security is not assured (Table 10). How can they plan for the future,when they are not sure of the future hence quality of service is compromised because of weak recruitment policy implementation in universities? The participants (15.6%) in Table 10 further asserts that recruitment of employees is not good according to policyfor some employees. It is important for employees to be given employment contracts for at least three years minimumly as what Kampala International University is doing to its employees. A ten months salary contract like of Bugema University can be spread for the twelve months and then three years contract can be offered to employees. Therefore quality assurance processes is entrusted in the hands of wrong owners who cannot plan for quality improvement because institutions do not belong to them.[2]

II. Each employee is charged with responsibility to make an institution to shine among global universities through benchmarking, research and publications. However, policies on research and publication in participating universities do not have attractive incentives and rewards hence lecturers and top administrators do not implement these shallow policies. As mentioned by some respondents that institutional policies benefit the few hence nepotism, corruption and tribalism were identified looming in some institutions of higher learning. It is accepted that, "success means accomplishments as the result of our own success…how can an institution be successful if its employees are not successful?.[169]

III. Participants in this study were able to identify factors hindering quality assurance policy implementation. The measures of improving QA should be suggested basing on bench marks from best best performing universities in the world as identified by timeshighereducation. Com. employees are expected to propose activites that improves quality teaching at different level as it was suggested that, "both software and hard ware resources of teaching/learning process should be considered…R0157**".**

Therefore multi-stakeholders theory of quality assurance culture in instituions of higher learning states,"quality assurance culture is a synergy of all stakerholders' effort to accomplish tasks that provide statisfication to clients needs and expectation from an institution or organization."

The reports of employers and employees participation is evidently seen by clients success in service to the global community and returns are ploughed back into the process of manufacturing more products for output hence continuity of production. This study was conducted sampling both private universities and public or state funded universities. The private universities were of two distinct categories those owned by organization of religious denominations and others own by a group of business people or professional indivuals sometimes refered to as cooperate universities. Mbarara university of Science and technology, MUST and Kyambogo University are State funded Universities where most lecturers are paid salary by the government and some few lecturers are paid from local collections (tutition fee) from private/self sponsored students. The salary scale in public or State funded universities was seen high compared to salaries paid by private universities yet all employees were expected to provide quality education that is underscored for economic improvement of the economies. The core activities being teaching,research and community outreach, employees appointment or contracts should show inputs of individual employees towards achievement in terms of percentages.[170] In most competing universities employees are given details of what their role will be in achieving the three core activities like 40% teaching, 30% research and 30% community outreach. This would vary basing on equity how much is the university will to pay for the input contribution from the employee.The total of inputs employed in the process should add to 35% teaching, 35% research and 30% community outreach for competing universities. This appropriation can be extended even to financial budgeting of institutions like what percentage is for teaching, research and community outreach. How much does these core activities give back as return to revenue? All the foresaid should be considered in quality assurance implementation at institutional level. During this research it

has been found out that most universities employ lecturers for only teaching hence paying them for 12-15hours in government and 15-21hour private institutions per week. The question of research is optional for individual lecturers.

Bugema University (BU) and Uganda Martyers University (UMU) are denominational owned by the Seventh Day Adventist church and Roman Catholic Church while Kampala International University (KIU) and Nkumba University are Corporate Universities owned by individuals pulling resources together with aim of establishing a well organized institution of higher learning within the country.[11] The mission, vision and philosophies of each university are given from web sites and documents provided in hard copies. They (universites) aspire to equip and improve human resources globally which is a vital cause for higher educational institutions. All the above sampled universities have got ideally active offices of Quality Assurance and they participate in implementating quality assurance policy at institutional level. There is some improvement in policy formulation within these institutions since the onset of quality assurance policy in universities and other tertiary institutions in Uganda. The 68.1% of participants agreed that they do participate in policy formulation at different levels of administration as in Table 11 chapter four above. However, ad-hoc policy adoption without fully considering for contextual reality in which lecturers will be involved in implementing the policy and incentives for job well done is still common in some institutions.[64] This was evident as some lecturers argued that they do not access institutional Quality Assurance policy and hard copies of Quality Assurance copies published by NCHE or IUCEA.

As recommended in this study, attention should be taken so as to increase level of participation above 32% which will increase return per core activity in universities. As mentioned in Table 8 above that, "*There is no handbooks for staff to access knowledge*". This can be improved by publisizing information staff emails and leaflets send to faculty rooms. The areas of further study have been discovered during the literature review, data collection and analysis. The interactions both formal and informal were done as the researcher and participants identified some gaps that have been left without adequate findings hence a need for further research. The purpose of this study was ideally to create an intrinsic motivation to the research communities (participanting universities) so as to engage employees in identifiying key important areas to improve staff participation in implementing quality assurance system/policy at institutional level and across boarders. As it is said that "The formulation of institutional plans is collegiate", employees once engaged in quality assusrance system, they may definitely promote high degree of institutional integrity and responsiveness to change.[117] The ownership of quality assurance processes should be supported by top administrators so as to enhance quality otherwise it remains at risk of empty bureaucratic exercises in universities without impact.[2] The mentioned engagement/participation/involvement can not be done without mutual commitment and equitable benefits on both parties; employees and employers. Negotiation has to be done and implementation

of accords must be made in time frameworks set as part of indicators of success.[8]

As the researcher continued with establishing detailed information basing on research questions formulated in chapter one, attention was also given to the five purposes of Quality assurance system in Africa.[117] Volumes of research from different schools as matched to the professors or PhD holders was seen significant for web ranking. The researcher found out that 27.7% (39) of the participants had enrolled for PhD level which is good. However, many of them were not be helped by mother institutions. It was mentioned earlier that university administration do not often promote employees in academic ranks because of what it takes in terms of salary scale. The benefit for promoted employees come back to both partieis because as mentioned students will go to best performing universities not "last on list universities". Intellectual development is estimated to solve community issues like health, poverty, corruption and poor civil management as shown to be the characterisitics of under develovepd countries have to be identified in the limit of five (5) years. How much volume of research papers and projects have the lecturers, professors presented to add to the knowledge base in the recent 5 years. This sounds interested for institutions that wish to maintain or improve their economic position in the country or globally. More details on how to rank universities among the best performing institutions can be established in the addendums within this document can be found on chart of 13 measurement criteria of web rank in the appendices.

Research question one: *What do Staff members understand by the concept Quality Assurance in this University?*

The intepretations and definitions given by different university dons enrolled in this study compared to what is presented in previous studies shows that many dons have not taken interest in establishing meaning of the concept and system that calls for educational reform in management and service delivered by lecturers, professors and top management employees.[4,81] Some prominent authors have not given precious definition for the term Quality assurance since it is a broad concept. However, answers keys like, system, quality, ensuring, conformity, standards, purpose of fit, and many others have been presented. They even go an extra mail and conclude that Quality assurance is a broad concept to be conceptualized in simple terms.

Quality is achieving the goals and aims of education institution in an effective and efficient way, assuming that the goals and aims reflect the requirements of all our stakeholders in adequate way.[3] Evaluation of these universities depended on the knowledge of the quality assurance policy as understood by the implementing agents who are majorly the teaching staff (lectures or academias). However, the sudents handbooks such as, examination policy handbook, students on campus policy handbook, human resources handbook, students evaluation reports and feedback, university quality assurance policy, university strategic plan, staff evaluation reports made after the end of each semester covered, research & publication, community

outreach reports, internet availability, computers available for students, students well fair, equity with students service and their expenditure at school needs improvement through employees engagement in decision-making. Introducing quality assurance in higher instititions learning has averted some of the problems that were highlighted in previous studies like what Tibarimbasa (2010:108-9) identified with universities like Bugema university, Nkumba university and Kampala International University where employees salaries were not being followed according to salary structure. The fore mentioned study was conducted at early stages of quality assurance system in Uganda. It was also discovered that some issues like employees voluntary resignation was preferred by 31.5%, dodging students in class was preferred by 33.9%, verbal complaint by 22% and strikes were preferred by 16%. The same study identified Bugema University having had four (4) Vice Chancellors in a period of less than six (6) years. Employees were not at peace in Universities as compared to the current time when quality assurance system is being initiated in universities. This study identified that trends have changed in employees knowledge of their salary scale, and stable university leadership was in place. However, this was latently identified in the construct of motivation if employees were being motivated and probed in section C item (ii) where many employees identified motivating issues like staff development programmes sponsoring them for higher degrees and skill development. Incentives and rewards given to lecturers publishing in international journals at the end of each academic year. Promotion in ranks due to publication and professional competence exhibited during years of service. These are lessons learnt that the policy is worth and meaningful to the community see Table 7 in chapter four.

In university annual,and Biannual reports submitted to National Council Highr Education (NCHE) were reviewed for the purpose to a scertain staff development plan, research and publication. However, the findings identified a big challenge because financing activities of research & publication was still left to staff to publish articiles and conduct a non degree awarding research was not financied in most Universities. However, institutions like Nkumba University, Kampala International University, Mbarara University of Science and Technology, Kyambogo University, and Uganda Martyers University winning grants for research was evident and findings are on website of those individual Universities. Individual lecturers supervising undergraduate research projects especially in humanities some reports were found having some irregularities like plagiarism, data falseficiation and other research misconducts. When the researcher interracted with some lecturers, they argued that student's researches are never taken serious documents because they do not influence policy makers in the country. Some example of important students research work that have caused no impact on policies in the country were citied to have caused no change. Lecturers were encouraged to do the best in providing guidance during research for academic awards so that quality can be maintained. To eliminate irregularities students research papers should be uploaded on university

web site so that the global community can examine and access the knowledge contribution of students. Quality assurance is a system that uses monitoring and evaluation in the institutions so as to improve quality of the product or service delivery. It is not a substitution of management but it works well when managers apply its gathered information to provide learning opportunity to staff for the purpose improving service delivery.[171] This was observed as staff and students monitoring tools were administered in quality assurance directorate units of universities that were selected for the study. Uganda Martyers University was ranked best in following up students' staff evaluation reports that were electronically generated using local area network (LAN) and students off campus still could access the system. Employees were given feedback reports and copied to Deans in case of issues that required handling for the better of the learner at the university.

The definitions of quality assurance by employees in the university were fascinatingly enjoyed by the researcher as many confessed that they have not accessed the literature on quality assurance yet required to write down using their own experiences. The participants presented some reasons why they may fail to answer precisely and yet others ably answer; Most of the sampled universities in this study have developed their quality assurance policy to guide their quality assurance system. Many other related policies to quality assurance like examination policies, oncampus students handbooks, human resource handbook manual (HR), reports on staff evaluation complied, research and publication formulated, and copies of quality assurance handbooks from NCHE and Makerere University have been important guiding tools in policy implementation (see document in further study list attached). Quality assurance handbooks have not been available at departmental level for staff to borrow, internet connect has not been accessible for lecturers to download from IUCEA/ NCHE/CHE/DAAD and little information is given on how to get source of information. This was country wide problem associated with service providers of internet. The bandwidth seem to be low for lecturers to access internet during day time. Internet works better during night after mid-night and before 4:00am in the morning. Employees are overwhelmed with high teaching load of lecturering in classes hence they tend to concentrate on teaching load without considering reading about quality assurance. Very few of the University Lecturers knew this as a policy during their personal definition of the concept it could not be revealed as QA being government policy for universities and other tertiary education. During interaction some directors employed under quality assurance directorates argued that the policy has been customized/adopted at institutional level. The policy is therefore adopted as anyother institutional policy.

Most lecturers not in top administrative offices do not teach in one university they keep moving from one institution to other different universities. This may be attributed to local salary scale compared to existing government salaries in secondary and primary schools. Lecturers may engage not take time to understand such policies like quality assurance policy of all these universities. Some lecturers defined

quality assurance as policy used to monitor the effectivenss of employees and controlling their movement in schools so as to improve quality education. QA is defined as "the a way of avoiding mistakes in an institution (R136). The same participant argued that sentization was estimated 100% while the system of staff evaluation monitored by students has increasesed standards of service delivery. However, his annual gross salary was $10,000 and his experience was between 11-15years of service as a lecturer. This was expectional participants since very few as less than 12.8% of the participants were earning more USA$10,000 gross annual salary. Participants such as R110, concurs with the rest of the participants that QA policy has caused a system of continuous improvement in service provision to the clients hence producing quality human resources that are read to serve the global community with a difference. This participant argue that, "the system minimizes discrepancies, mistakes and defects in manangement of the institution". Quality assurance is a system through which universities and employees adjust to meet national standards (R120). In the above definitions most participants appear pointing at benchmarking from best performing Institutions. Participants accepted that QA is government policy that ought to be implemented by university "educators". The term was used to include all teaching nand non-teaching staff since all are for the learners.

Quality Assurance can therefore be defined as "A codification or set of policies formulated by employees of an institution aiming at providing quality service to both internal and external clients so as to improve global community livelihood as proposed on international quality agendas". It is both a policy and system of ensuring quality in Universities. Quality assurance system is all about ensuring that a mechanism of establishing and outsourcing both human resource and material resources to the organization is done without defects. This is done so as to make them availble to ensure quality of service.[172] It should be concluded that some lecturers (employees) were using transfer of knowledge in defining the concept of quality assurance because they are often sensitized during workshops and general staff meetings. QA is government policy that ensure that University education improve quality of human knowledge and skills are enhanced to increase production hence leading to economic development. Globally it is accepted that knowledge economies have invested in higher educational institutions for research, and innovation.[64] This is like what is mentioned of European in colonilization era where seven countries of Europe almost conquered and placed Europe to the platform of being a universal conquarer to colonize other countries.[173] A university can position it self on the world platform of being the best performing university through research and publication, and other criteria as mentioned by Kiblirwandi & Mwesigye.[8]

Research question two: *What is the level of staff participation in quality assurance implementation at departmental and Institutional level of selected universities?*

The research revealed that both students and employees in Uganda are participating (involved) in quality assurance process. Students representatives participate in recording lecturers attandence in class and report back to the quality assurance directorate office using monitoriting tools. In some institutions biometric mechines were being used by lecturers to thumb sign in and out. Students daily attendance is monitored by both lecturers and students representatives and monitoring tools are submitted to quality assurance directorate. The teaching-learning process is evaluated considering; lecturers' performance, lecturers attandence, students attandence, general university service delivery. This is not like what what is presented by Alaniska,[174] where it is written that "Norwergien Quality Assurance Agency; NOKUT since establishment students have been fully members in the accreditation expert committees ". The reason for this is further explained on how students provide the greatest number of stakeholders and followed by employees. In this respect, employees involvement in quality assurance policy implementation is worthy! Because teaching, research supervision and outreach into the community is greatly managed by the teaching staff. Quality assurance office help in monitoring and evaluating both staff and student class attendance on a daily basis using responsible individual (students) working in the quality assurance directorates for instance Bugema University has got secretary employed in quality assurance, and students on work programme, while Kampala International University has got five people employed for quality assurance improvement in the University. Monitoring and evaluation of staff class attendance is done with help of bi-materic machine while students daily class attenndence is done by class representatives (students) on voluntary basis as "quality assurance is everyone's business… (KyU-QAD, 2017)". However, quality assurance directors can work out with engineers such wallet solution Denmark to establish "Smart Cards" for students and lecturers so as to monitor daily attendance, tuition fee clearing, financial management for students who would appear extravagant in expenditure, cafeteria expenses on meals, and easy registration process at every beginning of semester. The same smart card would be used in the library and at entry points for security purposes. These smart cards have been used in European universities and have worked. In Uganda such system is going to be piloted with Education Savings Bureau (ESB) under YVCO Alliance Africa which is an organization helping youth vulnerable children and orphans in providing 50% tution fee and it is operating Child Development Centres across Africa now in Uganda, Kenya, Rwanda, Eastern DRC, Tanzania and Southern Sudan.

As mentioned earlier that policy is authoritative in nature all students who do not make 75% of class attendance are not obliged to sit for final examination and cannot be cleard for examination in Kampala International University. This motivates students to make follow-up on lecturers attendance and encourage them to attend classes hence improving quality of higher education. This has always been reflected in students performance as it was observed on bulletins like on the physiological lab 1 results of CAT displayed on 3/4/2017 and a note calling students with missing grades to report to their respective H.O.Ds on

14/4/2017. This clears misconception that some universities are commercial and do not mind of quality of education. It is important to talk with evidence not speculation which are baseless! Quality assurance in Uganda is all inclusive policy for universities to implement. Employees KIU-R_7 argueed fellow employees to participate in the study because it is all above quality assurance which is an important policy for everyone in the university that is aspiring for global competitiveness. This proved that employees are aware of the policy much as previous speculations and studies were reporting employees being not well informed. This action supported by (R0170) who elaborated participation in policy formulation is at different level of administration. An example was sighted that lecturers at department level agreed to be marking examination at one general marking center for specific days immediately after concluding examination. However, he said this policy is flexible for lecturers with large numbers some scripts are carried home with permission of DAA so that marking can be complited earlier and entering of examination marks is done by secretaries following scripts to avoid forgeries of lecturers giving unrealistic marks and grades. This quality control was special for KIU which should be adopted by other universities in the country to avoid lecturers who do not mark but give grades to students depending on how much relationship that exists between lecturers and students. Participant (R0168) presented a scenior where one of the lecturer took examination scripts and reported that they were burnt unintentionally by the wife hence they can not be seen any more! During the interaction exercise, the participant did not disclose if the lecturer was of the same university where we met. This gave a background for lecturers at KIU to decide on a day(s) when they would jointly mark students examination and marked scripts would be handed to the office of the quality assurance.

The role of entering grades is part of lecturers responsibility hence a day is spared for intering marks into the system ERMS (Electronic Recording Management System) by secretaries directly from marked scripts not grade sheets made by lecturers. Grade sheets are kept at departmental level and examination office as hard copies for verification of secretaries good job in entering grades. As the researcher interacted with (R0169) who appeared experienced in the field of education and administration, the following were observed worth sharing with the audience for this study. In the first instance participant coded (R0169) was passionate in the study and willing to share his personal and institutional experience. The interaction originated from the information gathered from the directorate of quality assurance. The QAD combines monitoring and evaluation as practice of KIU admiistration. It was revealed that marking guides were originally a property of the lecturer (R0169). As quality assurance emerged important in Ugandan universities employees accepted to improve quality of teaching-learning by turning marking guides to be a property of the university examination board kept at faculty level. He shared further that the Blue print of examinations are provided early as the course outline in course files of indivudal lecturers for specific semesters are also provided at the beginning of the semester. These course files were in transparent plastic files organized per semester. Some course outlines for course units had crosponding blue prints kept especially in Faculty of Education. The blue prints provided marking guides for final examination and learning outcomes. The blue print of examination followed questions basing on objectives/subtopics arranged according to Bloom's taxonomy. It was further observed that lecturers rushed for classes with class attendance lists and for any missed lecture a time compensation form was filed and signed by class representative and the lecturer responsible for missed class. As Fry, Ketteridge & Marshall,[175] arguablly presents the verbs used in setting examination that meet the Bloom's taxonomy where knowledge, comprehension, application, analysis, synthesis, and evaluation was being followed in the modern way of remembering, understanding, applying, analysizing, evaluating and creating or innovativeness, it was observed that many of the lecturers needed more time to conceptualize the bloom's texanomy to help them find it easy in preparing blue prints and course outlines.

