DETERMINANTS OF QUALITY OF TEACHING AND LEARNING PROCESS IN PRIVATE UNIVERSITIES OF UGANDA: A CASE STUDY OF THE FACULTY OF LAW, CAVENDISH UNIVERSITY UGANDA

By

Jimmy Alemiga

Reg. Number: 12/MMSPPM/27/127

A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE IN MANAGEMENT STUDIES (PROJECT PLANNING AND MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE

November, 2014

DECLARATION

I, Jimmy Alemiga, declare that this research study is my own original work and has never been done before or submitted to any other institution of higher learning, for any academic award. All sources cited from other works have been dully acknowledged.

Signature……..

Date…….

STUDENT:

SUPERVISORS

1). Dr. Proscovia Namubiru Ssentamu

Signature……..

Date……..

2). Mrs. Aida Lubwama

Signature……..

Date……..

DEDICATION

This research work is dedicated to my parents: Mr. Elias Delu (R.I.P) and Teopista, N. Mugisha; to my wife Mutoni Cynthia; my son Jermaine Jesus Alemiga; my brother Dennis Anguyo and sisters; Dorine Chandiru, Phiona Bako and to my entire family members.

ACKNOWLEDGMENT

I thank the almighty God for the courage and ability to have completed this study successfully. I wish to express my sincere appreciation to my supervisors Dr. Proscovia Namubiru Ssentamu and Mrs. Aida Lubwama; they have professionally mentored, molded and guided me consistently and persistently, which has enabled me to successfully complete this study. From the bottom of my heart, I would like to say **"THANK YOU"** very much for your patience. May God always bless them abundantly.

I would also like to appreciate all the lecturers in the postgraduate class of project planning and management for the class of 2010-2011 for having given me with all this knowledge which has highly improved my academic progress.

My classmates of project planning and management of class (2010-2011), and those of my Master of Management Studies class of (2011-2012), especially Kato Geoffrey Kiwuwa, who gave me moral and financial support at a time when I needed it most; I do not have enough words to say thank you, but God bless you plentifully.

Finally, I would like to thank my employers Cavendish University especially the staff and management of the faculty of Law for being so cooperative and permitting me to conduct this study in the faculty successfully.

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LIST OF ABBREVIATIONS

Becta	British Education and Communications and Technology Agency
LLB	Bachelor of Laws
CAMES	The Conseil Africain et Malgache pour l'Enseignement Superieur
CHE	Council of Higher Education
CHEMS	Commonwealth Higher Education Management Service
CODESRIA	Council for the Development of Social Science Research in Africa
CUU	Cavendish University Uganda
DV	Dependent Variable
DVC	Deputy Vice Chancellor
EPA	Educational Partnerships in Africa
EPRC	Education Review Commission
ESSP	Education Sector Strategic Plan
GIMPA	Ghana Institute of Management and Public Administration
GoU	Government of Uganda
HE	Higher Education
HEI	Higher Education Institution
HER	Higher Education Research
HoD	Heads of Department
IBRD	International Bank for Reconstruction and Development
ICT	Information Communications Technology
INCHER	International Centre for Higher Education Research Kassel
IV	Independent Variable
KIU	Kampala International University
LDC	Law Development Center

LLM	Master's Degree in Law
MISR	Makerere Institute of Social Research
MOES	Ministry of Education and Sports
NAAC	National Assessment and Accreditation Council
NAACE	National Advisors for Computers in Education
NCHE	National Council for Higher Education
NRM	National Resistance Movement
PHEI	Private Higher Education Institution
PhD	Doctorate of Philosophy
QA	Quality Assurance
QAC	Quality Assurance Committee (QAC)
QAP	Quality Assurance Policy (QAP)
QAPF	Quality Assurance Policy Framework
SRHE	Society for Research into Higher Education
TQM	Total Quality Management
UMI	Uganda Management Institute