The researcher had a moment of learning and identifying "critical friends" as disclosed by Lam (n.d) as quoting Kamber[176] who explicated the concept of a "Critical Friend" was in academic matters. The six metaphors explaining that one whom educators can consult, talk with on matters that promote or improve quality of education was taken as, "rapport builder, coffee maker, mirror, teaching consultant, evaluation advisor, and research advisor". In this respect (R0169) was "a Critical Friend". He was a leader by example and his own course files evidence were observed, blue prints available and class notes well organized for students to understand. In this respect there is need for his professional rank promotion to be considered on condition that he balances research and publication with teaching and administration responsibilities. Participant coded (R0170) testified that senior lecturers mentor junior lecturers hence this may be the reason for quality improvement in service delivery. However, it was noted that cliques were developing in the institution hence administration cracked on them some time back by not renewing their employment contracts. And those individuals who belonged to the cliques were not given salary increament pending remorse or not renewing their employment contracts. This information was not verified with the business office. The fact being that some employees were identified as defiants in this respect the researcher did not want to follow it up because he wasn't investigating on labour turnover in institutions.

Some employees could not fail to negatively criticize administration on refusal to renew contracts of their colleagues. It should therefore be recommended that institutions should share knowledge and policies since cognitively human beings can be transformed basing on the transformation that takes place in the neural plasticity.[90] Administration studying neuroscience and intergrating with cognitive modifiability brings tolerance in giving a second chance to "defiant employees" in the office of human resource to be coarched, re-oriented into quality assurance and then tried with warning. Quality assurance is a system that require team work which is a result of team building. Team building is done at departmental level and whereas

fire and hire is done at high level of administration giving an immediate interpretation that when employees become defiant at department level then little can be done at high level other than delay in renewing contracts.[18] Sharing responsibility widens level of understanding of the system and increasing trust and confidence of having capable individual to succeed and take over responsibility of different office and rotating in offices.[177] As Apostolou[18] presents an argument that,"success means better product quality, better work ethics and greater employee commitment to improve customers service". Some lecturers whose contracts were not renewed were making a disservice to the institutions as they molested students during research supervison. The simple act of not renewing contracts of some individuals, became an eye opener to some who would be "diafant" without in-depth thinking that university administration has set objectives to be achieved like expension of campus and programmes.

Hypothesis testing and formulation of multi-stakeholders theory of quality assurance culture in organizations: Staff participation in QA policy implementation depends on their involvement in the policy formulation and trust gained by both parties (policy makers and implementers) in the policy cycle.[17,18,86] The participation is enhance by involvement in decision making basing on the set goals and aims for which an institution was established. The aim of each institution to be established is enshrined in its mission, vision, and purpose. It is then summarized in its slogan or philosophy which need to be its motto. The slogans for each participating university in this study have been highlighted above. The QA system ensures that there is no discripance between what is done and what is said; the institutional employees slogan/philosophy.[8] The factor that employees in organizations work with an aim of achieving organizational objectives as well as personal objectives, they are accountable for quality control, quality audit, and quality assessment.[15] Quality assurance is the machenism put in place to ensure education system is of quality to meet global standards.[4]. Quality control is the mechanism that ensures compliance with the standards put in place. It is therefore imperative for compliance to be investigated in institutions of higher learning in Uganda. This study evaluated staff particiapation in quality assurance policy implamentation so as to establish level of compliance.

Hypothesis one: *There is no significant relationship between staff involvement and quality assurance implementation in public and private universities at departmental, faculty and institutional level of selected universities.*

A prediction from a theory is called a hypothesis. A hypothesis may also lead to the formulation of the theory.[96] Observed facts can lead to formulation of possible explanation of causes and effects of a given phenonon. The observed facts were seen through formulated questionnaire and checklist applied during the study. This study had crosponding theories that helped the researcher to come up with multi-stakeholder's theory of quality assurance culture. The Balance scorecard model and servqual model were two models that greatly crosponded with multi-stakeholder's theory because of being service based models that emphasizes participation of stakeholders in organizations.[55] The universities measure intangible products that are observed by the society from graduates. It is important for universities to understand how intangible products are being transmitted from the university to the learners. Quality teaching is the observable process in which a quality product is manufactured in a university to be bought by the students and used by the society. Quality teaching involves joint combination of efforts from both teaching and non-teaching staff hence the data for this study was collected from both teaching and non-teaching employees of universities. The quantitative was collected from teaching staff while qualitative was collected from both teaching and non-teaching employees of the same universities selected for the study.

The 16 items of the EPIC questionnaire were distributed by the researcher under two major variables; employees participation and quality assurance implementation. The variables used a number of sub-constructs (items) that constituted the mean of staff participation to be correlated with mean of quality assurance implementation. The items for staff participation were item4, item05, item 06, item 09, item 10, item 11 and items for mean of quality assurance implementation were items, 1,2,3,7,8, 12, 13, 14, 15 and 16. The means were identified as Means of staff participation in government universities (MSTPGOV) and means of quality assurance implementation in government universities (MQAIMG). Correlation is defined as a statistical method used to determine a relationship between variable exist.[97] In this study as a means of establishing and proving the hypothsis H_o:1 and H_o:2, sub-constructs as mentioned above were organized under two major variable (means of staff participation and quality assurance implementation). The subcontracts under quality assurance implementation originated from existing literature yet the staff participation originates from expected service involvement of staff in implementing the policy or creating QA system. The researcher wanted to establish the extend at which staff participation do determine QA implementation. Regression analysis was thought of since regression is defined as "a statistical method used to describe the nature of the relationship between variables, if the relation is positive or negative".[97] The researcher found that relationship between variable in both public and private institutions of higher learning was positive. The relationship was significant as show below in Table 19.

The relationship between means of staff participation and means of quality assurance implementation in government institutions was observed to be significant since the success of QA policy implementation depends on the involvement of employees in policy cycles. Statistics proved that pearson correlation coefficient of r =0.566, p<0.001when N=45 for employees in government universities as shown in Table 19 above. The research carried out regression analysis which is being defined as; "regression analysis is a way of predicting an outcome variabll.[96] Using the available data and observation checklist, the researcher opted to establish the relation and nature of the model which was the benefit to the students' purpose of study. The model

was found to be linear and promoters of the research and good pedagogic meeting all to improve it.[8] As Lin & Chen arguably say that research in education facilitates effective learning. Employees play a percentage towards quality assurance implementation. The means of staff participation in private institutions (MSTPP) and measns of quality assurance implementation in private universities (MQAIMP) were tested and results showed that there was a significant relationshop as shown in the Tables 20&21.

The pearson correlation shows that MSTPP and MQAIMP are positively related in university administration. As suggested by the indepth interview results that quality assurance is ideally referring to quality teaching in education. The results or product is not tangible but human resource. Universities perform through active participation of employees that is professors, and non-teaching staff. The variation in this case would be other criteria as mentioned above that teaching, research, citation, international collaboration, and industry income. International collaboration is sometimes referred to as international outlook, citation may also refer to reputation of university and quality of its staff in terms of qualitifcation, whose articles are being cited by other researchers. It is very important to publish findings in research so as to share knowledge and improve on knowledge leading to global competetiveness of quality educational provision. The private and public universities (S-Tables 43&44 in appendices) showed that there is a significant relationship between staff participation in quality assurance implementation in institutions of higher learning in uganda. This implies that for institutions to maintain or improve quality of teaching employees at different levels have to participate in quality assurance system. The null hypothesis was rejected since the was significant relationship established between staff participation and quality assurance implementation in institution of higher learning in Uganda and a alternative hypothesis was accepted as;

H_a:*There is significant relationship between staff involvement and quality assurance implementation in public and private universities at departmental, faculty and institutional level of selected universities at 0.01 level significance.*

Comparing S-Table 43 in the appendices, summary model shows that employees participation in quality assurance accounts for 32.1% while 51.6% variation in quality assurance implementation can not be explained in terms of employees participation hence this brings in the theory of multi-stakeholders because "quality is everyones business" as suggested by Kyambogo university quality assurance directorate. Referring to the 13 measurement criteria in the appendices, multi-stakeholders are responsible for quality assurance because ranking depends on how best the 13 criteria are made perfect for web ranking to qualify an institutuion among the best performing global universities. Therefore if employees participation is only accounting for 32.1% in implementing quality assurance policy then there must be other variables responsible to contribute in implementing quality assurance. Basing on the interaction with participants and existing literature on quality assurance

in view with best ranked universities, quality assurance implementation require many stakeholder to contribute towards the goal. The provision of quality education is eminent for any competing global universitiy. The identified 32.1% can ideally be considered for teaching activity, while varaiables like research, international outlook, industry income and citations of papers written and published by the university community would account for 67.9%. This is important for university leadership to consider for improving university education to meet the global demand of human resource. It should be noted from the ANOVA table under S-Tables 43 below in the appendices that F-ratio was 20.298 while significance was 0.000 meaning less than 0.001, this shows that there are less than 0.001 chance for quality assurance implementation to happen without employees active participation in the implementation. That is $p < 0.001$, level of staff participation is 32.1% while the variation accounts for 67.9%.

Hypothesis two: *There is no significance relationship between level staff participation (involvement) and quality assurance policy Implementation in institutions of Higher learning in Uganda.*

The researcher tested the existing relationship between staff participation in implementation of of quality assurance and it it was seen significantly related as in the Table 21 below.

The second hypothesis was a generalized hypothesis that looked at the employees participation in quality assurance implementation in institutions of higher learning in uganda. The data from both public and private institutions was used to analysis this hypothesis. The policy formulation process (adaptation of the policy) was not targeting public or private hence it is inclusive policy that require all service provides of tertiary education to comply. Policy has both excutive power and authority because its implementation is mandatory to benefit the general public. Universities are global hence quality of teaching should be globaly harmonized to serve the global community. This explains why the target outcome of this research was compliance that is observed through use of qualitative and quantitative tools. The questionnaire, checklist and documents analyzed made a triangulation process of data to be achieved hence level of participation or compliance was established as in Table 17 above. The null hypothesis two was rejected and alternative hypothesis was accepted as;

H_{a2}:*There is a significance relationship between level staff participation (involvement) and quality assurance policy Implementation in institutions of Higher learning in Uganda*.

The two hypothesises were significant at 0.01 level of significant as shown in Table 19–22 above where employees participation in quality assurance implementation was seen significant basing on policy formulation within institutions of higher learning. Policy implementation is a continuation process of policy formulation hence the questionnaire observed that participation in policy formulation was important as well as implementation. This was supported

by the qualitative data as some participants suggested that staff participation is still low as far as policy implementation that creates quality assurance system in universities. The interpretation of results proves that in public universities staff participation accounts for 56.6% for quality assurance policy implementation while in private universities staff participation accounts for 69.2% for quality assurance implementation. Generally staff participation in quality assurance implementation accounts for 68.5% for quality assurance implementation in Institutions of higher learning in Uganda.[96] The researcher further used regression to establish how strong the relation of staff participation would determine the success in implementing quality assurance within institutions in uganda. Table S-Tables 45 regression reveals that 39.1% of participation can account for evaluating institutional compliance in employees participation. However, implementing quality assurance policy requires may stakeholders to participate.This provides grounds for

the researcher to draw inclusion and find out what best can be done for staff to participate in quality assurance implementation so as to have this hypothesis rejected. Model summary table provides standard error to be 39.1% meaning that there is a variation in employees participation which leads to the f-ratio in ANOVA table to provides F-test to be only 63.5% that makes p-value to be greater as $p<0.01$. This is p-value shows that little or less grounds stand that rejecting the null hypothesis would by chance less than 0.01. Therefore this null hypothesis has been rejected almost at the magine above average. The participation of staff in improving quality assurance implementation is still hindered by some factors to be further discovered or explored by the next researcher. However, university web ranking and African quality rating mechanism (AQRM) are sufficient enough to provide other identified factors responsible for quality improvement in universities.[8,36]

Table 18 Showing observation ranking taken from tools 2

Items scores	1	2	3	4	5	6	7	Σ	%	Rank
Mbarara University of Science and Technology	4	6	6	5	5	6	4	36	73.4	2
Kyambogo University	6	6	5	3	4	4	4	32	65	4
Bugema University	6	5	5	5	2	3	4	30	61.2	6
Uganda Martyers University	6	5	6	6	5	5	5	38	77.5	1
Kampala Internation University	6	5	5	5	3	4	5	33	67.3	3
Nkumba University	4	4	5	4	4	5	5	31	62.3	5
General rating for Universities in Uganda									67.8	

ΣThis means that overall percentage is 67.8% where by the average score is 5 which is better than adequate. This means that Ugandan universities have not yet achieved an excellent level of participation in quality assurance.

Key for interpretation of status

Below 33 % means low

Between 34% & 66% Average

Between 67% & 80% Good

Between 81% & 100% Excellent

Table 19

	Unstandardized	Coefficients	Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1. (Constant)	3.371	0.339		9.939	0
University Name	-0.019	0.031	-0.059	-0.602	0.549
Gender of Participant	0.227	0.094	0.214	2.419	0.017
Age bracket of Participant	-0.049	0.063	-0.095	-0.783	0.435
Academic level of participants	-0.096	0.064	-0.165	-1.511	0.133
Professional rank given by employer	-0.003	0.053	-0.005	-0.054	0.957
Work Experience of a participant	0.07	0.047	0.163	1.467	0.145
Gross annual salary in USA $ where US$1:3600 Ug.sh.	0.009	0.046	0.019	0.186	0.852
Level of sensitization of QA policy	0.016	0.043	0.035	0.379	0.705

a. Dependent Variable: MQAIP

Table 20 Correlations of MSTPGOV and MQAIMG

		MSTPGOV	MQAIMG
MSTPGOV	Pearson Correlation	1	.566**
	Sig. (2-tailed)		0
	N	45	45
MQAIMG	Pearson Correlation	.566**	1
	Sig. (2-tailed)	0	
	N	45	45

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

Table 21 Correlations of MSTPP and MQAIMP

		MSTPP	MQAIMP
MSTPP	Pearson Correlation	1	0.692**
	Sig. (2-tailed)		0
	N	96	96
MQAIMP	Pearson Correlation	0.692**	1
	Sig. (2-tailed)	0	
	N	96	96

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

Table 22 Correlations

		MSTP	MQAIM
MSTP	Pearson Correlation	1	.685**
	Sig. (2-tailed)		0
	N	141	141
MQAIM	Pearson Correlation	.685**	1
	Sig. (2-tailed)	0	
	N	141	141

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

The study being both qualitative and quantitative where the process was iratarative in nature from onset of topic formulation, tool formulation and administration of the tools during data collection made the researcher to conclude that quality teaching is supported by both teaching and non teaching tertiary institution employees. For the purpose of curiosity, manufacturing industry quality of tangible products is also made by chemical engineers, mechanical engineers, accountants, secretaries, drivers, security guards, managers at different levels, and suppliers of raw materials. Therefore it is right to conclude that in universities both teaching,and non teaching employees are responsible for quality teaching hence quality assurance. An evaluation of staff participation in quality assurance implementation in institutions of higher learning in Uganda was significant and timely in the event that Uganda as a government is envision improving its income to middle income status countries with a projection of percapita income to be USA$9500 by the year 2040. The challenge of educated elites earning less than USA $20,000 annual gross salary yet they are seen as vanguards in development and country's transformation.

The participants provided information that 87.0% earn less than $10,000 as annual gross. How would an elite teach development when he himself is not developed? This calls for further investigation on the possibility of paradiagm shift that the country envisioning for 2040 vision should consider to improve quality of service in Universities. The world university ranking takes 13 (thirteen) criterions of judging the best world classic university. Researchers have criticized the some criterions to be ambious because universities do not display them on their web sites. The two of the unclear criteria are industry income and academic staff (Lecturers, senior lecturers, associate professors, professors, part-time professors, emeritus professors) and comparing the university enrollment of students (on campus and off campus). These criterions mentioned are never homornized on website of universities hence they are not displaying such issues like pertinent issues like industry income (knowledge transfer), quality and qualifications of employees, university annual budget in comprision with number of professors, how much publication has been done in the range of 5 years, what average is research output per year per professor, citations (research influence), and international outlook (staff, students and research) for university collaboration.

Quality audit is a process through which the system is being checked for effectiveness. The internal quality assurance evalaution is significantly needed for each organization. Universities without effective quality assurance directorates (QAD) are suspected not to be following quality assurance policy as required hence the ranking of quality universities is lacking with such institutions. Academic standards of institutions follow established policies, uses resources to implement those policies, implementers benefit for implementing and reports are written for future references. Observing table in aapendix; S-Tables 43–45 it was found that positive linear regression existed for all the two hypotheses as it is suggested, "any line that explains a relationship between the staff participation (MSTPP) and quality assurance implementation (MQAIM), is defined by their slopes and the intercept point on which it crosses the variable x-axis. Quality assessment may be taken to include external evaluation done by peer reviewers and accreditation agencies or Ministry of Education in the Government in which the institution under evaluation belong. The policy must be written to provide standards/criteria on which ranking can be tailored. For success of quality assurance policy, employees participation accounts for 68.5% and other factors like political will, top management, students participation may account for remaining 31.5%. In conclusion there is no quality assurance system in the absence of employees participation in system managagement and operation.

The question of policy knowledge among employees, negotiation on how to implement the policy using qualified human resource or competent and equipping HR with appropriate tools or materials is pertinent in policy implementation. Once implementaters are equipped, they get empowered to execute duty and service. The purpose for which the policy was established and this may anable

employees to evaluate themselves and appreciate basing on given criteria that guides the implementation.

Conclussion according to objectives

This section has been organized beginning with general conclusion of the study, and clussion accrding to objectives of the study. The researcher has supported his conclusion with sometimes references of other authors since the subject has relevant authors who have done agreat work. In this study the researcher concurs with ESG[17] and IQM-HE[68] that Quality Assurance policy greatly aims at improving teaching-learning process in higher institutions of learning across boarders as it is the Global agenda in this mellinium. The authors of existing literature on quality assurance have little pointed at aprocess of revamping some existing traditional University elitist policies and management. The recent published IQM-HE[68] ideally may not have also thought of the possibility of traditional university existing policies to be responsible for hindering quality assurance implementation in higher institutions of learning due to resistence and "worship-seeking tendencies" where top university management/administration have not involved teaching staff (faculty) and students representatives in improving university education quality. The reason for some gaps may be due to variation in traditions and cultures of Universities in different parts of the world.

The teaching-learning process in universities, has been observed and credited for economic improvement of most countries due to provision of human resources that cause improvement in productivity of both services and goods.[19,112,178] Much as monitoring and evaluation is being ignored by most leaders of institutions or government leaders, policy makers should endever to convice politicians to support evaluation since it comes with benefits of improving and suggesting change.[179] Universities manufacture knowledge, review knowledge, store knowledge and share knowledge. There is no quality assurance without quality teaching in universities.[8] Teaching is basically done by the lecturers or teachers. At university where learners range from with different age groups pedagogy, andragogy and heutagogy may not operate independently but in combination of anthropoanagogy which originates from two Greek words; anthropoid and anagogy.[93] Teaching staff and students are key actors in academic process of universities hence quality assurance policy is implemented by the two major stakeholders in higher education. University top management/administration helps in creating conducive environment for the key actors to play their roles. It is important to note that institutional management is encouraged to create or provide a suitable condition that intriscally and extrisically motivate the actors in this process. This point retrospectively remainds the audience of university inner purpose to be for knowledge and skills development geared at improving human standards of living through manaufucturing of knowledge and sharing knowledge to make productive society that manages their affairs both economic and socio. It goes without saying that, " a good research is done by academia and ends in the community".