ABSTRACT

The study set out to investigate the determinates of quality of teaching and learning process in private higher education institutions (PHEIs) in Uganda, a case study of the Faculty of Law at Cavendish University Uganda (CUU). The specific objectives were; to explore the management strategy; educational tools and facilities; the quality of academic staff and the NCHE policy in ensuring the quality teaching and learning at the Faculty of Law. Literature showed that the determinates of quality teaching and learning process have an effect on student transformation and quality (World Bank, 2001; Kasozi, 2001; NCHE, 2011; Kasozi, 2003; Alain & Shobhana, 2003; Mamdani, 2007; Visitation Committee Report, 2007). The study adopted a descriptive-survey design in which both qualitative and quantitative approaches of data collection were used, involving a total of 376 respondents. Primary data were collected using Self-Administered Questionnaires (SAQs) for students and interview guide for the rest of the responded mentioned above. The study tested four hypotheses using the Pearson correlation and regression analysis. Findings showed that management strategy had no significant effect rendering the effect of management strategy to be a weak; apparently no significant effect exists between the tools and educational facilities because the correlation coefficient was considered to be very weak hence have a weak positive effect; the quality of academic staff showed a high positive effect and the regression between the academic staff and the quality of the teaching and learning process showed that 90% of quality issues was factored by the academic staff. The study revealed that there was no significant effect of the NCHE policy on the quality of teaching and learning which further showed a very weak effect of NCHE policy on the quality of teaching and learning. The conclusion is that management strategy had no significant effect; no significant effect exists between the tools and educational facilities; there was a high positive effect and the NCHE policy has no significant effect on the quality of teaching and learning process. The study made the following recommendations. On management strategy there is need to make the vision operational, management need to fully control University affairs, employ highly qualified staff with PhD, experience and commitment, better policy formulation without social, political, and economic forces and the leadership needs to be proactive.

On educational tools and facilities, there is need to connect all computers to a fast and stable Internet, regulates computer misuse, and invest in books both in hard and electronic copies. On the

Quality of the academic staff, clear and well-known policies on recruitment, promotion, staff training, development and termination to boost research and publication, establish established operational appeals committees, PhD needs to be the minimum qualification to teach. Lastly, the NCHE has to setup and be vigilant on its periodic monitoring and evaluation, quality control and assurance. Areas recommended for further research are; how the government can fund private universities for better quality; why PHEIs are not in partnerships/collaborations like public Universities.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Quality of the teaching and learning process in higher education (HE) is important for student learning outcomes and transformation. However, HE continues to face depreciation since the 1990s when the sectors was liberalized in Uganda. Consequently, Higher Education Institutions (HEIs) started producing graduates who lack practical, analytical, problem solving, job creating and required self-survival skills which deters their ability to stimulate economic growth and development (NDP, 2010; Ssekwamwa, 2007; Materu, 2007; Teferra, & Altbach, 2003a). This study examined the determinants of the quality of teaching and learning processes in PHEIs in Uganda, with specific focus on Cavendish University Uganda (CUU). Although there are many determinates of the quality teaching and learning process, few studies have been conducted on critical factors of management strategy, tools and educational facilities and the quality of the academic staff. These are so sensitive and can highly reflect on the Faculty or the entire CUU amidst increasing enrolment student rates and demand. The Faculty also has a very young quality assurance system which is weak and less responsive to the quality of the teaching and learning process that can negatively affect; access, communication, competence, courtesy, credibility, reliability, responsiveness, security, understanding and tangibles. The determinants were conceived as; the independent variable (IV) of the study, while the quality of teaching and learning was the dependent variable (DV). This chapter covered the background to the study, the statement of the problem, the general objective of the study, the specific objectives of the study, the research

questions, the hypotheses, significance of the study, justification of the study, scope of the study, and operational definitions.

1.2 Background to the study

This study explored how the TQM theory was relevant for advocating for continuous improvements and promoting best practices for all organizational quality aspects including quality of the teaching and learning processes at the Faculty of Law at CUU.