While quality assurance policy roadmap was drafted by IUCEA and DAAD in 2006, Makerere University Vice chancellor had set up a quality assurance task force in 2005 as Makerere University, University of Nairobi and University of Dar la Salam were in collaboration under Inter University Council of East Africa by 1997. The purpose of IUCEA was to improve quality of human resources in East Africa and beyond hence quality assurance was ideally accepted in East African region by these institutions. It is on this background that Makerere University provided Quality Assurance Framework in April,2007 which many other univerisites have quoted in their quality assurance policy document.[112,180] Some university top administrators were trained and oriented in Germany and within East Africa. some universities in 2006 and 2007 much as they could not readily establish quality assurance directorates as required due to resistence and lack of funds.

Quality assurance practices in most universities are all about principles of internal and external quality assurance as outlined by National Council for Higher Education (NCHE) like;

i. Students grading rating/ award of grades (Demonstrating National transparance in grades and uniform meaning of grades like awarding A or C to a student).This become a prerequisite for better qualification and programmes offered within Ugandan universities. Such as a bachelor's degree to take 3-5years while master's degree to take 18months -24months and doctorate to take 3-5years.

ii. Participating in quality assurance forums at national and inter-region levels. Every institution of higher learning must have its internal structures of monitoring quality of education service at different levels of administration and human resources for this effect.[4]

Despite the fulfillment of the above, quality assurance systems have not been well established as expected in most universities. The NCHE publication can be access publically accessed on National Council for Higher Education web site www.unche.or.ug, and other publications on quality assurance can be accessed on internet sites like for Europe like, https://ec.europa.eu/ For curiosity one can search Google pdf books on quality assurance. As presented by Quality assurance directorate of Kyambogo University which is the youngest University and established its QA office (2017). The research communities involved in this study, "calling for opinion from a wide range of people from in and outside the university" has been emphasized. The purpose of this declarations of quality assurance directorate (QAD) is to aweaken participants to involve all Higher Educational Institution Stakeholders. The role of higher education is significant in the economic development of any party of the world.[19] The past experience has shown that employees (faculty) have not been engaged in most university decision-making hence they do not own the institution as "theirs". "Sense of belonging", is important as identified by Abraham Maslow in his Hierarchy of needs. Staff participation in continuous quality improvement is imperative in any competitive institution for sustainable

development. While quality assurance policy is about teaching –learning process in higher institutions of learning, Institutional Management is a point of concern hence National Council for Higher Education has authority to assess policies of institutions that may be hindering the teaching-learning process.[4] The guidelines on institutional governance holds since most universities have traditionally been managed on the charisma of leaders without functioning structures which the researcher believed should be evidenced by well documented policies like Human Resource policy of Kyambogo University.[181] Human resource manual, university bulletins or prospectus need to be implemented hence promoting quality service delivery in the country.

The role of university council is to approve policies as recommended from administrative council, university senate, and general assembles or convocation. The convocation is a term used to generalize the presences of parents, sponsors, alumni, oncampus students, off campus students, welwishers of the university and partners in development. However, when I observe quality assurance office in other best performing global universities have not been included on their administrative structure. The best university to benchmark is Makerere which has its administrative structure showing position of QAD administrative position.

Good pracice worth adopting by other universities for quality assurance

These practices observed qualify the following universities to be privately ranked by the researcher. The following practices can be adopted by other universities as benchmarking is expected for purpose of quality assurance. The presented good practices were observed through documents in QAD and Departments. The researcher included S-tables arranging from 22 to 28 in appendices to show how participants from individual universities were responding towards institutional mission and purpose. Also S-Tables 29–34 participants were responding to item 02 in section B the questionnaire that require their views or opinion on knowledge about policy formulation procedure used in universities.

Mbarara university of science and technology: MUST

Mbarara University of Science and Technology is public university funded by government of Uganda internationally it was ranked among the best 200 top universities in Africa in the first quoter of 2018 (January-March 2018) and ranked 2nd best among the forty seven (47) Ugandan universities. It was established in 1989 in Mbarara Municipality and its motto is "*Succeed we Must*". It has a number of faculties as observed on its web site and it has encouraged research and publication. The human resource manual explains in brief terms of promotion where publication and research is a must.[159]

Quality assurance policy implementation has been embraced and the following are the good practices so far observed with evidence from university web site and researchers' formal and informed observation skills.

I. The curriculum is detailed and accessible in departments for Lecturers and students to prepare following the course outlines. In otherwords customerized course outlines are accessible.

II. Research dissemination where abstracts are published and Post graduate collogium or symposium has encouraged manufacturing of knowledge, sharing knowledge, storing of knowledge, reviewing knowledge and selling knowledge in the university.

III. Well detailed information on the Website (check for research and publication)

IV. Well organized Library both hard copy resources and e-library copies.

V. Well organized reports from Faculties to QAD and well reviewed departmental reports for action

VI. Online staff assessment of lecturers by students. However, not all students are participating in staff evaluation programme. This should be improved after observing or benchmarking Uganda Martyers University; UMU

VII. Vetting examination, moderating examination, moderating grades using exernal examiners, supervison of practicum/ industrial attachment by both lecturers and external examiners, research supervison by both lecturers and external examiners, entering grades electronically for students to access has improved quality teaching at the university hence quality assurance system is being managed.

VIII. Enrollment of students basing on veryification of the hard copies of their orginal academic transcripts observed by the AR staff has maintained the quality of input hence controlling quality of input, process and output.

IX. Monitoring students personal files by the AR staff on Quartely basis to update and make follow-up by the AR.

X. Progress reports from Faculities on students performance especially postgraduate students (Masters and PhD)

XI. Availability of Research Ethics Committee (IRB) accreditated team currently referred to as MUST_REC.

XII. Well organized Library with hard copies of text books and E-library books with connection. The university being linked to other international libraries for students to access information (open resources materials).

XIII. Well established grants office that helps in research and scholarships for both students and staff.

XIV. Encouraging students and staff in research and publication as evidenced by research dissemination.

Uganda martyers university; UMU

This institution was established in 1989 and has got a motto "*In virtue and wisedom lead the world.*" It is a faith based non-profit institution. This university trains character building human resource so as to improve community responsibility to the world. The university was ranked 4th best performing institution among the 47th Ugandan universities.

i. We organized office for Quality assurance Directorate; QAD. Evidence of quality assurance compliance, where information on continuous improvement is evidenced.

ii. Students evaluating staff quality of teaching in classes are done online and it helps a student to quality for acquiring examination pass to allow him/her sit for end of semester examination.

iii. Feedback is given to lecturers, heads of Department, Deans of schools/faculties depanding on the need and maginitude of the concern

iv. Mid-semester evaluation (smoke tool) used by some lecturers. This tool does not have record of performance with QAD but it is for individual lecturer and learners. See appendix 5:

v. Well organized lecturer rooms with appropriate seats, light, and whiteboards

vi. Talking environment that is educative to the both young and mature students.

vii. Well organized web site that provides information to the community on quality assurance system in the university.

viii. The web site provides information on collaboration with international universities.

ix. Encouraging both staff and students to locally publish in university Journals. For example nkumba business journal 2015:vol.14

x. Institutions funded research projects in community for purpose of improving scientific research and community outreach are observed on university web site.

Kampala international university: KIU

This university was founded in 2001 and it is known for its focus on innovation, creativity and overall commitment to regional development. It's motto is "*Exploring the heights*". It is a cooperate institution founded by individuals not faith based institution or public institution yet private. The following are good practices worth adopted for quality assurance purpose globally. The university is ranked in position 9th of the best performing institution among 47th Ugandan universities.

i. Students' daily attendance well monitored and this account for students to qualify for acquiring examination pass (authority) that allows him/her (student) to sit for end of semester examination. Details can be benchmarked from QAD of KIU western Campus.

ii. Displayed mid-semester examination results using students ID numbers on notices boards of Faculties. Reported students performance early to the offices of quality assurance and DAA.

iii. The office of QAD informs AR, Examination committee and Departments hence its an office that helps in coordination of quality teaching improvement in the university.

iv. Lecturers daily attendance is monitored by biometric tool in the office of QAD.

v. The office of QAD monitors students grade because scripts are entered into the system be secretaries in the QAD and communicated to the AR who works with the the office of the DVC-AA.

vi. Lecturers who publish in international journals are recognized by the office of the Vice Chancellor at the end of the year. A lecturer can get between $278 US Doolars or Ug.Sh. 1,000,000 and USA $500 or 2,000,000 depanding on the number of articles published, quality of articles and standard of legitimate journal.

vii. Appointments of lecturers is given minimumly for 3years and renewable depanding on performance.

viii. Lecturers are given opportunity to study Masters, and Doctoral degrees at the cost of the university (Staff Development Scheme). However, lecturers are bonded for 3years Masters or 5years PhD. If a lecturer after qualifying in a given field get a well paying job, he/she can negotiate with Human resource manager so as to go out of the university for "Green Pasture."

ix. The staff can be lend loans within the university.

x. The university enrolls students for the first entry and enrolls them to verify academic documents so as to ensure quality of students. This helps the university not to enroll students who do not qualify for university education.

xi. Course outline is prepared by the lecturer presented to the head of Department, Three sets of Examinations having their blue prints (marking guides), Examinations, this helps lecturers to ensure quality of teaching and covering their course content. Other advantages are administrative or private.

xii. Examinations are marked centrally in examination marking hall and staff are given meals by the university.

xiii. Results of students are entered and available to students in time

Nkumba university; Nk-U

This is a cooperate university owned by individuals whose aim is to contribute towards access to quality education in institutins of higher learning in Uganda. The institution was established in 1994 and its motto is "*I owe you*". The institution has good buildings structures almost second

private universities to KIU in terms of quality building that young people would enjoy to live.

i. Human Resource handbook (Manual) well detailed for employees to understand their rights. However, copies are needed on Website and Department offices

ii. Research and publication encouraged by university administration. Further development should be done on the research policy. It is deep included in the human resource handbook.

iii. A policy of evening and weekend well stipulated and aims at increasing the pay for lecturers.

iv. Benefits of upgrading academic policy is being establish so as to motivate lecturers. Howver, the policy draft seem to take KIU formate of bonding which is good for employees.

v. The Vice Chancellor is greatly following QAD progress and he is able to advise for improvement in quality teaching and progress. Details can be got if you wish to bench mark from QAD office.

Bugema university; BU

This is one of the oldest institutions of education established in 1948 and it is faith based for the Seventh Day Adventist church in Uganda. It served as primary school, secondary, college and in 1994 it gained a status of university. It is a chartered university and recognized by American Adventists Accreditation (AAA) commonly known as Triple A. It's motto is, "*excellence in service*." It is ranked by uniRank University Ranking to be number 11th best performing university among the 47 Ugandan Universities.

i. A well organized office with document files (Hard copy files)

ii. Teaching monitoring system for lecturers attendance in class using a manual tools which is not electronic

iii. Education bursaries given to employees children at different institutions of education.

iv. Medical allowance for employees and their biological children

v. House rent for the employees

vi. Retirement plan to employees.

vii. Retirement package being extended beyond the life of an employee to the spouse of the deceased employee until he/she die.

viii. The following policies being available (Human Resource, examination policy, Bulletin 15-2019, students handbook).

Kyambogo university; Ky-U

This is the second largest university in Uganda following Makerere University but in web ranking is the 6th in Ugandan universities. It was established in 2003 as three Institutions were emerged and formed Kyambogo University. It is a public

university established by act of parliament of Uganda. The emerged institutions were Institute of Teacher Education Kyambogo (ITEK), Uganda polytechnic Kyambogo (UPK) and Uganda National Institute for Special Needs Education (UNISE).

i. Elaborate Web site with university programmes and policy manuals for employees and students.

ii. Approved policies by university council. These policies are therefore owned by the university.

iii. A simplified QAD leaflet that can easily be ready by the staff andstudents. The copy is scanned at addendum 02:

iv. Two good rooms given to QAD office.

v. Report given on examination 1st Semester 2017/2018. It was first of its kind and comprehensive for administrative purpose. It can be benchmarked from QAD by other QAD directors.

vi. QAD directors attend QA conferences with secretaries hence they are able now to work for improving the directorate though it has not been easy for them to establish the QAD in the University. The QAD is the youngest of all and was established early 2017.

vii. Well organized web site that provides community with information of ongoing projects and completed projects. The reports on each projects may not have been a requirement of the donors but it is worthy mentioned to report on the very projects so as to share the information.

viii. Human resource management provides a clear opportunity for employment and equal opportunity access to jobs since advertisement is done on Internet.

University ranking criteria

External evaluation can lead to university ranking where best competing universities take high rank and list competing universities take low rank in the univranking. For instance https://www.4icu.org/review/... Provides a list of 47 universities in Uganda where the following universities take the following positions in the ranking of February, 2018 in Uganda and the following position in the first 200 universities in Africa. Makerere University position 1, Uganda Christian University position 2nd, Mbarara University of Science and Technology position 3rd, Kyambogo University position 6th, Kampala International University position 9th, Bugema University position 11th and Nkumba University position 18th out of 47 universities. On the African university ranking Uganda has got three (3) Universities among the best 200 top universities in Africa. These are Makerere University holding position 31st, Uganda Christian University position 105th and Mbarara University of sceience and technology, MUST position 124th. The criteria is identified where research and publication is keystone in uniranking (Kibalirwandi & Mwesigye, 2018). This ranking is basically done basing on web matrices and is not ranked basing on academic part where programmes of study are evaluated. The websites of

individual universities showing accreditation, collaboration with other universities, research and publication volumes within recent five years, quality of teaching staff and their publications and academic qualifications, participation in open resources materials, methods used in collabroration with other universities, web site pupolarity which again is enhance by research and publication are pertinent in helping university ranking.

The researcher observed some few lectures, observation shows that methods of teaching are still teacher centered other than learner centered methods in most universities. Teacher centered approach has been prominent in the last century and the gap between slower learners and quick learners, lower performing and higher performing students, hesitant and fluent students have been identified to be leading in failure to achieve cost eefective education. Teacher centered approach has been emphasized to be used in promoting high quality education as a result of "anthroposanagogical" approach that learner-centered approach reinforced by well planned pedagogical practice, research and publication. Information technology must be used in lesson delivery in classrooms.[8,93] As it has been noted that university web ranking takes account of the volume of research papers published in comparison with qualification of lecturers /researcher/ subjects, industry income got into university because of research, reputation of the university researchers and programmes. The quality teaching can be improved through research and publication where learners get tested knowledge from their lecturer. University administrators can improve their research and publication meeting the cost of purchasing plagiarism check and publication membership and publish through open acces publishing journal like Medcrave online campany which has so many other journals that have credible editors and peer-review staff. Funds for these two programme can be locate under research and publication. Individual students can contribute towards plagiarism testing but publication should be free since university shall benefit as it increases its knowledge productivity in terms of volumes per departments and field of study.

The 13 criterion points or measuring indicators to consider for ranking are summarized into the following as recommended by times higher education company;

a. Teaching (The learning environment) takes 30%. This has got five (5) indicators for evaluation; reputation of employees (15%),staf-to-students ratio (4.5%), doctorates-to-bachelors ratio (2.25%), doctorate awarded to academic staff ratio (6%) and institutional income (2.25%).

b. Research (volume, income and reputation) 30%. This has got three (3) measurable indicators; reputation survey (18%), research income (6%) and research productivity (6%).

c. Citations (research influence) 30%. This measure and captures the number of published university articles and books that has been cited by other scholars. In research sometimes work can remain on shelves because it does not appeal to intellect of scholars. It can still remain on shelves because it has not been published. If a research report is published, it may not be ready if it is too voluminous. It may be plethoro of information that audience fail to find particular sense for which it was published. It is common with dissertation or thesis documents appearing with crowded issues that may not attract attention of the reader. It is important to have articles published from thesis or disseartations in order to simplify information to audience.

d. Industry income (knowledge transfer) 2.5%. As professor Obua said that research should end in the community to solve embed problems then this is true with university ranking globally. The three core activites of a university includes community outreach which most universities have been doing as observed during the study. These activities have not been apropriately done because there is little or no reports written on project progress and achievements. The dumbed students attachment reports seem to be of novalue to the continuing students in most resource centres.

e. International outlook (the ability of a University to attract students and lecturers to itself is key to world stage) 7.5%. This explains International-to-domestic students ratio (2.5%), international-to-domestic staff ratio (2.5%) and international collaboration (2.5%).

The researcher would like to attempt a question of what makes a university to be ranked first or higher on the list of the best performaning universities. This question can not be answered without considering why seven out of eight countries who colonalized the rest of the colonies were from Europe. The secret of winning battles was identified as; quality training to the forces (armies), technology used like light and mobile artilary, use of modern gun powder, lucurative salary (rewards) to the Kings or leaders in these countries. Learning and taking lessons from other best performing military challengers was an issue to review.[173,181] Hoffman discusses how gunpowder as an innovation and imported technology made European countries to win most battles yet Professor Rwakishaya poses a question of curiousity as he inquires into what makes a university to be ranked higher among the best performing universities.[181] This still draw us back to the question of quality assurance policy implementation, where there is no quality teaching supported with research and publication there is no quality assurance implementation!. Whereas, the gunpoweder was a new innovation in the military organization of wars from Asia, Europeans fronted the use of this technology and advanced its application hence it was a turning point for Europeans to succeed with wars.[8,173] The use of research and publication is an important point that research should go beyond the award of academic qualification for partial fulfillment of an award. Most projects and research should cause universities to get what to sell and what to share as new knowledge to improve community livelihood. Unfortunately, students research end at recommendations stage and not projects to be implemented by universities, NGOs, communities and researchers themselves. As mentioned during 12th

Annual research dissemination MUST held at Lake View Resort hotel in Mbarara on 2nd November 2016, Professor Celestino Obuo the Vice Chancellor said that, "Research should end in the community". I think students research should create projects that solve community problem hence improving community livelihood. Vice chancellors can make a difference in resource mobilization that support improved quality of university education. Professor Obua has been praised with evidence on MUST web site and in the book of abstracts, "Professor Obua has distinguished himself as a proactive crusader and believes in forming several research teams. He has secured funds for research and scholarships for his employees and students … MUST.[167]

As university administrators and managers consider what has been identified above as criteria of ranking tertiary institutions (universities and colleges) as best performing institution, research and publication should be emphasized. The thirteen (13) measurement criteria (appendix chart) pointed out teaching and research to be pertinent.[8] There is no quality teaching without research and publication. There is no research without new knowledge and comparision with existing knowledge. Benchmarking and collaboration is inevitable since we are living in the global community. Learners should not be frustrated by providing less than what they view existing knowledge and abused by providing what is not researched (substandard) information hence when they take information provided by the lecturers as gospel truth, when it is proved not worthy, a lecturer will have abused the learners by exposing his ignorance (nakedness of his brain or intellectual abuse of the profession) to the learners. These mistakes can be avoided by purchasing plagiarism check software and paying membership fee to the legitimate journal for unlimited publication. It should be noted with concern that questions of low motivation to employees was raised by participants where they pointed out issues like some policies favaoring few of the employees, wage differentiation among employees of the same qualifications, and cliques among workers being created by working environment.