1.2.1 Historical Background

Scholars agree that historically, Universities have had three core functions of research, teaching-learning and training for public servants (Sawyerr, 2002; Commonwealth of Learning, 2006 Altbach, 2006). However, the specification of standards to attain quality in HE has for long created academic debates amongst the stakeholders such as students, parents, funders, and employers among others in many countries around the world. Standards historically have been measured as

These stakeholders have not been reliably and explicitly well informed about the roles of HE. In order to make informed decisions, the threshold at international level needs to be characterized as; below standards, exceeding minimum standards, and above standards in order to produce quality students to enhance social-economic development (World Bank, 2004).

In Africa, the first universities were affiliated to their former colonial masters for the regulation of quality standards. The foundation of Quality Assurance (QA) was first in Fourah Bay College in

Sierra Leone in 1827, and then at the University of Dakar, now Cheikh Anta Diop University in Senegal in1960s. Many African Universities in the colonial territories adopted similar quality systems using commissions, memoranda, and individual advisers sent to Africa by former colonial masters (United Kingdom, France, and Portugal) as affiliates. In 1968, The Conseil Africain et Malgache pour l'Enseignement Superieur (CAMES) was created to, among others, harmonize recognition and equivalence of awards among member nations. In the 1980s, the first national QA agencies were set up with the assistance of external examiners whose roles weakened in the 1990s (Materu, 2007; Ssekamwa, 1997; Okwakol, n.d).

With the above history, Africa had no quality problems in HE during colonial and early independence years as the institutions were able to operate at close to "international standards" or the standards of the relevant colonial power (Sawyerr; 2002). Gaps started surfacing as soon as the core functions of research, training for public and now private organizations, teaching and learning started to quickly erode since 1990s after the sector was privatized and started admitting fees paying students who demanded for the different new programmes, some relevant and some irrelevant to the needs of society. The aim was now to profit from higher education but not to transform student perceptions for socioeconomic development of their societies' (MOES, 2001; Materu; 2007; NDP, 2010; Sicherman; 2008). According to Ncayiyana (2006) in Materu (2007);

> Higher education could no longer continue with "business as usual." The old collegial model of quality assurance could no longer be relied upon solely to ensure that the public was being well served, or that the taxpayer was getting value for money, p.17.

This means that higher education has become a service for all those who can pay for it, irrespective of the admission requirements (Nkata (MOES, 2001; Ssempebwa, 2007; Okwakol, 2009 in Bunoti, n.d). To date, this has made the subject of the quality of the teaching and learning process an issue

that cannot be avoided (Basheka, Muhenda, & Kittobe, 2009). At the regional, global, and international context level, Uganda's HE is still highly valued. The reason why it has attracted mainly foreign students from among others, Kenya, Somalia, Nigeria, Democratic Republic of Congo, Rwanda, Burundi, and Tanzania to mention but a few, despite quality problems. The gap is that most of these institutions have young quality assurance policies which are not firmly operational since most of them were introduced less than five years ago (Nkata, 2004; NCHE, 2006b).

1.2.2 Theoretical Background

This study adopted the Total Quality Management (TQM) theory. This theory was set forth by its gurus among others; W. Edwards Deming, Joseph Juran, and Kaoru Ishikawa (Juran, 1969; Juran, 1974; Ishikawa, 1985). The assumptions of this theory suggest that for any organization to achieve quality, it must aim at continuous improvements of people, control and process for effective and efficient operations as a way of achieving best practices (Hackman & Wageman, 1995). This theory was deemed suitable for the study because in this era of global competition, institutions need to apply new quality techniques in form of strategic management, quality assurance, quality systems, and quality control, among others. This is presumed to support universities to fulfill their corporate strategies and institutional survival.

The TQM theory generally agrees that change requires continuous planning, participatory approach and strategic management (Sanjaya, 2006, Scott, 2003) for efficiency and effectiveness of any institution (Buchaman & Boddy, 1992). Therefore, change should not be an end in itself, but must have a continuous purpose for the wider society (Donald, 2011, Masembe & Nakabugo, 2004).