Objective one: *To establish meaning of Quality assurance as understood by university staff members in Uganda.*

Quality assurance is both a policy and system that ensure provision of quality education through quality teaching of students by qualified lecturers. QA as policy is a codification of policies that ensures quality service delivery to bth lecturers and students of a particular institution of higher learning. Quality assurance is both educational and managerial policy in which quality system or culture is enshirined for any best performing university. In universities knowledge is manaufuctured, reviewed, stored, shared and sold to the global community so as to improve community livelihood. For knowledge to be accepted it must be tested, and reviewed to cause a new product that will be bought on market.

Objective two: *To establish specific steps taken in implementing quality assurance in selected Uganda Universities.*

There are number of steps taken by universities in Uganda

to ensure quality of teaching. The recruitment of lecturers is detailed in human resource policy manual of individual universities. Students enrolment after secondary education is nationally detailed by the Ministry of Education, Sports and Technology. Academic registrar ensures propoer registration of students on recruitment after secondary education. Teaching is openly done by lecturer providing course outline/curriculum to students with references so as to help student read a head of lectures. This helps to create critical thinkers in class/ independent learners who can stand by research.

Objective three: *To identify activity level in which staff is committed to ensure quality assurance implementation in selected Ugandan Universities.*

The activity level has been classified as low, average, good and excellent in Table 18 of chapter 4. The reasons are according to individual universities as QAD offices are established and equipped for service. The general overview for the six universities was to be ranked moderate because the level of publication was seen extremely low compared to international classic universities. The three core activities of competing or global academic institutions are teaching, research and community outreach that provide abasis for world web ranking to establish compliance of the Bologan process accord. The following criteria can be briefly explained as; Teaching which is enhanced by the learning environment. The enablers like projectors, computers, white board, adequate light in class, staff preparations like course work basing on customized course outline, examinations well presented. Research and publication as research to be concluded it does not end in "bush" but in community. If any student claim that she does information should not be hosted on web site then could be plagiarism, data manuipulation and other misconducts will have been committed during the time of research.

Objective four: *To establish the level of staff participation in quality assurance implementation in selected Ugandan universities.*

Statistics shows that staff participation accounts for 60.868% while 39.132% cannot be explained by staff involvement in quality assurance implementation (see S-Table 45 in the appendices of document). Std. error 0.39132 hence interperetation is in line with Field (2009:207). While staff participation in universities take 60.868% the level of compliance is still rated to be 67.8% (Table 18). Therefore the level of staff participation is rated to be good basing on the Table 18 above. Top administrative officers in universities are part of the staff and employees in low ranks or offices think that administrators ideally think that they are not part of the staff hence they stand on a "higher ground" and enforce the law. The leadership styles applied by some top administrators frustrate other employees hence resulting into poor service delivery. The QAD should encourage all heads of departments or Deans in implementing the QA policy in universities so as to enhance quality of teaching in the universities. The lecturers can share experience in class from their research work and then teach knowledge comparing the lived experience of the learnt knowledge. Knowledge has been written in text

books from different countries but no relevant examples for students to contextualize the concepts. Example in Biography where population census is taught in a university classroom within Uganda. Earthwarms are within the reach that a lecturer can easily work with students to conduct an a lab to establish conditions favouring the population. In the ecological setup earthwarms exist in this country but no single research has been taken by a lecturer to establish the likehood of earthwarms being under threat because of environmental degradation where ecosystems are being destroyed by swamp reclaimation in Uganda.

The researcher found that most universities have got website indicating research & publication, with little information available between 2014-2018. Projects under community outreach has no reports made as far back 2015. Some information appear on websites when most lecturers cannot verify its authencity especially lecturers in off main campuses of these universities. The level of participation can therefore was concluded to be 47% because of the $r_s=0.469$ whereby quality teaching accounts for 46.9% of quality assurance implementation and variation is by other factors like research & publication, citation, international collaboration, industry income and international outlook. All those can be possible if all employees perceive success individually, hence institution can jointly succeed with its employees (S-Table 45).

Recommendation according to participants

Ideally, "Our prosperity as a nation depends upon the personal financial prosperity of each one of us as individuals….[169] Given opportunity for individual lecturer to be sure of secure employment, then his/her may perceived quality teaching that is backed by research and publication. The following recommendation esteemed from participants opinion. The policy markers should take trouble to benchmark from the European countries like reading IQM-HE.[68] The top administrative/management team should be encouraged to practice facilitative supervision which supports employees to be task performers, orienting them to complete tasks with results.[15] The tool assigned Appendix 2 see this document was modified and taken from Aquire.[15] This tool mentioned is not to be understood as an examination investigative tool but a self –evaluation tool to help supervisors at different administrative levels to improve their management skills and capabilities in institutional quality improvement. It was revealed that top management administrators have not been evaluated hence little improvement in terms of quality is enforced by their administration.Alternatively the position in which your university appear is your position/rank among other institutional leaders.

Policy handbooks of institutions should be simplified into small booklets specific on single policies not the whole cofidifications. For instance most quality assurance policy book contains a lot of other university policies hence it is too big to be understood by busy staff members. Therefore leaflets like those of Kyambogo University QA and UNCST on Human Subjets Protection Course (HSPC) that explains, background, rational, objectives,learning outcomes,and finally gives contact for further inquiries (info@unst.go.ug).

The bulky documents have not encouraged busy lecturers to read the documents. Example of how institutional policy can be taken from Kyambogo university QAD leaflets, Sustainable Development Goals presented by International Council of Science on . These examples may be shared within Directorates of Quality assurance and faculty terms to establish shared policy details for implementation and cognitive value. Policies within Quality Assurance policy handbooks should be translated into actions to be implemented. It was observed that most policies are mentioned but not practiced for result oriented to solve existing problems in tertiary instituions. University services offered in some institutions are not meeting international standards of world classic universities hence programmes and qualifications may still appear inferior when compared to international standards. Quality assurance handbooks and leaflets should given in hardcopies to departments and faculties so as to be shared by lecturers and staff. Little information is clear to the heads of departments in most institutions of higher learning.

Recommandations according to the researcher

While evaluation of quality assurance policy has revealed that institutions are on track, there is a need to evaluate institutional leadership attitude towards university ranking in East Africa.[182] Institutional ranking come with benefits to improve on participatory decision-making of employees jointly with top administrative managers in institutions. Quality assurance encourages participatory decision making, collaborative and benchmarking, improving teaching and learning practices, identification and replication of model programs such as peer benchmarking function of ranking and sharing best practices. It is true that "our thinking can be no wiser than our understand…[169] Cognitive transformation come from educative environment as individuals interact with knowledge that transforms them into innovators and critical thinkers. As cited by Guijt &Woodhill[171] chapter 2 box 2-14 having under reporting non-success university administrative/managers should allow constructive criticism from participants in quality assurance implementation. It was noted that competent lecturers have transferred or been fired because of constructive criticism not that they are against the institution itself (R0173). University administrators can use self evaluation tool organized as appendix 03: "Facilitative supervision tool" taken from Aquire.[15] This is for top management to be considered for improved learning environment resulting from internal quality assurance assessment presented in the evaluation reports. It is important for heads of departments to evaluate themselves, evaluate progress at departmental level and report annually what went well and what did not go well so as to establish possible solutions to improve working conditions for both internal and external clients to the institutions. On this point some heads of the department convinced the researcher that what went wrong issues were resolved during the course of the year hence no need to report them. The challenge in educational institutions is the failure to create knowledge for critical understand about issues that often limit progress in improving quality. I would think that it was both right and necessary to document 99%

procedures that could not make a scientist Thomas A Edison to succeed in making a fluorascent bulb for electricity. Thomas A Edison said, " I did not failure 1000 times but proved 1000 ways that one can not be successful in making a fluorescent electricity bulb" (https://www.uky.educ/...). The information on the previous source differ slightly from where Thomas is quoted saying, "I have not failed 10,000 times but proved 10,000 ways that you can not make a fluorescent lamp using those ways. I will succeed when I eliminate those procedures…". All in all what is being communicated is that success in research is iretarative. It is important to present the best procedure of manaufacturing a fluorescent electricity bulb for the purpose of perfect quality of making a good product on market.

Students evaluation assessment sheets where they were evaluating staff performance in classroom were observed to be good practice for quality assurance enhancement process as the "mobile complaint box" mentioned by Guijt&Woodhill,[171] but what about internal clients "mobile complaint box"? Internal clients (institutional employees) sometimes do not provide quality service because top management have failed them as observed from item *15 on the (questionnaire appendix 01) EPIC-16 item scale used during the study. Employees accepted that progress on their work was not satisfying in the institutions. All stakeholders were not being involved in decision-making at their different levels of administration. Staff only could hear of policies without clear information on how to implement them. Such occurance of policy formulation tantamounted to passive role in implementation. This calls for reviewing the existing policies in the institutions periodically to get all stakeholders on board. However, some staff (participants) mentioned it clearly that they are not motivated in reading university existing policies because they assume little they can contribute to improve working environment. Top down decision-making was dominating in most institutions of higher learning. It is important for human resources managers to work and interact with employees and to enhance career development roles. Careers planning and development is optional to individual employees who want to improve their performance.[177] Quality education has been enhance by world class-universities as they invest in improving quality of their professionals through professional development programme.[183] Managing careers and fair treatment management can be expended by availing information to employees about opportunities to develop and improve their careers in an institution. Web sites available for career development are citied by Garry Dessler, 2004 chapter 10. In the end of year 2016 report of Bugema University, details of sponsorship and saff development were highlighted by the Vice chancellor yet some staff members elsewhere off campus did not have any light of such opportunities.[137] This calls for employees to utilize websites for updates because as an institution grow complex its administration may appear remote if not well communicated on web site.

Promotions and transfers should be designed in accordance to performance not prioritie.[177] Human Resources policy handbooks of most institutions are clear much as they were reported of not being accessible by some participants and they are never followed by top administrators as

expected. Lecturers are supposed to be promoted basing on excellent academic performance of a lecturer and research. This should be done at deptartmental level where employees are appraised and results are communicated. Employees that excel in a semester should be awarded certificates, displaying their photographs displayed in common rooms, auditoriums for students, faculty and staff to observe. Tangable incentives can still be awarded to provide evidence to the family members of an employee. This culture is being implemented at Kampala International University where employees are recognized for publication in international journals and a token of appreciation one million Uganda shillings is given to beneficiaries. On the contrary as the researcher interacted with NU-R_1, it was revealed that it is a responsibility of lecturers to apply to senate for promotion in ranks and offices. It was recommended that as NU and KyU are still drafting their QA policy handbook then it should include such top secretes so that lecturers can enjoy reading and participate in quality assurance policy. The same was found out in BU Staff and Faculty handbook (2013) page 39-41. Where any staff whosoever, wish to be promted to any academic rank can apply to the vice Chancellor for promotion. The criteria was still challenging because percentage mark for one to qualify was not geninuely estimated since total percentage was more than 100 yet records shows 100%. Promotion in academic rank remained a question of assumption and individual decision to be taken by the Vice Chancellor and committee on promotion in any Ugandan University. This is a point of discussion and arbitration for transfer and promotion committee on human resource.

While faculty & staff are being evaluated by students and results were observed in most Universities visited during data collection, employees as Internal Clients could also evaluate the Institutions service to 1st clients to the institution. Supervison styles applied would improve interpersonal relationship hence promoting team spirit and increasing confidence and trust among employees and staff of different institution. As recommended by Aquire[15] individual leaders or Managers should be able to evaluate themselves using a tool attached in appendix 06.[15] The employees should be able to evaluate programme, interpersonal relationship and benefits to staff as a means of feedback to top management.[15] The employees can still rate themselves and test if they are continually improving quality assurance culture in tertiary institutions. The habit of rating quality assurance culture improvment is on appendix 07 adopted from culver.[164]

The anthropoanagogy may be used for the purpose of explaining learning process in universities since learners range below 25years of age that require pedagogy; child learning process, learners of age above 26years but below 35years of age that require andragogy; adult learning and learners above 36 years that require self learing like at PhD and Post Doctoral. What is common with all of these learners is that a teacher is needed as an experience traveler on the same road of knowledge. All these learners will require to be given a certificate showing achievement in their study as competent in particular professional field of study. Anthropoanagogical experience acquired from university is

inspiring and lifting higher students above ordinary level of knowledge. The type of learning is positioning a learner to be more productive in providing solutions to societal problems and challenges. Anthropoanagogy is professional practice with specialized expertise that experienced educators share anthropoanagogical experience with learners so that they may sail or fly higher in the world of knowledge. This acquired knowledge is not static but dynamic full of innovations and creativity to take the world to the next level of thinking.[93] However, any policy should be implemented after ensuring that staff is informed of its limits and benefits according individual university policy of human resources in relationship with quality assurance institutional policy. Empowerment require the following; clarification of team goals to be achieved by the policy actors, identifying some anticipated hinderances before implementation so as to find provisions and avoid defects in the products. Intergretion of resources and inputs working in harmony to achieve organizational goals. Therefore it can be summarized that cognitive value should be sought when implementing any policy, negotiation between parties to implement policy is a necessity, empowering actors with enablers and compensation is need, finally, empowered employees should be able to carry out self-evaluation and make reports. This appear agood deal for external evaluators to start from when evaluating the project for impact assessment.

Areas for further study

i.   Evaluation of internal quality assurance system in implementing Quality assurance policy in Institutions of higher Learning in Uganda.

ii. Assessment of cognitive testing (expertise in) for internal Institutions quality assurance systems of Higher Learning in Uganda.

iii. Investigate the impact of Quality Assruance policy on Institutional Management Systems of Universities in Uganda

iv. Investigate internal quality assessment processes in Academic programs in Institutions of Higher Learning in Uganda.

Quality assurance policy gaps in relationship with individual universities &NCHE

National Council for Higher Education has got a department of Quality Assurance which the researcher assume would help in guiding and monitor QAD systems of Various Insitutions and would be receiving copies of independent reports about progress of quality in Universities. As the participants were interviewed whether there is any reports made by QADs copied to Department of QAD at NCHE reports were like, The few observed bi-annual reports are too crowded where by little of the real teaching and learning process is reported hence a lot is hidden away from QA agency at national level. This explains why in some institutions offices have not been designated for Directors of Quality assurance. These offices appear operating like "briefcase offices." The funding of workshops, seminars and conference have been organized at national and

international level where Directors of quality assurance in institutions travel to represent universities but funds to use in implementing acquired knowledge from such conferences are not available so as to share knowledge. This explains why QA Directors are knowledgeable about the policy but do not fully understand how to implement the policy. This too require an action so as to create a QA system or culture in the universities.

The contribution of university students towards NCHE is not well followed from the universities and there is no report in the QAD offices to ascertain how much contribution is being given by students of a particular university to NCHE. Seemester report enrollment is supposed to be reported to NCHE for financial transparency in universities and QA agency. The NCHE /QA agency has not been clear on how monitoring and evaluation shall be communicated to NCHE so as to prepare for peer evaluation. Some universities fear to call in NCHE for fear of costs and punitive measure that may follow. The question of how peer evaluation can be conducted without burdening the inspected institution remains administrative for vice chancellors forum. Quality teaching starts with individual lecturer yet universities have not shown interest in monitoring quality of teaching in some universities.[71] Most lecturers observed during the study were using lecture methods other than using learner-centered approach in their classes. Handouts were given to students and lecturers work is to explicitly explain what is in the handout by reading it in class. Some visited classes most lecturers were reading handouts and students were encouraged to photocopy and follow. This system can be improved by publishing and sharing knowledge, content and learning outcome. Lecturers providing learners with class projects, providing handouts, publishing main handouts in advance to allow students to compare notes.[71] Quality of teaching pay attention on "value of money and public accountability" these aspects sometimes are underestimated by top management yet it is a factor to consider.

Quality teaching if neglected by top administration, then products, community commitments, to improve quality assurance may not have any impact. Quality assurance is continuous process of service / process of improving quality of service delivery to the university clients. However, most universities have not drawn an organgram for QA system integration in the traditional organgram of universities. It is important to benchmark from Makerere University QA policy.[112] The Quality assurance of institutions like Massachussetts Institute of Technology (MIT) is worthy benchmarked for purpose of quality improvement. MIT has decentralized policies for each department hence staff participation is high than when QAD is centralized at one office (https://www.media.mit.edu/publications). This provides a good practice for research and publication for lecturers and students. I would suggest that students research work for partial fulfillment should be done jointly by a team of researchers with specialized skills jointly following on a given project of their choice with a number of lecturers supervising them. Where possible they can pull together funds to start a project that can bring

income to both university and students employed during project implementation. Proposals for funding can still be recommended by the university administration so as to create jobs for graduates a middest this generation which seem not to be having jobs to graduates. Universities in Uganda can benchmark Makerere university administrative structure where the Director of QA is directly answerable to the VC and collaborates with other heads of departments and faculties to help in making follow-up to proposals of QA decision-making by employees at different levels of administration.[112] When such questions like, "*why quality assurance department in a university like this one? Couldn't the AR or DVC-AA be enough to handle QA?* (R0158)" are raised by the employees within the system, the possibility of institutional compliance may be doubted. The QAD is charged with responsibility of linking or coordinanting quality teaching hence quality control and management in the university.[4,117] It is therefore important for top management to meand the broken relationship between quality assurance directorates that appear to perform watch dog function in universities other than coordinating quality improvement innovations among others. Employees would appreciate the work well done by QAD if it is to link and coordinate staff for purpose of quality management and control.

The challenge as reported by Materu,[19] that top administrators (Rectorates) have not either been grounded into the philosophy behind formulation of quality assurance policy implementation or for selfish interst do not want to support implementation. It is also that people of responsibility are not familiar or skilled in M&E as identified by Basheka & Lubage & Baguma.[179] Choaching should be encouraged and funded by administration so that QAD team can get what to do in effective implementation and improving university education system in general.

As it is believed that the greatest resource or assets in an organization are the employees. A leader can easily earn loyality by doing something good for the employees such as,

  i. By taking real risks for your people

 ii. By standing up for them

iii. By getting what they need

 iv. By being there for them when they need you

  v. By helping them to achieve their dreams

Finally, on this argument above loyal employees are worth than much more than their weight in gold.[184] As earlier mentioned in this document leadership is no long one mans business but team work. The team spirit that I have witnessed in Vice chancellors offices during data collection as they delegated different stakeholders to work with me during data collection should continue. The evaluation summary reports given to the management of participating institutions should be able to review reports and give recommendations. This will help in reviewing and sharing information on given identified policy issues. Quality assurance implementation is jointly done through involving all stakeholders teaching and non-teaching staff, students, funders, and wellwishers who include community members and government systems. Therefore implementation is a joint effort of many different stakeholders which directly or indirectly affected by the policy hence QA obeys multi-stakeholders theory.[185–228]

Acknowledgements

Conflicts of interest

The author declares that there is no of the conflict of interest.

Appendix 1

Questionnaire for employees (teaching staff) in universities

Protocol # 160104 of MUST, 2017,[119]

Kindly participate in this study testing staff participation in policy implementation and compliance of stakeholders. Research title "An Evaluation of Staff Participation in Quality Assurance Implementation in Institutions of Higher Learning in Uganda"

Section A: biographical information

1. Gender (tick)………Male ……..female

2. Age (tick)…….(below 30years)…….(31-40years)…… (41-50years)…. (51-60)….(above 60years)

3. Academic level……..(BA/ BS) …..(MS/MA),…… (PhD),……..(Post Doc), …. (Others)

4. Professional rank…(Professor)….(Associate prof)….. (senior lecturer) …. (lecturer) ….(Teaching Ass)

5. Years of experience as a lecturer (employee) …….(3-7years) ….(8-10years) ……(11-15years) ….. (16—20years) ……(above 21years)

6. Gross annual salary in millions of Ug.sh.... (Below 12).... (12-24)….(25-36)….(37-48) … (above 50)

7. At what level are employees sensitized on quality assurance policy implementation (tick) …..(25%) …… (50%)……(75%)…….(100%) …. Not aware of any level

Section B: Kindly read through and respond to the questions answering the best option that explain your opinion on each item. Key **5**=strongly agree, **4**=Agree, **3**=moderately, **2**= disagree, and **1**= strongly disagree.

#	Items	5	4	3	2	1
	Knowledge of Quality Assurance Policy by employees					
1.	Institutional mission and purpose make me enjoy my participation					
2. *	Policy formulation procedure is not clear to employees in this university					
3.	Employees participate in policy formulation in this university					
	Negotiation on employees involvement in QA policy implementation					
4.	Working environment has improved, staff can execute their duties					
5.*	Staff involvement in decision-making at all levels is not encouraged					
6.	Employees recognition by management is highly satisfying					
7.	Promotion in professional ranks is well articulated in HR manual					
8.*	This institution does not ensures job security for employees					
	Empowerment of employees (decision -making) in QA					
9	Delegation has improved and leadership team is observed within					
10*	At Department, faculty and institutional level team spirit does not exist					
11	There is clear recruitment procedure for employees in this Institution **5**=strongly agree, **4**=Agree, **3**=moderately, **2**= disagree, **1**= strongly disagree.	5	4	3	2	1
	Perceived service delivery as a result of staff involvement in QA policy implementation					
12	Feedback is given on quality assurance and other related policies.					
13*	Access to new technology is not embraced and funded by this institution					
14	Staff morale in executing duty for productive work is high					
15*	The progress on my work is not satisfying in this institution					
16	Employees use creative problem solving in handling clients' problems.					

Key items marked with***a**sterisks signifies reverse-scored to avoid guess work during the study.

Section C. Personal opinion

Kindly write down your opinion on this Quality Assurance policy!

i. Write down some hindering factors in implementing Quality Assurance policy in this Institution.

………………………………………………………………

………………………………………………………………

………………………………………………………………

ii. Mention some motivating issues that you (employees) feel good about this Institution.

………………………………………………………………

………………………………………………………………

………………………………………………………………

iii. Have you taken time in reading literature on Quality Assurance Policy and its implementation process? (if yes) what new value has the policy added to effective management of this Institution?

………………………………………………………………………

………………………………………………………………………

………………………………………………………………………

(If No) why have you not read such literature yet quality assurance is being mentioned currently in Universities?

……………………………………………………….. ………

………………………………………………………………………

………………………………………………………………………

……………………………………………

iv. Using your own experience define the concept Quality Assurance

………………………………………………………………………

………………………………………………………………………

……………………………………………………

Thank you very much.

Appendix 2

Observation code sheet for check list instrument number two (2) for quality assurance policy:

1. Policy procedure for internal quality assurance implementation

#	Indicator	1	2	3	4	5	6	7
	The office of Quality assurance Directorate established							
	The leadership well established with terms of reference							
	Faculties or schools well represented on QAD							
	QAD files well organized with information							
	Handbooks on QA policy available							
	Institutional policy on quality assurance available							
	Role of stakeholders in QA well articulated							
	Budget for QAD is well stipulated in the Directorate							
	Sum for the indicators							

2. Periodic review basing on indicators (policy implementation indicators)

#	Indicator	1	2	3	4	5	6	7
	Reports on internal evaluation available at QAD							
	Criteria for the students to evaluate staff is clear							
	Lecturers knowledge on why students should evaluate							
	Administration follow up on students evaluation of staff							
	Course outline by lecturers well organized							
	Examination process well managed							

3. Quality assurance facilities

#	Indicator	1	2	3	4	5	6	7
	Classroom appearance							
	Enablers like computers,,							
	projectors							
	white boards							
	Seats for students							
	lights							
	Library (text books, e-library)							
	Internet							

4. Self-assessment

#	Indicator	1	2	3	4	5	6	7
	Progressive reports on QAD available							
	Students evaluation process well implemented							
	Teaching learning evaluation reports by students made							
	Department reports on quality management submitted to QAD							
	Class attendance lists are followed							

5. Information systems

#	Indicator	1	2	3	4	5	6	7
	Policies accessible on web site							
	Web site provide open resources materials							
	Publication by lecturers is accessed by students							
	Publication by students is accessible							
	Students access open resources materials/ e-library							

6. Public information

#	Indicator	1	2	3	4	5	6	7
	University web site attractive and clear with information							
	The public access free information about the university							
	New curriculum is accessible on university web site							

7. Quality assurance handbooks

#	Indicator	1	2	3	4	5	6	7
	NCHE hand books on QA are available in office							
	Institutional handbook policy on QA is available							
	Institutional literature on QA is available							
	Reports on QA evaluation reports available/ communicated back to Departments/ Faculty							
	Examination hand books accessible to students and staff							
	Human resources policy books accessible to staff							
	Students hand book accessible to staff and students, parents							

Appendix 3

Expanded notes format for the in-depth interview based on interactions during data collection.

Tool two (2B)

Items on quality assurance (for interaction /In-depth interview)

1. How has the university administration made awareness of quality assurance policy to stakeholders?

2. How are university employees implementing quality assurance as a policy?

Probe question: how are class attendance lists utilized by administration?

3. What are some hindrances to quality assurance implementation in this university?

Probe question: how can we overcome some of the said hindrances to the quality assurance implementation?

4. What motivates you as an employee in this institution?

5. Using your own words what is quality assurance?

This tool is directely copied from the source.

6. What are some policies in line with quality assurance implementation?

7. What value addition has quality assurance policy added to enhance university leadership?

NB. Emerging cases must be recorded under this very tool.

Appendix 03: Facilitative supervision tool taken from Aquire 2008

This tool is taken from acquire 2008:15-16 it is a tool not a test but a tool for self-improvement in supervision of managers/ administrators at different level. The researcher has not taken trouble in this part to diferenciated between management and administration. Management is leading with and through people to achieve the set objectives yet administration is guiding employees to follow rules and regulations of an institutions. The understanding of the two synonymous terminologies may vary from public to private or non-profit to profit making organization. In this document it is important to consider service delivery and life long of the institution in which one is made a leader to improve quality. It is important to take some time in reflecting on the statements constructed by Acquire[15] in this tool.

Statement	Yes	partial	No
Job expectations	1	0.5	0

1. I always discuss work expectations with each staff members I supervise.

2. I discuss job description (s) periodically with the staff members I supervise

3. I always ensure that employees/staff have access to current references books, norms, guide-lines, and regulations in all areas and procedures of service offered.

4. I always encourage and help the staff I supervise to do self-assessment and to develop an action plan to improve their performance and quality of service.

Performance feedback

5. I always provide staff with constructive feedback on their performance in a timely manner, focus on solutions to problems, and offer help (but not in front of others to ensure staff do not lose face)

6. I believe in empowerment rather than criticism

7. I work with the staff to ensure that they have ways to receive feedback from clients and the community.

8. I always practice active listening and other communication skills when supervising and providing feedback

Motivation

9. I often ask staff what motivates them and what does not, and I use this information to motivate staff effectively.

10. I always recognize good staff performance by telling them personally and infront of their colleagues that they have done well

11. I always make the effort to ensure that there is a transparent and fair system of motivating staff effectively.

12. I always treat staff at all levels with respect, and I encourage staff to treat each other re-spectfully.

Table Continued

Statement	Yes	partial	No
Job expectations	1	0.5	0

Physical environment and tools

13. I always make sure that the staffs I supervise have the necessary equipment and supplies to do their jobs (including supplies for infections prevention, for lecturer's supplies to enable them deliver lesson and carry out experiments' in class) and to meet client's expectations and community needs and provide quality services.

14. I always make sure that staff has the educational aids and informational materials they need to provide clients with information and conduct counseling and educational activities.

15. I make sure that staffs I supervise have adequate working conditions.

Knowledge and skills

16. I work with staff to assess periodically departments, faculties, web sites and individuals learning needs and the areas in which staff need to improve their knowledge and skills.

17. I always provide staff with the information they need using to perform their job well

18. I provide or arrange the training that the staff needs using training needs assessment results, to provide high-quality services.

19. I provide on-the job training /coaching when appropriate.

20. I always provide opportunities for the staff to practice new skills

Organizational support

21. I see myself as part of the staff team

22. I visit the site under my jurisdiction frequently or I monitor service delivery at my site frequently.

23. I regularly observe the day-to-day operations of the department/ clinic/ faculty/institutions

24. My primary objective is to improve the quality of service not to collect data

25. I communicate regularly with staff about what is going on in the organization (such as policy changes, vision, goals, statistical data, and current and expected results for the institution).

26. I speak to all levels of staff during my visit or when I monitor service delivery at my site.

27. I create a relationship based on trust and openness so that staff feels free to discuss any problem they encounter.

28. I ensure that staff has tools to continuously assess the quality of service and their performance and I always encourage and help staff to identify their own solutions to problems they encounter.

29. I always try to create partnership between a site and outside resources to help improve service quality

30. I always serve as liaison between a site and the large system

31. I supervise clinical/ teaching-learning as well as administrative tasks, such as data collection, analysis and use for decision-making.

32. I always try to find and bring in external resources when existing internal resources cannot solve the problem

I have a plan for my supervisory activities

Total score for the manager

Leadership styles have been considered and leadership behaviors all items suggested here represents different or variety of behaviors and tasks while supervising staff. If the answers are "No" to two or more questions than a leader may need to try or change the way you do things. It is important to be flexible in management.

Appendix 04

Mid-Semester Self-Evaluation (Smoke Detector Tool) adopted from UMU

The aim of this evaluation tool is to improve the quality of teaching/learning in the university. It is used to penalize/examine the lecturer. Do not put your name complete the opened questions based on your experience and observations during these first weeks of class attendance.

Name of the lecturer………………………………….. Semester …………………..

Academic year ………………….. Programe (Day, weekend, in-service, evening etc) …… …

Faculty/School/ Institute …………………………. Course unit ………………………

1. What should we/I start doing for a better teaching – learning process?

………………………………………………………………
………………………………………………………………
………………………………………………………………
………………………………………………………………
………..

2. What should we /I stop doing for better teaching – learning process?

………………………………………………………………
………………………………………………………………
………………………………………………………………
………………………………………………………………
…………

3. What should we/I continue doing for a better learning –teaching process?

………………………………………………………………
………………………………………………………………
………………………………………………………………
………………………………………………………………
…………

This tool is administered by lecturers in their classes monitoring and reviewing quality of teaching. The tool is given to students to fill and immediately submitted back to the lecturer who reads comments in class and open discussion is done. This helps in creating teacher-learner relationship. Students should be aware of the content and resources available for the smooth learning process to take place during the period of learning. Students should not be victimized for their opinions the lecturer should protect the rights of learners and guide them to achieve their goals. Most students need guidance so as to understand why things are done the way they are being done. You have

to share and where it is beyond your capability you make "referral" you better make trial in one of the course units you are handling this semester.

Appendix 05

Documentary analysis:

The following was observed by the researcher;

1. A copy of NCHE/CHE/NCHE/TCU/DAAD Road map for Quality assurance implementation System.
2. Human Resource Manual (policy) for institution and any other policy related.
3. University Bulletin / Prospectus/ curriculum that shows what each university offers;
4. Web site of the university; policy books, research and publication, links etc;
5. Library and its organization;
6. Classrooms (Lecturer rooms) and its environment, lights, white boards, and notice boards;
7. Teaching process in universities; course outlines, examination management,
8. Quality assurance system and office.

Appendix 06

Self Evaluation to rate employees habits in bid to improve QA System in Universities:

This rating is self rating of individual employee's habit in being awesome to change and positively influence quality assurance culture creation. (1=fair, 2=good, 3= very good, 4=excellent, 5=exceptionally excellent for role model)

a. **Knowledge/cognitive rating** (rate from 1, 2, 3, 4,5 where 5 is exceptionally excellent);

i. I have taken time to establish meaning of institutional mission;

ii. I can give detailed information on institutional mission/ purpose;

iii. I can evaluate if mission is being achieved by parties;

iv. I plan for (short or long periods);

v. I prepare for daily work so as to defend institutional mission;

vi. My preparation is documented for evidence of mission.

b. **Negotiation between parties**

i. I applied for a job and the process of recruitment was according to the HR manual (law);

ii. My salary scale is known to me through appointment;

iii. My job is secure by appointment;

iv. I understand my benefits of participating in quality ser-vice delivery;

v. I share my strategies with other employees for better results.

vi. I know the how extra job performed can be paid for in this institution.

c. **Empowerment for implementation**

i. I have tools and resources to enable me to implement my responsibilities;

ii. I know how to monitor and review the performance of my activity;

iii. Am empowered to perform duty on behalf of the employer and being protected by the law.

iv. I can use my position to act on behalf of the university without hesitation.

d. **Perceivered service delivery to the clients.**

i. I have executed my service to the clients as expected;

ii. The clients given service can still advertise for more service from this organization because of me.

iii. The procedure and processes of implementation of service in this university are well documented for references in future.

iv. I work from a plan not procrastination (guess work).

Appendix A-F: List of Policy documents observed in Research communities (universities)

The researcher took this project as a moment of benchmarking and evaluating education institutions so as to take lessons form each other and rebuild the education system of Uganda. In Uganda education is offered by three types of stakeholders; government (public institutions), private for profit (cooperate institutions), and private nonprofit institutions (denominational). The Government or public institutions are established by community and government takes over management at appropriate time for reasons such community failing to meet standards in paying lecturers or providing expected services such as scientific researches and other related services. The private for profit are institutions established by individuals who want to improve quality of education at a cost which will enrich them and provide employment to their community members, bring service nearer to their community, and bring in income attracting from foreign investors, learners, and governments.

While private for non-profit are religious institutions and cultural institutions aim is like what is explained in the history of formal education in Uganda. Missionaries started schools so as to expand their faith. It sounds reduclous but a reality; God commanded Christians to go and preach the gospel to all people (Matthew 28:19-20). This explains where religious institutions have chaple halls for one particular religion of the foundation body. Unlike public universities and cultural institutions they allow any religious sector to establish a place of worship according to their demand on campus. The curriculum of religious institutions have a recepee of their doctrinal substance hidden curriculum that may help learners to have world view which is clear than what they knew about such religus sector before they joined it's institution. This may not be well detailed information on why different institutions of learning exist in Uganda. It is another epistemological position for quality assurance as mentioned that quality of service delivery is spmetimes compromised due to unharmonized background of different institutions in Africa.

This study did not include institutions established by cultural institutions like Buganda kingdom which established Mutes I Royal University established in 20…., Rwenzururu Heritage University project on the process of being established by the Obusinga Bwa Rwenzururu in the Rwenzori region, and Busoga University by the Chabazinga. The reason was none biased because the criteria was that universities that were in existence before 2005 were considered for the study. It was assumed that these selected universities to participate in the study may have had individuals trained employees for quality assurance policy.

A. Bugema University (BU)

1. Human Resources Manual BU Staff and Faculty Handbook July 2013 (BU, 2013 A)

2. Staff (Faculty) evaluation report generated after students evaluation for the years (BU, 2013,2014,2015)

3. Students handbooks for the year (BU,)

4. Bugema University Academic Bulletin 2015-2019 (BU,2015-19)

5. Examination handbook for the year (BU, 2012)

6. Bugema University Examinations Policy Booklet for current bulletin 2015-2019 (BU, 2017 C)

7. Publications on web site (BU, 2017 March) www.bugemauniversity.ac.ug

8. Reports on staff development (Confidential)

9. Monitoring tools for both students attendance and staff attendance in class (BU, 2017 D)

10. Students research books in resource centeres and departments (BU, 2013 F)

11. Library books and computer laboratories (BU, 2017 G)

12. Classrooms and enablers like projectors, white boards, etc (BU, 2017 H)

13. Accessed internet connection on campus (BU, 2017 March)

14. Observed quality assurance institutional policy (BU, 2017 March Draft)

15. End of academic year report 2016/2017 By VC Prof. Patrick Manu.

B. Kampala International University (KIU)

1. Institutional Quality Assurance policy handbook (KIU, 2005-2011)

2. Students assessment reports on class attendance in a semester (KIU, 2017 A)

3. Teacher (staff) evaluation report by students (KIU, 2013, 2016)

4. Reports on staff development scheme (KIU, 2017 confidential)

5. Staff time compensation template and used ones (KIU, 2017 at departments)

6. Students monitoring tools (KIU, 2017 B)

7. Faculty class attendance monitoring tools (KIU, 2017 C)

8. Publications per faculty hosted on web site (KIU, 2017 March) www.kiu.ac.ug

9. Marking guide for each examination (blue prints) (KIU, 2017 March-Educ Faculty)

10. KIU, 2006 Quality assurance policy handbook.

C. Kyambogo University (KyU)

1. Strategic plan for 2001

2. Kyambogo University PS-QA chapter 2 by Binns, F & Otto, A. (n.d). Quality assurance in Open Distance Education Towards a culture of Quality: a case study from the Kyambogo Uganda. Uganda.

3. Flayers on Quality Assurance policy marked KY-QAD, 2017.

4. Web site https://kyu.acug/downloads

5. Human Resources Manual that documents policies, procedures and guidelines for management of human resources and moderating the behaviour of employees of Kyambogo University. Approved by Council on 6th Nov. 2014 from https://kyu.ac.ug/index/...

6. Guide to kyambogo university library service. Retrieved on 10/4/2018 from https://kyu.ac.ug/index.php/index

7. Examinations Regulations for the award of Bachelors Degrees, Diplomas and Certificates of Kyambogo University council on 14th /January, 2013. Retrived from https://kyu.ac.ug/index.php/..

8. QAD Examination report (1st Semester 2017/18) –"confidential"

9. Kyambogo graduate advert for 2018 pdf.

10. Ejuu Godfrey (2012). Status of Implementation of the education Sector Early Childhood Education

Development in Uganda. Kampala, Uganda National Commission for UNESCO.

D. Nkumba University (NU)

1. Human Resources Handbook (NU, 2013 August) Next edition under revision

2. Policy on Evening and Weekend Programmes (NU, 2010)

3. Journal of Business vol.14 for Nkumba University. Editor Prof. Wilson Muyanda Mande (VC).

E. Uganda Martyrs University (UMU)

1. E-staff evaluation report of 2017/2018 first semester report generated.

2. Smoke –tool for lecturer self-evaluation for mid-semester in class

3. UMU-Institution QA policy, June 2013 Retrieved from https://www.umu.ac.ug

F. Mbarara University of Science and Technology (MUST)

1. Human Resources Manual 2010 word retrived from www.must.ac.ug/policy/human-resource-manual#

2. Information /reports on quality assurance department.

3. Library information from the Librarian

4. University web site content

Addendum: 01. Purpose of Quality Assurance System in Africa (HAQAA, 2017:3)

The purpose of Quality assurance in Africa is to;

a) Have a common framework and understanding of QA system for teaching and learning among all stakeholders at continental, regional and national level.

b) Develop mutual trust thus facilitate recognition and mobility of students and human resources within and across national borders of the continent.

c) Ensure quality improvement/ enhancement in higher educational institutions through self-assessment, external peer review and continuous monitoring and evaluation

d) Promoting transparency and accountability by providing appropriate information on quality assurance to the public

e) To support higher education to develop sustainable culture

f) And promote International competitiveness of African Higher Education System.