1.2.3 Conceptual Background

The quality of the teaching and learning in the Faculty of Law at CUU is measured by customer satisfaction and the students' outcome in the way they "transform" their perceptions for both socioeconomic and individual development. It is important to measure the quality of the teaching and learning process because the Faculty can use the evidence for formative decision making which uses the evidence to improve and shape the quality of teaching, and summative, which uses the evidence to "sum up" the overall performance or status to decide about improving teaching and continuous planning for the future survival of the Faculty (NCHE, 2008). At the Faculty of Law, standard are considered as prescribed body of knowledge below which CUU must not teach. These standards are categorized as minimum, above minimum and high standards which are the guidelines for the teaching and learning process (NCHE, 2005). These standards address "what" is measured and then "how" to measure it. The what measures the content of any tool, such as a student or peer rating scale but requires a thorough and explicit definition of the knowledge, skills, and abilities including other characteristics and behaviors that describe the job of "effective teaching" The how looks at the data from a rating scale or other tool that is based on the systematic

collection of opinions of all stakeholders with expertise, qualifications, and experience in higher education quality of the teaching and learning process (Coombe, 1991; Alain, 2003).

Teaching and learning is the process of interacting between students and the lectures during the course of study through sharing knowledge and information in or out of class to attain prescribed minimum standards (Mamdani, 2007). According to Hughes, Toohey & Hatherley (1992), it is also the process of introducing the student to a subject so that they get to know more about it, try it out, get feedback, reflect, adjust and try again through contemplation, writing, reflective journals, and discussion to effect change in their lives and society. In addition, Briggs et al (2012) argues that it is the process that involves basic elements, assessment, planning, implementing and evaluation of the learner about what has been taught. The above concepts of teaching and learning process are aimed at improvement of the student's knowledge, skill and ability for the transformation of the students to acquire self survival skills and stimulating economic development. It also involves periodic monitoring and evaluating the quality of teaching and learning based on objective, data, and scientific criteria set.

1.2.4 Contextual Background

Cavendish University Uganda is a private university that was licensed by the NCHE to offer higher education academic qualifications in 2008. This University is owned by investors from Zambia (Otage, 2009; Kisakye, 2009; Musinguzi, 2011; Cavendish University, 2013). Though Materu (2007) observes that the core functions of research, teaching and learning are no longer top priority at universities today, CUU recognizes the importance of improving and maintaining the highest standards of the quality of the teaching and learning process at the Faculty of Law and the

University generally documented in its quality assurance document that sets the guidelines for quality measures (NCHE, 2010; NCHE, 2011).

In Uganda, issues of quality are documented in the Quality Assurance Framework document, which is the legal framework for all higher educational institutions (Universities and other Tertiary Institutions Act, 2001, as amended). The quality assurance framework broadly consists of two major components namely: the regulatory component at the level of NCHE and the institutional component at each individual university level. The NCHE regulates quality through: institutional accreditation, accreditation of individual programmes, and encouragement of merit-based admissions into higher education institutions, credit accumulation and transfer, enhancement of the quality of teaching staff, streamlining of examination regulations, putting emphasis on students' assessment of academic staff, emphasis on adequate institutional infrastructure, collaboration with professional bodies and regulating cross-border higher education among others, (NCHE, 2004; NCHE, 2005; NCHE 2006).

However, the framework is affected by gaps among others poor monitoring, supervision and evaluation due to inadequate manpower, funds, corruption and weak policy implementation that has given the Faculty of Law the autonomy to design and teach courses which are not accredited like the Law programme (Basheka, 2008).

1.3 Statement of the Problem

The Faculty of Law at CUU has a quality assurance policy (QAP) in place meant to enforce quality standards and has mechanisms in place to measure the quality of the teaching and learning process to ensure student transformation, outcomes, customer satisfaction, feedback and comments among others reflected in its mission plan (Strategic Plan, 2013-2017). There is also a quality assurance committee (QAC) which is a team in place directly in charge of enabling 'best practices' in quality mechanism for continuous improvement of people, quality and systems for future survival and achievement purposes (Ishikawa, 1985; Deming, 1986; Deming, 1993; Cavendish University, 2010; Ram, 2013).

Despite an existent and operational QAP and QAC in place, the Faculty of Law at CUU continues to have poor management strategies, inadequate educational tools and facilities, and poor quality of the academic staff, producing students who are more interested in getting degree certificates than the acquisition of knowledge and practical skills due to weak legal instruments on higher education management (Kasozi, 2001). According to the University Registrar (2014), CUU has a total of 6300 students and 150 full time lecturers which puts the future of these students in a risky of poor quality teaching and learning and deter socioeconomic and individual development (Mamdani, 2007). This study explored the various determinants of the quality of the teaching and learning processes in the Faculty of Law at CUU to ascertain the standards as either being below, above minimum or high (NCHE, 2008).

1.4 General Objective

To explore various the determinants of the quality of the teaching and learning processes at Cavendish University Uganda

1.5 Specific Objectives

Specifically, the study sought to address the following objectives;

i. To establish the effect of the management strategy and quality of teaching and learning process in the Faculty of Law at Cavendish University Uganda.
ii. To assess the effect of tools and educational facilities used and the quality of teaching and learning process in the Faculty of Law at Cavendish University Uganda.
iii. To examine the effect of the quality of the academic staff and the quality teaching and learning process in Faculty of Law at Cavendish University Uganda.
iv. To investigate the effects of the NCHE policy on the quality of teaching and learning process in Faculty of Law at Cavendish University Uganda.

1.6 Research Questions

i. What is the effect of the management strategy used and the quality of teaching and learning processes in the Faculty of Law at Cavendish University Uganda?
ii. What is the effect of the tools and educational facilities used and the quality of teaching and learning processes in the Faculty of Law at Cavendish University Uganda?
iii. What is the effect of the quality of the academic staff and the quality teaching and learning process in Faculty of Law at Cavendish University Uganda?
iv. What is the effect of the NCHE policy on the quality of teaching and learning process at Faculty of Law at Cavendish University Uganda?

1.7 Hypotheses of the Study

i) The management strategy has an effect on the quality of teaching and process in learning the Faculty of Law at Cavendish University Uganda.

ii) The tools and educational facilities have an effect on the quality of teaching and learning process in the Faculty of Law at Cavendish University Uganda.

iii) The quality of the academic staff has an effect on the quality teaching and learning process in Faculty of Law at Cavendish University Uganda.

iv) The NCHE policies in place have an effect on the quality of teaching and learning process in the Faculty of Law at Cavendish University Uganda.

1.8 Significance of the Study

It is hoped that the study has provided information to all education stakeholders to understand the various determinants of the quality of the teaching and learning process in PHEIs in Uganda.

The University management and leadership may use the results of this study to enforce reform and achieve the institutional purposes through improving the management strategy, educational tools and facilities and quality of the academic staff for attaining the quality of the teaching and learning processes at CUU and other new PHEIs.

The study has highlighted the weaknesses at both the regulatory and institutional levels that affect the quality of the teaching and learning processes. This is useful for stakeholders to reform and decision making purposes, commitment and attaining best practices for PHEIs.

The study may be used by future researchers to further investigate on the study variables especially the gaps that were identified to continue building a strong culture of quality issues in PHEIs in Uganda and elsewhere

1.9 Justification

The justification of the research is that the Faculty of Law at CUU has a young unclearly operated quality assurance system that cannot effectively regulate issues of quality of the teaching and learning process given the weak monitoring, evaluation and implementation policy of the NCHE as the regulatory authority of HEIs in Uganda to meet the minimum standards required to transform students perceptions in handle the needs of the 21st century.