Addendum 02: Kyambogo University QAD leaflet for quality assurance policy.

Xxx ******* attach scanned copy***********

General S- Statistical table's referred to in the main document:

S-Table 1 Participating Universities

University name		Frequency	Percent	Valid percent	Cumulative percent
Valid	Mbarara University of Science and Technology	21	14.9	14.9	14.9
	Kyambogo University	24	17.0	17.0	31.9
	Kampala International University	24	17.0	17.0	48.9
	Nkumba University	25	17.7	17.7	66.7
	Uganda Martyers University	25	17.7	17.7	84.4
	Bugema University	22	15.6	15.6	100.0
	Total	141	100.0	100.0	

S-Table 2 Gender of participants

Gender of participant		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	81	57.4	57.4	57.4
	Female	60	42.6	42.6	100.0
	Total	141	100.0	100.0	

S-Table 3 Age brackets of participants

Age bracket of participant		Frequency	Percent	Valid percent	Cumulative percent
Valid	Below 30years of age	20	14.2	14.2	14.2
	between 31-40years of age	53	37.6	37.6	51.8
	between 41-50years of age	43	30.5	30.5	82.3
	between 51-60years of age	18	12.8	12.8	95.0
	above 61years of age	7	5.0	5.0	100.0
	Total	141	100.0	100.0	

S-Table 4 Academic level of participants in the study

Academic level of participants		Frequency	Percent	Valid percent	Cumulative percent
Valid	BA/BS Retained as teaching assistant	9	6.4	6.4	6.4
	MS/MA Lecturer or Assistant lecturer	66	46.8	46.8	53.2
	PhD candidate and employed as lecturer	39	27.7	27.7	80.9
	PhD lecturer or researcher	23	16.3	16.3	97.2
	Post Doctoral Fellow working in the University	4	2.8	2.8	100.0
	Total	141	100.0	100.0	

S-table 5 Table showing professional ranks of participants in the study

Professional rank given by employer		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professor	6	4.3	4.3	4.3
	Associate Professor	7	5	5.1	9.4
	Senior Lecturer	22	15.6	15.9	25.4
	Lecturer	83	58.9	60.1	85.5
	Teaching assistant	20	14.2	14.5	100
	Total	138	97.9	100	
Missing	System	3	2.1		
Total		141	100		

S-Table 6 Table showing Working experience of Participants

Work experience of a participant		Frequency	Percent	Valid percent	Cumulative percent
Valid	Between 3-7years	66	46.8	47.1	47.1
	Between 8-10years of work	31	22.0	22.1	69.3
	Between 11-15years of work	21	14.9	15.0	84.3
	Between 16-20years of work	13	9.2	9.3	93.6
	Above 21years of work	9	6.4	6.4	100.0
	Total	140	99.3	100.0	
Missing	System	1	.7		
Total		141	100.0		

S-Table 7 Table showing Gross annual salary in USA $ for participants

Gross annual salary in USA $ where US$1:3600 Ug.sh.		Frequency	Percent	Valid percent	Cumulative percent
Valid	Gross annual Salary USA$ 3333.00	47	33.3	34.1	34.1
	gross annual salary between US $ 3333.01-6666.00	53	37.6	38.4	72.5
	Annual gross salry between US$ 6490.00- 10,000.00	20	14.2	14.5	87.0
	Annual gross salry between US$10000.01-1333300	10	7.1	7.2	94.2
	Annual gross above US$ 13888.00	8	5.7	5.8	100.0
	Total	138	97.9	100.0	
Missing	System	3	2.1		
Total		141	100.0		

Critical analysis

· 33.3% of employees earn annual gross salary of less than 12M.Ug.Sh

· 37.6% of employees earn annual gross salary of less than 24M

· 14.2% earn annual gross salary between 24-36 Million

· 7.1% earn annual gross salary between 36-48 million

· 5.7% earn annual gross salary of above 48 Million

S-Table 8 Showing level of sensitization of employees on QA Policy

Level of sensitization of QA policy		Frequency	Percent	Valid percent	Cumulative percent
Valid	Sensitazation is done within instiution is at 25%	20	14.2	14.2	14.2
	Sensitazation is done within instituions is at 50%	45	31.9	31.9	46.1
	Sensitazation is done within institution is at 75%	51	36.2	36.2	82.3
	Sensitazation is done within institution is at 100%	12	8.5	8.5	90.8
	not aware of any sensitazation done within institution	13	9.2	9.2	100.0
	Total	141	100.0	100.0	

S-Table 9 Response of participants on University Mission

Institution mission and purpose makes me enjoy my particiaption		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	3	2.1	2.1	2.1
	disagree	7	5.0	5.0	7.1
	moderately	27	19.1	19.1	26.2
	agree	44	31.2	31.2	57.4
	Strongly Agree	60	42.6	42.6	100.0
	Total	141	100.0	100.0	

S-Table 10A Table showing percentage of participants who understand policy formulation cycle

Policy formulation procedure is clear to employees in this university		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	15	10.6	10.6	10.6
	Disagree	30	21.3	21.3	31.9
	moderately	51	36.2	36.2	68.1
	Agree	29	20.6	20.6	88.7
	Strongly Agree	16	11.3	11.3	100.0
	Total	141	100.0	100.0	

S-Table 10B Employees participant in formulation in this Universities

Employees participate in policy formulation in this university		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Disagree	17	12.1	12.1	12.1
	Disagree	28	19.9	19.9	31.9
	Moderately	43	30.5	30.5	62.4
	Agree	39	27.7	27.7	90.1
	Strongly agree	14	9.9	9.9	100.0
	Total	141	100.0	100.0	

S-Table 11 Table showing Analysis of Variance for sub constructs of knowledge

ANOVA

		Sum of squares	df	Mean square	F	Sig.
Institution mission and purpose makes me enjoy my participation	Between Groups	8.572	4	2.143	2.196	.073
	Within Groups	132.718	136	.976		
	Total	141.291	140			
policy formulation procedure is clear to employees in this University	Between Groups	15.411	4	3.853	3.127	.017
	Within Groups	167.582	136	1.232		
	Total	182.993	140			
Employees participate in policy formulation in this University	Between Groups	3.191	4	.798	.578	.679
	Within Groups	187.632	136	1.380		
	Total	190.823	140			

S-Table 12 Table showing Analysis of Variance for sub constructs of Negotiations

ANOVA

		Sum of squares	df	Mean square	F	Sig.
Working environment has improved, staff can execute their duties	Between Groups	5.892	4	1.473	1.548	.192
	Within Groups	129.399	136	.951		
	Total	135.291	140			
Staff involvement in decision making at all levels is highly encouraged	Between Groups	4.939	4	1.235	1.159	.332
	Within Groups	144.863	136	1.065		
	Total	149.801	140			
Employee recognition by Management is highly satisfying	Between Groups	7.858	4	1.965	1.808	.131
	Within Groups	147.759	136	1.086		
	Total	155.617	140			
promotion in professional ranks is well articulated in HR manual	Between Groups	3.935	4	.984	.738	.568
	Within Groups	181.313	136	1.333		
	Total	185.248	140			
This institutiton ensures job security for employees	Between Groups	6.034	4	1.509	1.152	.335
	Within Groups	178.108	136	1.310		
	Total	184.142	140			

S-Table 13 Table showing Analysis of Variance for sub constructs of Empowerment

ANOVA

		Sum of squares	df	Mean square	F	Sig.
Delegation has improved and leadership team is observed within	Between Groups	3.456	4	.864	.723	.578
	Within Groups	162.502	136	1.195		
	Total	165.957	140			
At Department, faculty and Institution level team spirit exist	Between Groups	5.993	4	1.498	1.274	.283
	Within Groups	158.750	135	1.176		
	Total	164.743	139			
There is clear recruitment procedure for employees in this university	Between Groups	3.986	4	.997	.785	.537
	Within Groups	172.666	136	1.270		
	Total	176.652	140			

S-Table 14 Table showing Analysis of Variance for sub constructs of perservice service delivery

ANOVA		Sum of squares	df	Mean square	F	Sig.
Feedback is given on quality assurance and other related policies	Between Groups	12.598	4	3.149	2.200	.072
	Within Groups	193.252	135	1.431		
	Total	205.850	139			
Access to new technology is embraced and financed by this institution	Between Groups	2.609	4	.652	.469	.758
	Within Groups	189.150	136	1.391		
	Total	191.759	140			
Staff morale in executing duty for productive work is high	Between Groups	3.061	4	.765	.824	.512
	Within Groups	126.230	136	.928		
	Total	129.291	140			
The progress on my duty is satisfying in this institution	Between Groups	.157	4	.039	.029	.998
	Within Groups	182.591	134	1.363		
	Total	182.748	138			
Employees use creative problem solving in handling clients problems	Between Groups	2.479	4	.620	.547	.701
	Within Groups	153.961	136	1.132		
	Total	156.440	140			

S-Table 15 Showing T-Tests for information background of particpant

One-sample statistics	N	Mean	Std. deviation	Std. Error mean
University Name	141	3.53	1.671	.141
Gender of Participant	141	1.43	.496	.042
Age bracket of Participant	141	2.57	1.044	.088
Academic level of participants	141	2.62	.930	.078
Professional rank given by employer	138	3.75	.919	.078
Work Experience of a participant	140	2.06	1.257	.106
Gross annual salary in USA $ where US$1:3600 Ug.sh.	138	2.12	1.136	.097
Level of sensitization of QA policy	141	2.67	1.113	.094

S-Table 16 Table showing the 16 items of EPIC scale for policy compliance

One-Sample Statistics	N	Mean	Std. deviation	Std. Error mean
Institution mission and purpose makes me enjoy my particiaption	141	4.07	1.005	0.085
policy formulation procedure is clear to employees in this University	141	3.01	1.143	0.096
Employees participate in policy formulation in this University	141	3.04	1.167	0.098

Table Continued

One-Sample Statistics

	N	Mean	Std. deviation	Std. Error mean
Working environment has improved, staff can execute their duties	141	3.74	0.983	0.083
Staff involvement in decision making at all levels is highly encouraged	141	3.24	1.034	0.087
Employee recognition by Management is highly satisfying	141	3.21	1.054	0.089
promotion in professional ranks is well articulated in HR manual	141	3.5	1.15	0.097
This institutiton ensures job security for employees	141	3.41	1.147	0.097
Delegation has improved and leadership team is observed within	141	3.6	1.089	0.092
At Department, faculty and Institution level team spirit exist	140	3.74	1.089	0.092
There is clear recrutiment procedure for employees in this university	141	3.72	1.123	0.095
Feedback is given on quality assurance and other related policies	140	3.65	1.217	0.103
Access to new technology is embraced and financed by this institution	141	3.4	1.17	0.099
Staff morale in executing duty for productive work is high	141	3.26	0.961	0.081
The progress on my duty is satisfying in this institution	139	3.5	1.151	0.098
Employees use creative problem solving in handling clients problems	141	3.8	1.057	0.089

S-Table 17 Factor analysis for the 16 items for section B of the questionnaire[119]

Total Variance Explained

Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.562	22.261	22.261	3.562	22.261	22.261
2	1.959	12.243	34.504	1.959	12.243	34.504
3	1.502	9.389	43.893	1.502	9.389	43.893
4	1.296	8.101	51.994	1.296	8.101	51.994
5	1.244	7.778	59.772	1.244	7.778	59.772

Table Continued

Total Variance Explained

Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
6	1.038	6.486	66.257	1.038	6.486	66.257
7	0.887	5.541	71.799			
8	0.768	4.8	76.599			
9	0.759	4.747	81.346			
10	0.685	4.279	85.625			
11	0.548	3.424	89.049			
12	0.517	3.234	92.283			
13	0.421	2.628	94.911			
14	0.338	2.115	97.026			
15	0.311	1.942	98.969			
16	0.165	1.031	100			

Extraction Method: Principal Component Analysis.

S-Table 17-B Factor analysis including 8 items biographical information of participants in the study

Total variance explained

Component	Initial eigen values			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.715	15.480	15.480	3.715	15.480	15.480
2	2.467	10.281	25.761	2.467	10.281	25.761
3	1.876	7.815	33.576	1.876	7.815	33.576
4	1.601	6.670	40.246	1.601	6.670	40.246
5	1.454	6.059	46.306	1.454	6.059	46.306
6	1.272	5.300	51.605	1.272	5.300	51.605
7	1.224	5.098	56.704	1.224	5.098	56.704
8	1.168	4.868	61.572	1.168	4.868	61.572
9	1.040	4.334	65.906	1.040	4.334	65.906
10	.875	3.644	69.551			
11	.867	3.612	73.163			
12	.769	3.206	76.369			
13	.733	3.054	79.423			
14	.684	2.850	82.273			
15	.635	2.647	84.919			
16	.583	2.428	87.347			
17	.502	2.091	89.438			
18	.478	1.993	91.431			
19	.453	1.890	93.321			
20	.402	1.677	94.998			
21	.353	1.471	96.468			
22	.329	1.373	97.841			
23	.263	1.096	98.937			
24	.255	1.063	100.000			

Extraction Method: Principal Component Analysis.

S-table 18 one sample test for 16 items testing t-test

One-sample test						
	Test value=0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Institution mission and purpose makes me enjoy my particiaption	48.118	140	.000	4.071	3.90	4.24
policy formulation procedure is clear to employees in this University	31.232	140	.000	3.007	2.82	3.20
Employees participate in policy formulation in this University	30.873	140	.000	3.035	2.84	3.23
Working environment has improved, staff can execute their duties	45.147	140	.000	3.738	3.57	3.90
Staff involvement in decision making at all levels is highly encouraged	37.206	140	.000	3.241	3.07	3.41
Employee recognition by Management is highly satisfying	36.185	140	.000	3.213	3.04	3.39
promotion in professional ranks is well articulated in HR manual	36.093	140	.000	3.496	3.30	3.69
This institutiton ensures job security for employees	35.320	140	.000	3.411	3.22	3.60
Delegation has improved and leadership team is observed within	39.216	140	.000	3.596	3.41	3.78
At Department, faculty and Institution level team spirit exist	40.679	139	.000	3.743	3.56	3.92
There is clearrecrutiment procedure for employees in this university	39.285	140	.000	3.716	3.53	3.90
Feedback is given on quality assurance and other related policies	35.489	139	.000	3.650	3.45	3.85
Access to new technology is embraced and financed by this institution	34.468	140	.000	3.397	3.20	3.59
Staff morale in executing duty for productive work is high	40.311	140	.000	3.262	3.10	3.42
The progress on my duty is satisfying in this institution	35.895	138	.000	3.504	3.31	3.70
Employees use creative problem solving in handling clients problems	42.702	140	.000	3.801	3.63	3.98

This p-value which is less than one 0.000 or less than 1% means that probility of data appearing by chance was less than 1% so small p-value is better.

S-Table 19 T-Test for group statistics

Group statistics					
	Level of sensitization of QA policy	N	Mean	Std. deviation	Std. Error mean
Working environment has improved, staff can execute their duties	not aware of any sensitazation done within institution	13	3.15	1.144	0.317
	Sensitazation is done within institution is at 75%	51	3.84	0.88	0.123
Staff involvement in decision making at all levels is highly encouraged	not aware of any sensitazation done within institution	13	3.08	1.382	0.383
	Sensitazation is done within institution is at 75%	51	3.18	0.953	0.133

Table Continued

Group statistics

	Level of sensitization of QA policy	N	Mean	Std. deviation	Std. Error mean
Employees participate in policy formulation in this University	not aware of any sensitazation done within institution	13	3.46	1.761	0.489
	Sensitazation is done within institution is at 75%	51	3.06	1.008	0.141
promotion in professional ranks is well articulated in HR manual	not aware of any sensitazation done within institution	13	3.69	1.494	0.414
	Sensitazation is done within institution is at 75%	51	3.55	1.101	0.154
This institutiton ensures job security for employees	not aware of any sensitazation done within institution	13	3.08	1.441	0.4
	Sensitazation is done within institution is at 75%	51	3.39	0.94	0.132

S-Table 20 T-Test

Group statistics

	Level of sensitization of QA policy	N	Mean	Std. deviation	Std. Error mean
Delegation has improved and leadership team is observed within	not aware of any sensitazation done within institution	13	3.38	1.193	.331
	Sensitazation is done within institution is at 75%	51	3.65	.913	.128
At Department, faculty and Institution level team spirit exist	not aware of any sensitazation done within institution	13	3.15	1.281	.355
	Sensitazation is done within institution is at 75%	50	3.88	.982	.139
There is clearrecrutiment procedure for employees in this university	not aware of any sensitazation done within institution	13	3.38	1.660	.460
	Sensitazation is done within institution is at 75%	51	3.82	.994	.139

S-Table 21 T-test perceived service delivery

Group statistics

	Level of sensitization of QA policy	N	Mean	Std. deviation	Std. Error mean
Feedback is given on quality assurance and other related policies	not aware of any sensitazation done within institution	13	3.23	1.481	0.411
	Sensitazation is done within institution is at 75%	51	3.75	1.214	0.17
Access to new technology is embraced and financed by this institution	not aware of any sensitazation done within institution	13	3.69	1.182	0.328

Table Continued

Group statistics

	Level of sensitization of QA policy	N	Mean	Std. deviation	Std. Error mean
	Sensitazation is done within institution is at 75%	51	3.41	1.134	0.159
Staff morale in executing duty for productive work is high	not aware of any sensitazation done within institution	13	3.15	1.214	0.337
	Sensitazation is done within institution is at 75%	51	3.43	0.9	0.126
The progress on my duty is satisfying in this institution	not aware of any sensitazation done within institution	12	3.5	1.314	0.379
	Sensitazation is done within institution is at 75%	50	3.52	1.147	0.162
Employees use creative problem solving in handling clients problems	not aware of any sensitazation done within institution	13	3.62	1.261	0.35
	Sensitazation is done within institution is at 75%	51	3.86	0.872	0.122
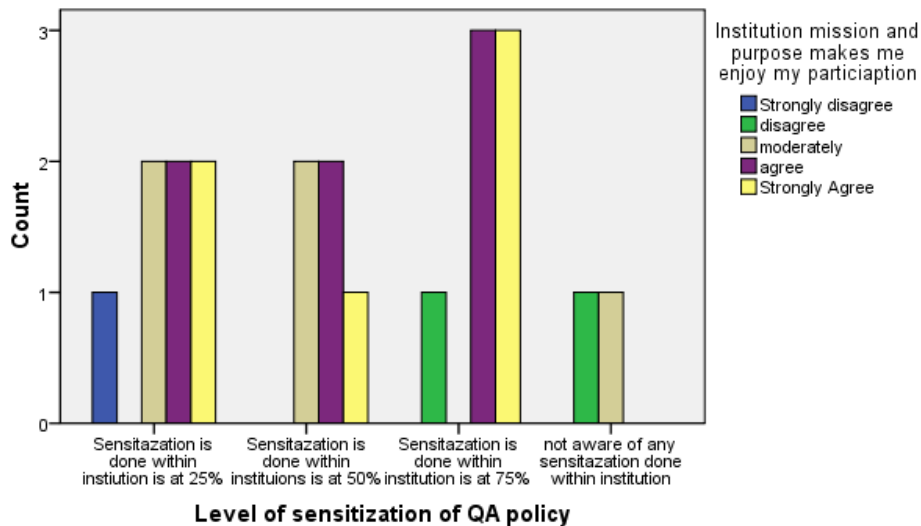
Figure 1 Cross tabulations on institution mission and purpose motivating employees.

Critical analysis for S-table 22

· Participants 18(85.71%) agree that institutional mission and purpose motivate employees to work while 3(14.28%) does not agree.
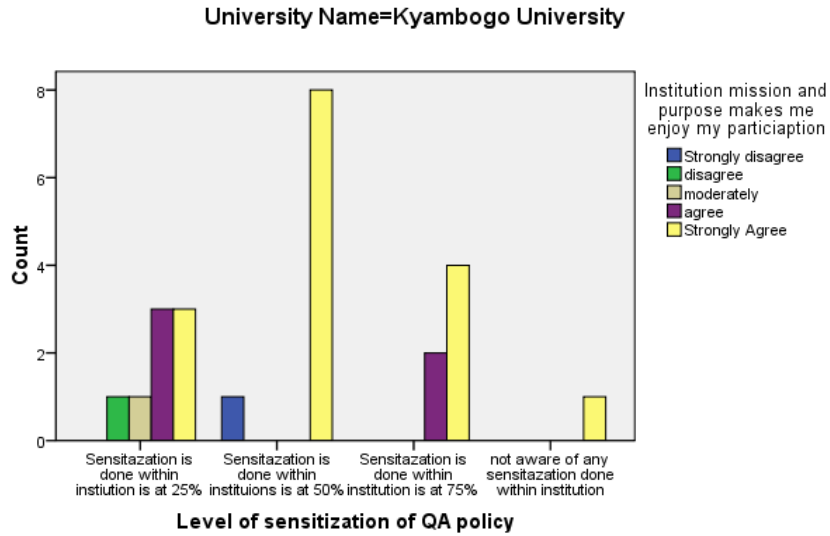
Figure 2 Kyambogo University on institution mission and purpose making participants enjoy

Critical analysis for S-table 24

· Participants 22(91.67%) agree that Institutional mission and purpose motivates employees to work while 2(8.33%) does not agree.
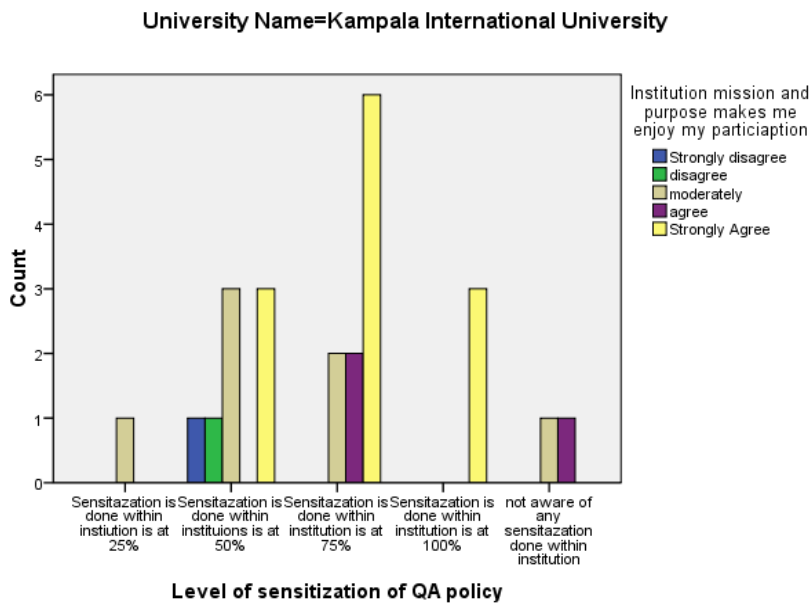
Figure 3 Institution mission and purpose makes me enjoy my participation in this university

Critical analysis for S-table 25

· Participants 22(91.66%) agree that institutional mission and purpose motivate employees to work while 2(8.3%) disagree.
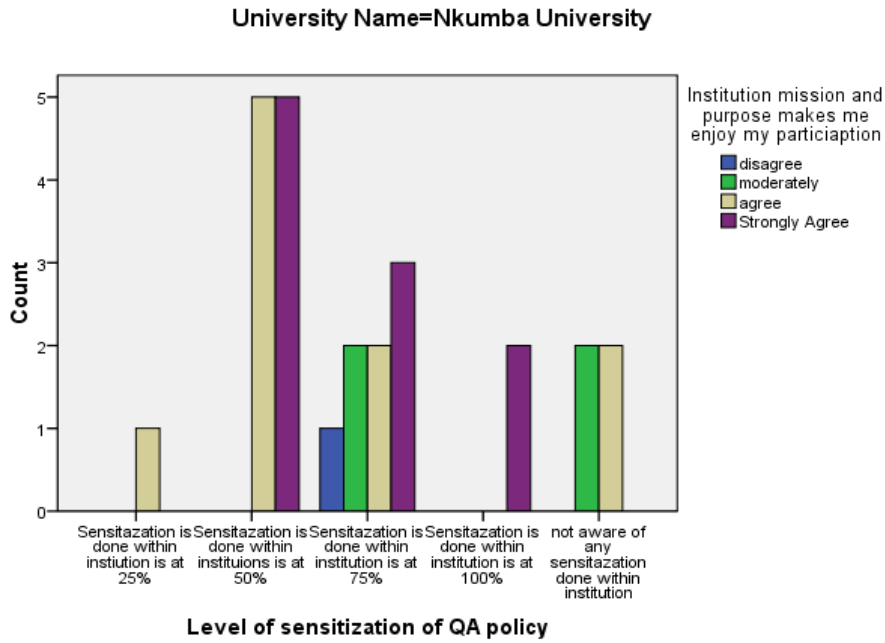
Figure 4 Institution mission and purpose makes me enjoy my participation in this university
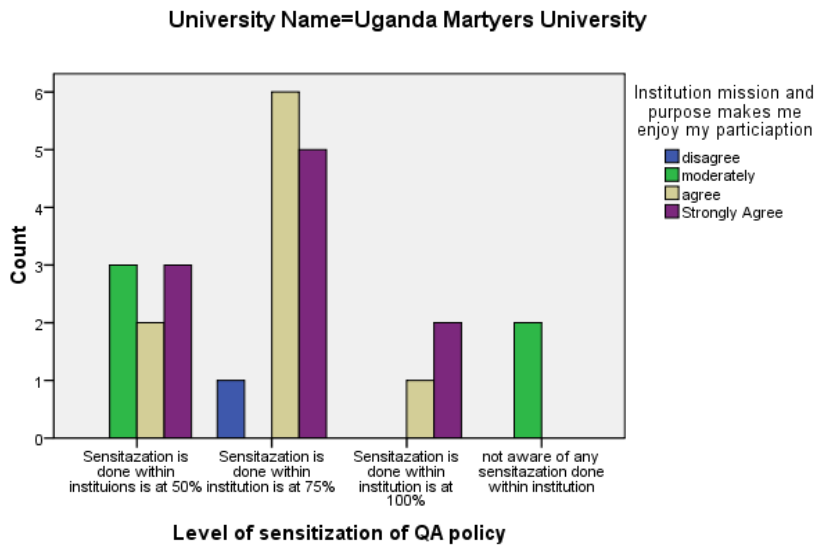
Figure 5 Institution mission and purpose makes me enjoy my participation

Critical analysis for S-table 27

· Participants 19(76%) agree that institutional mission and purpose motivate employees to work while 6(24%) does not agree.
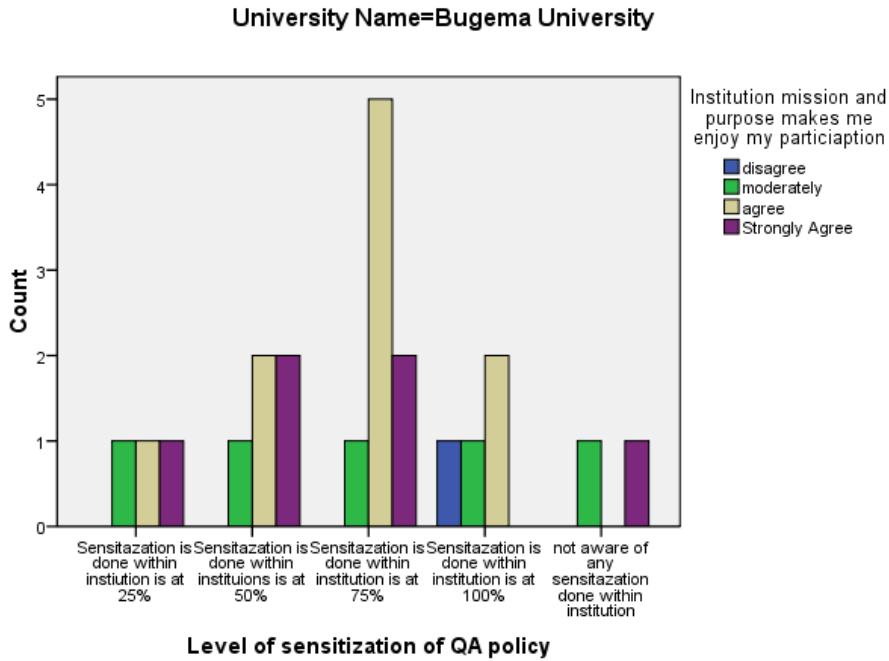
Figure 6 Institution mission and purpose makes me enjoy my participation

Critical analysis for S-table 28

· Participants 16(72.72%) participants agree that institution mission motivate employees to participate in quality assurance implementation while 8(36.37%) does not agree.
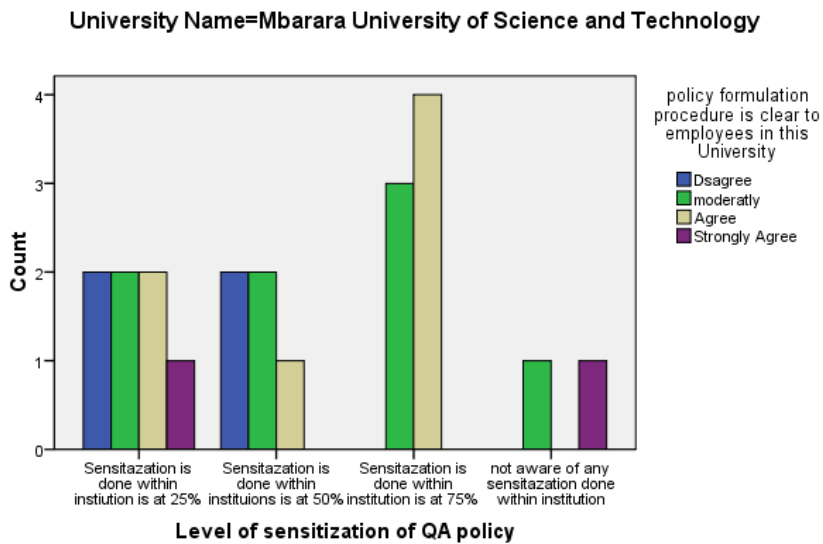
Figure 7 policy formulation is clear in this university

Critical analysis for S-table 29

· Participants 13(61.9%) agree that policy formulation procedure is clear to employees while 8(38.1%) participants does not agree.

University Name=Kyambogo University
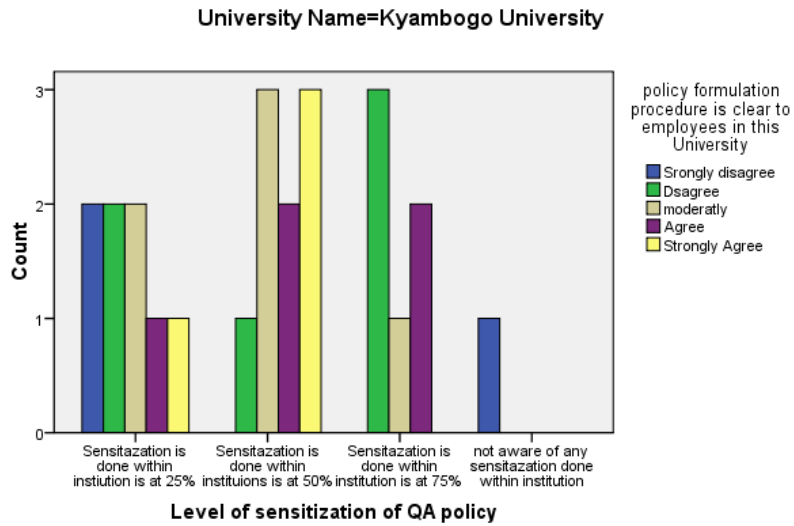
Figure 8 policy formulation is clear in this university.

Critical analysis for S-Table 30

· Participants 16(66.67%) agree that policy formulation procedure is clear to employees in the university while 8(33.33%) does not agree.

University Name=Kampala International University
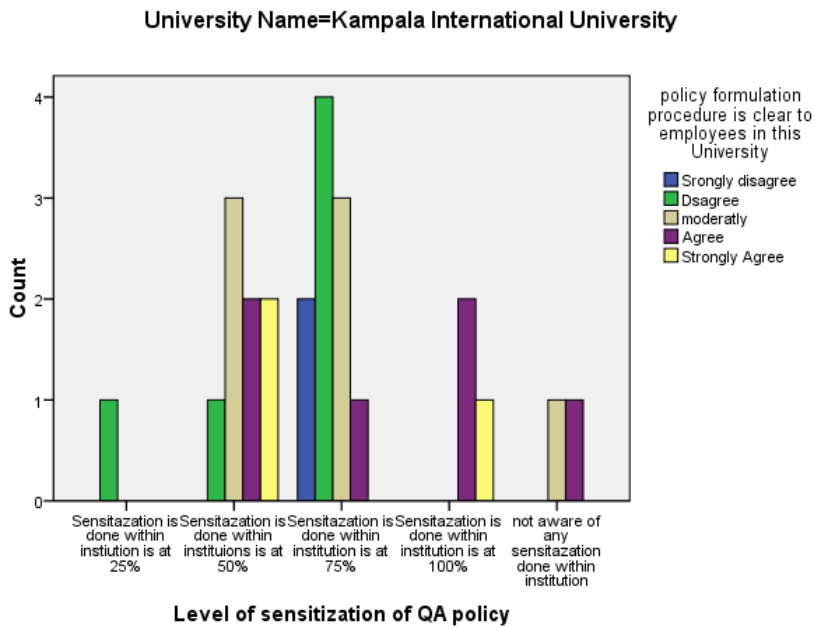
Figure 9 Policy formulation is clear in this university.

Critical analysis of S-table 31

· Participants 16(66.67%) agree that policy formulation procedure is clear to employees while 8(33.33%) does not agree.
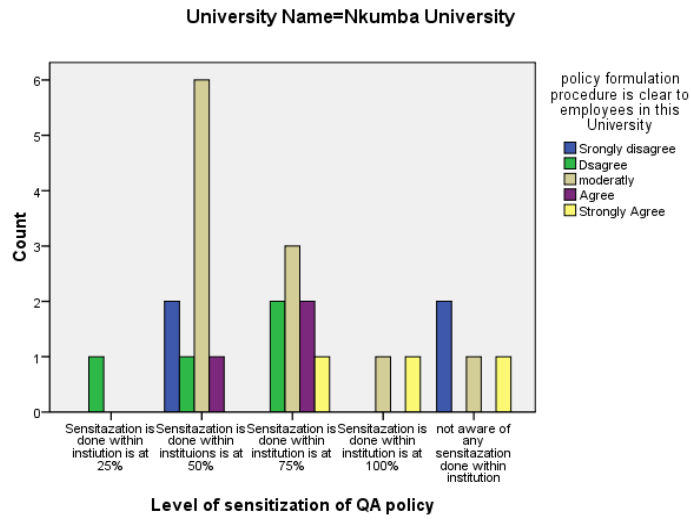
Figure 10 Policy formulation is clear iin this university.

Critical analysis for S-table 32

· Participants 17(68%) agree that policy formulation procedure is clear to employees while 8(32%) does not agree.
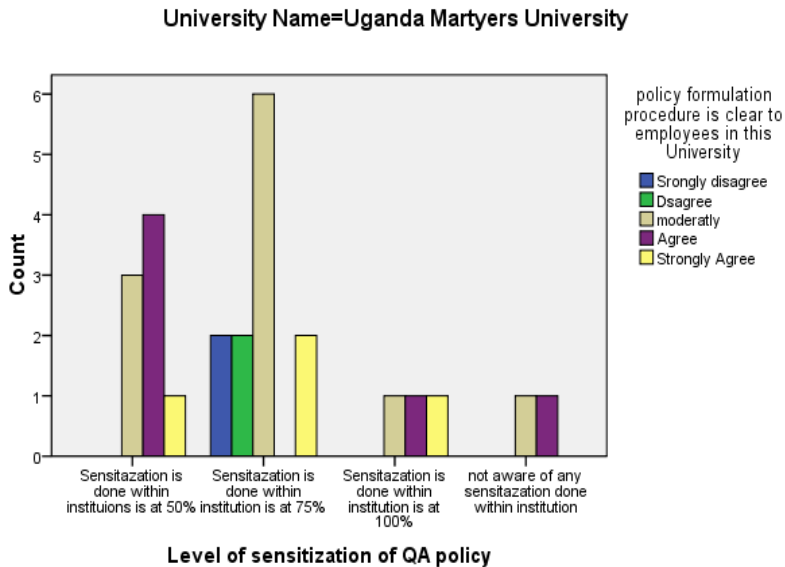
Figure 11 policy formulation is clear in this university.

Critical analysis for S-table 33

· Participants 20(84%) agree that policy formulation procedure is clear to employees while 4(16%) does not agree.

University Name=Bugema University
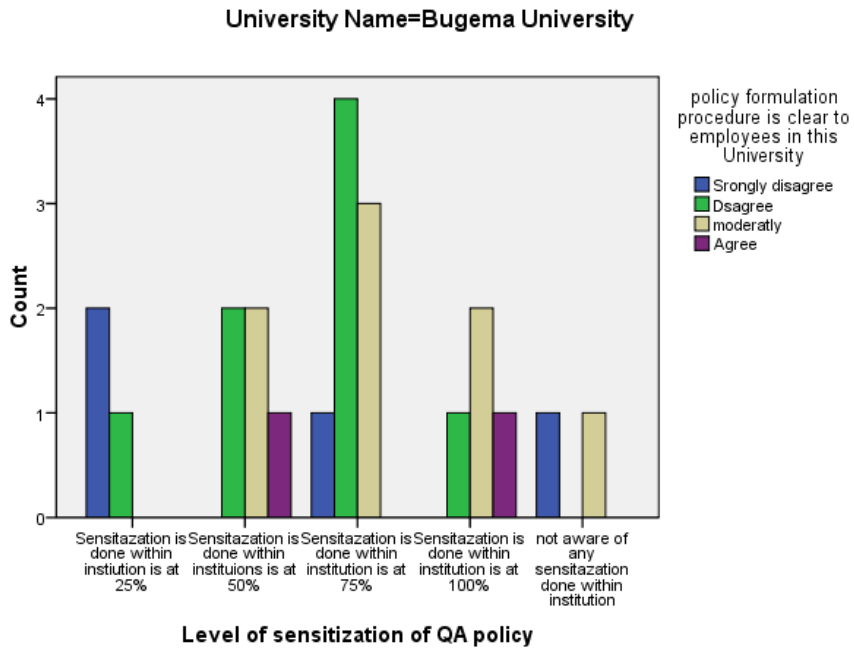
Figure 12 policy formulation is clear in this university.

Critical analysis of S-table 34:

· Participants who claim that sensitization is donewithin institution at 25%, 3(13.6%) do not understand policy formulation procedure at Bugema University

· Generally 12(54%) argue that policy formulation procedure is not clear to employees in the university

· Participants who moderately agree are 8/22, and who agree with evidence are 2/22 making 10 (45.45%).

· It is the role of human resource manager, Deans and Director of quality assurance to jointly orient employees on how policy formulation procedure is followed in the university.
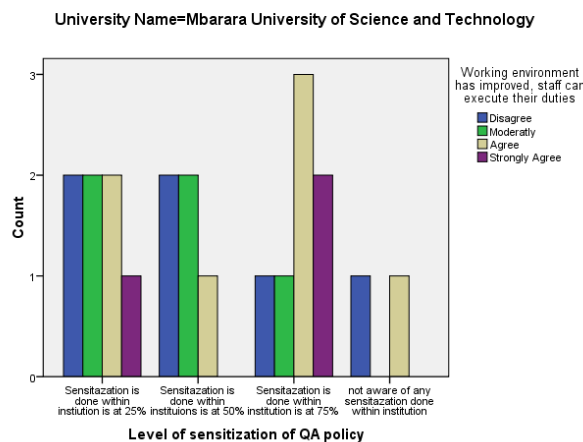
Figure 13 working environment has improved.

Critical analysis for S-table 35

· Participants from MUST 6(286%) does not see any improvement in working condition due to quality assurance policy implementation.

· While 71.4% of the participants see some improvement due to quality assurance policy implementation.
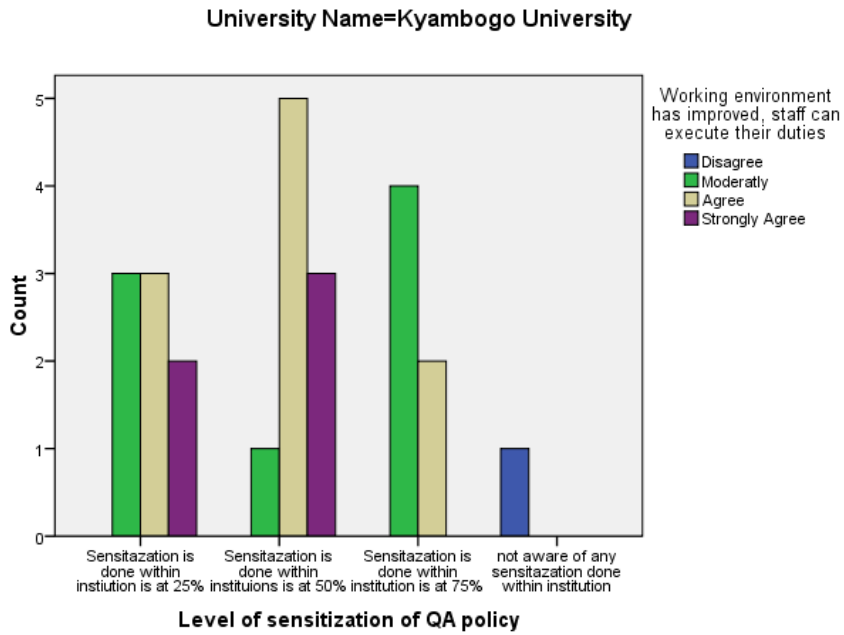
Figure 14 working environment has improved.

Critical analysis for S-table 36

· Participants agree that there is improvement in working conditions 23(95.8%) while 1(4.2%) does not see any improvement in working conditions at the university.
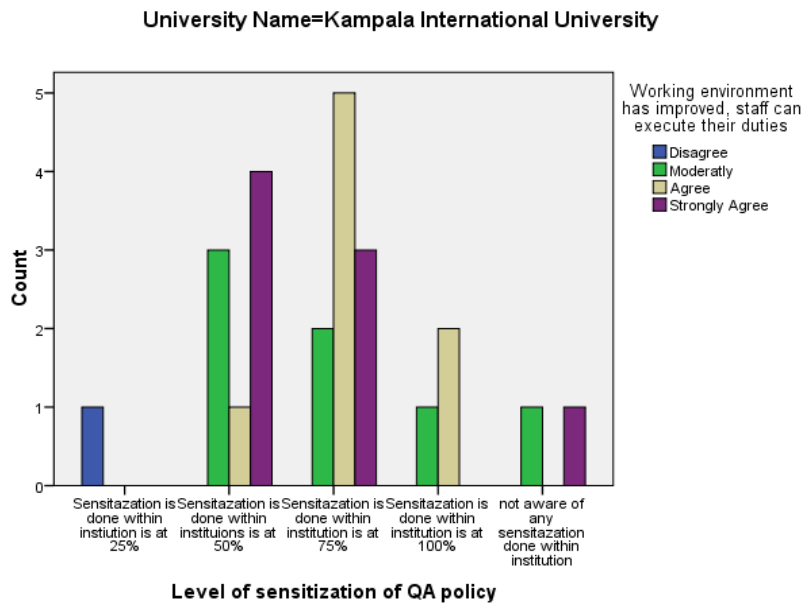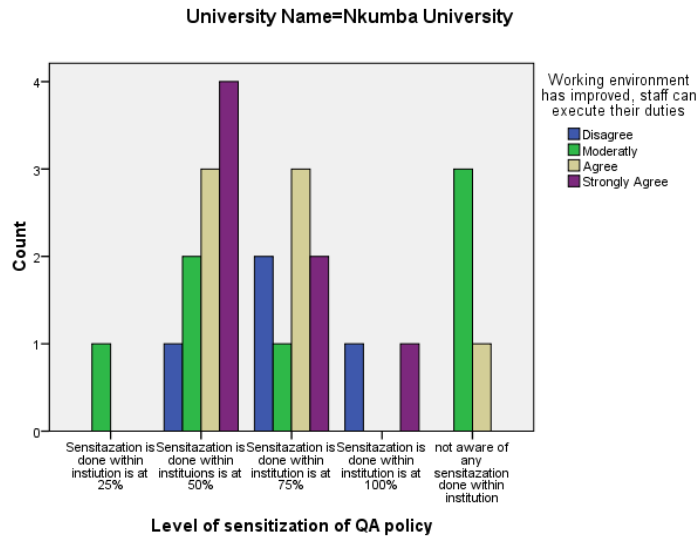

Figure 15 Working environment has improved.

Critical analysis for S-table 37

· Participants 95.8% (23) agree that there is improvement in working conditions at the university.

· While 4.2%(1) participant do not see any change in working environment at the university.

University Name=Nkumba University

Figure 16 working environment has improved.

Critical analysis of S-table 38

· Participants 21(84%) agree that there is improved working environment at Nkumba University while 4(16%) of participants do not see any improvement in the work condition at the university.
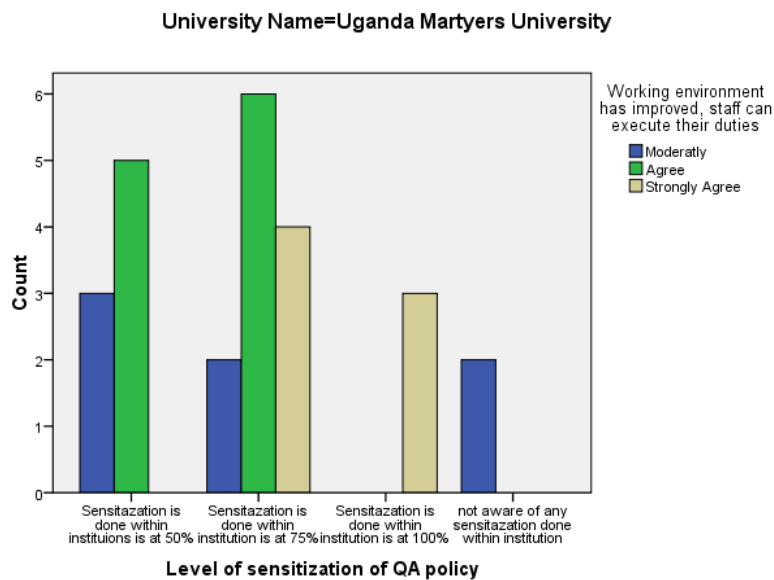

University Name=Uganda Martyers University

Figure 17 working environment has improved.

Critical analysis for S-table 39

· Participants 25(100%) observe improvement in working conditions at UMU as detailed in the table above.

University Name=Bugema University
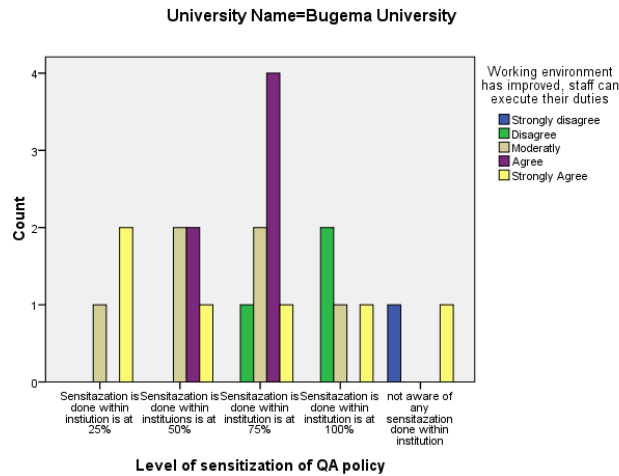
Figure 18 working environment has improved, so staff can excute their duties.

Critical analysis for S-table 40

· Participants 20(83.33%) agree that there is improved working conditions at Bugema University while 4(16.67%) does not see any improvement in working environment.
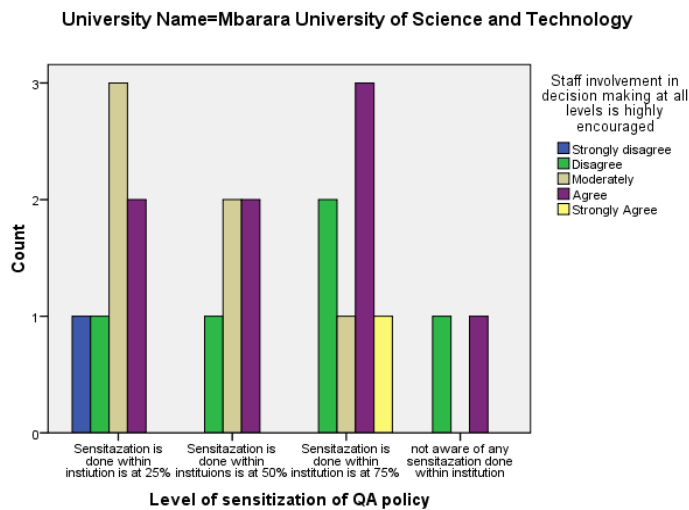

University Name=Mbarara University of Science and Technology

Figure 19 Staff involvement in decision making at all levels is highly encouraged.

Critical analysis for S-table 42

· Participants 15(71.42%) agree that staff involvement in decision making at different administrative levels (units) is encouraged while 6(28.58%) does not see any encouragement for staff involvement in decision making.

S-Tables 43 Regression of employees in Government /Public universities

Model Summary

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.566[a]	0.321	0.305	0.51573

a. Predictors: (Constant), MSTPGOV

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.399	1	5.399	20.298	.000[a]
	Residual	11.437	43	.266		
	Total	16.836	44			

a. Predictors: (Constant), MSTPGOV

b. Dependent Variable: MQAIMG

Coefficients[a]

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	(Constant)	1.407	.470		2.997	.005
	MSTPGOV	.584	.130	.566	4.505	.000

a. Dependent Variable: MQAIMG

MSTPGOV=(*refers to*) means of Staff Participation in Government Universities.

MQAIMG=(*refers to*) Means of Quality Assurance Implementation in Government Universities.

Note: regression analysis is the way of predicting an outcome variable from one predicting variable (Field, 2009:199). Independent variable (MSTPGOV) in this case is a predictor while the dependant variable (MQAIMG) is the outcome. The

S-Table 44 Regression for private universities

Model summary				
Model	R	R square	Adjusted R square	std. error of the estimate
1	.692[a]	.478	.473	.395

a. Predictors: (Constant), MSTPP

ANOVA[b]

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	13.471	1	13.471	86.202	.000[a]
	Residual	14.689	94	.156		
	Total	28.160	95			

a. Predictors: (Constant), MSTPP

b. Dependent Variable: MQAIMP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	(Constant)	1.127	.254		4.439	.000
	MSTPP	.660	.071	.692	9.284	.000

a. Dependent Variable: MQAIMP

MSTPP=(refers to) means of Staff Participation in Private Universities.

MQAIMP= (refers to) Means of Quality Assurance Implementation in Private Universities.

S-Tables 45 Regression of all participating universities

Model summary				
Model	R	R square	Adjusted R square	std. error of the estimate
1	.685[a]	.469	.466	.39132

a. Predictors: (Constant), MSTP

ANOVA[b]

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	18.836	1	18.836	123.006	.000[a]
	Residual	21.285	139	.153		
	Total	40.121	140			

a. Predictors: (Constant), MSTP

b. Dependent Variable: MQAIM

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.218	.205		5.938	.000
	MSTP	.635	.057	.685	11.091	.000

a. Dependent Variable: MQAIM

MSTP=(refers to) means of Staff Participation in Universities.

MQAIM=(refers to) Means of Quality Assurance Implementation in Universities.

The 13 measurment criteria for ranking best performing university:

Source: https://www.timeshighereducation.com/sites/default/files/subject-rankings-methodology-2015-large.jpg.

Critical analysis for this chart of 13 criterion on university web ranking/benchmark

· Teaching involves quality of teaching staff in terms of qualification ranging from professors, senior lecturers, lecturers, teaching assistants. The ratio of professor to learners, institutional income ratio; professors to income, publications of professors etc

· Research volume according to subjects/ faculties/ departments/ professors/ and industry income according in response to university research, how does research end? Does it stop at recommendations or in solving problems as utilized by society to improve quality of life!

· Citation of research articles by other researchers. This increase university repuatation

· Industry income /academic staff. This is not always declared by most universities however, products from alumni can still be traced and rated

· International outlook as we think of professors, students collaborations.

Appendix 07

Guide to improve research and publication in universities

Membership subscriptions that allow universities to publish unlimited with Med crave online with diverse journals for open access materials. However, researcher directors should be able to guide students and lecturers on predatory journals. Predatory journals are online journals that charge researchers or people money for publication processes which is substandard quality work. Their dentity is not clear and you do not easily identify their countries origin where head quoters can be traced, their service of peer review are questionable because short time between submission and publication. These predatory journal places their authors on tension requesting funds /page cost as publication processing fee. The presented data is never reviewed hence a lot of data falsification, data manipulation and other research misconducts are identified in their publications (Lewinski, 2018;). Legitimate journals are those journals indexed in major data bases of the search enginees like scopus, CINAHL and MEDLINE.

However, the question of Medcrave online journal can be verified from its sponsored and indexed articles by NIH and its membership with ORCID which provides registration of all authors of manuscripts. Mecrave online. com checks for plagiarism using ithenticate (professional programme prevention). The researcher obtained his orcid number because of publishing with Medcrave online.com. kibalirwandi's orcid number is https://orcid.org/0000-0002-7769-339X. a person with an orcid number can be traced on web site to establish his CV and other details. Other predatory journals can be identified from Directory of open access journals (DOAJ, 2018).

The question of how a researcher can identify predatory journals has been exhaustively presented by Wild, (2017). Researchers in closed journals do not pay and it is the readers who while open access journals researchers pay for publication so that readers do not pay. The legitimate open access journals provides the following services, articles in journals are of high quality because of peer reviewed to chack for scientific value in terms of statistics, new knowledge, methods employed during research. The reviewees are within the discipline of the article, the article is archived by the journal. The conflict come when predatory journals demand for publication fee without providing expected service of peer reviewing the manuscripts and publish articles with editing services to improve quality of service to the academic world.

Advantages of purchasing membership from particular open access journal or publishing company,

I. Lecturers and students are encouraged to write and publish so that large volumes of research can be published. In this model audecence is given opportunity to access knowledge without paying for it as in closed model where audecence has to purchase journal before accessing knowledge on specific topic.

II. University repositiory is equipped with open resource materials that have local examples since they eminate from research done within the environment of the learners. Legitimate open access journals have to archieve the article and they are indexed by open access scholarly publishers associations (OASPA) on platforms like INASPs and AJOL. INASPs includes legitimated journals in countries like Bangaladesh, Nepal, Sir-Lanka, Central America and Mongolia. African Journals online (AJOL) has journals that are hosted and indexed to be legitimate (Wild, 2017). Other industry initiatives that work to index journals legitimate are ALPSP, DOAJ, INASP, ISSN, LINDER, OASPA, STM, and UKSG. These industry initiatives help individual researchers to make informed publication choices of legitimate journals (Redhead, 2015 and Wild, 2017).

III. The cost of investing in research and publication is worth because information is shared with the society hence meeting the societal need of knowledge and productivity. Most community members are opposed to wasteful time spent by undergraduate students who research and their findings end up on shelves of libraries and resource centres without being hosted on university web site. The idea is symbol if university would wish not to waste time of community members and improve students ability to increase knowledge for productivity. Let research be done in teams of skilled interdisciplinary level with competent supervisors that may yield into projects to improve community livelihood and create employment of the scholars and vulnerable youth.

IV. Universities can attract collaboration through open access materials as researchers come from other global communities to understand their commonalities or uniqueness, they may decide to collaborate hence knowledge sharing. This will even attract funding from government as proposed by Atwine.[163] The research institutes and universities should work in harmony with government ministries so that they may understand research agend for the government.

V. For lecturers will be able to benchmark from better writers and researchers as they work together during research and publication activities. This will increase quality of research and expose lecturers to world platform in sharing their knowledge hence positioning the scholars on global platform as globalization demands.

VI. Lecturers can use articles to make knowledge relevant to the learners since the learners will be directly talking to authors and share experience with face to face lesson presentation.

Plagiarism checks software:

There are a number of advantages that a researcher should use plagiarism check to test for;

i. Originality of the article or lesson notes

ii. The author avoids accusation of plagiarism and unethical utilization of other people's academic materials.

iii. Supervision is made easier by subjecting a document on plagiarism check.

iv. The authors are encouraged to publish or a university can host credible documents on the university repository.

v. Students work can easily be hosted on the university repository.

Text Box 001: Pool items for the questionnaire as suggested by the panel experts.

Knowledge: knowing, understanding, clear, procedure, involvement, participation, mission,purpose, meaning, formulation of policies.

Negotiation: working environment, execution of duty, involvement in decision-making, good salaries, recognition of employees, promotions, appointment, job security, satisfaction, encouragement, supportive

Empowerment: Delegation, leadership team, team spirit, morale, recurictment, procedures, clear

Perceived service: service delivery, feedback, access to technology, creativity, problem solving, satisfaction, clients interests, progress on my work.

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