In addition, there are very few studies that have been conducted on the determinates of the quality of the teaching and learning process at the Faculty of Law since the subject matters a recent phenomenon that still lacks a specific definition, faces many gaps and challenges for ensuring planning, best practices and continuous improvement of people, quality and process.

1.10 Scope of the Study

The study was conducted in the Faculty of Law at Cavendish University, located at Plot 1469 Ggaba Road, in Nsambya, a southern neighborhood of Kampala, the capital of Uganda and the largest city in that country. Nsambya is located approximately 5 kilometres (3.1 mi), by road, southeast of the central business district of Kampala. The content of the study focused on factors that included; management strategy in place, tools used in teaching and learning and quality of teaching staff in Higher Education Institutions. On the other hand, the quality of teaching and learning, the dependent variable of the study, covered which constitute the key study variables.

The study duration was from 2008 to 2012 which period faced the most quality problems since the University was just starting its operations.

1.11 Operational definitions

Higher Education Institutions

This refers to both public and private universities or other Institutions which offer / Higher Education qualifications through teaching-learning, research and transfer of indepth knowledge and understanding to students.

Higher education

is an optional final stage of formal learning that occurs after secondary education offered at universities, academies, colleges, seminaries, institutes of technology, and also available through certain college-level institutions.

Quality

Internally, quality means “fitness for purpose” and externally it is “transformation” of students’ perceptions and the way they go about applying the acquired knowledge and skills to real world problems in compliance to generally accepted minimum standards.

Quality Assurance

This refers to a holistic internal and external approach to ensure inputs, process, and output to meet the highest outcomes and prescribed standards to give complete customer satisfaction.

Teaching and Learning

The process of interacting between students and the lecturers during the course of study through sharing knowledge and information in or out of class to attain prescribed minimum standards.

Total Quality Management (TQM)

TQM is a management approach of an organization with a people-driven process centered on quality for future survival amidst continued global competition.

Tools and Educational Facilities

They refer to those facilities and infrastructure, which aid quality teaching and learning processes.

University Staff

Qualified staff directly involved in the educational process including teaching staff and researchers with lecturing duties, and staff who have a certain form of responsibility in the management and/or coordination of all employees and students at the institution to ensure quality teaching and learning processes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the study variables. This chapter is based largely on the review of relevant documents, and it is organized as; introduction, theoretical review, conceptual frame work, literature review in line with the study variables and objectives, and finally, the summary of the literature.

2.2 Theoretical Review

2.2.1 Total Quality Management Theory

The study used TQM to refer to a management approach for an organization with people driven process centered on quality for the future survival amidst continued global competition as a way of understanding the quality of the teaching and learning process in the Faculty of Law at CUU. The determinates of the quality of the teaching and learning process at the Faculty of Law can be improved using this theory which advances people, process and quality as key in leading and planning for strategic management, developing a quality culture and attaining best practices and continuous improvement of people, quality and systems for future survival and achievement purposes (Ishikawa, 1985; Deming, 1986; Deming, 1993).

This theory was also used for its power to remove barriers that create fear and reduce morale, commitment, poor communication, cooperation and coordination that deters the Faculty to attain the quality of the teaching and learning process to be able to transform students for socioeconomic development (NCHE, 2008; Juran, 1969; Juran, 1974).

In a study conducted in a textile manufacturing industry in Pakistan, results showed that using the TQM in large multinationals companies (MNCs) attained corporate strategy successfully through implementation of continuous long term training of all staff. Therefore, there is a relationship between TQM and organizational performance that the Fcaulty of Law has to adopt for better quality teaching and learning process (Salman, Muhammad & Babak, 2011). The gap with this theory is its inability to consider the role of students as vital in building a strong quality culture (Srikanthan & Dalrymple, 2004).

2.3 Conceptual Framework

The framework illustrates how the IV affects the DV which is the focus of this study.

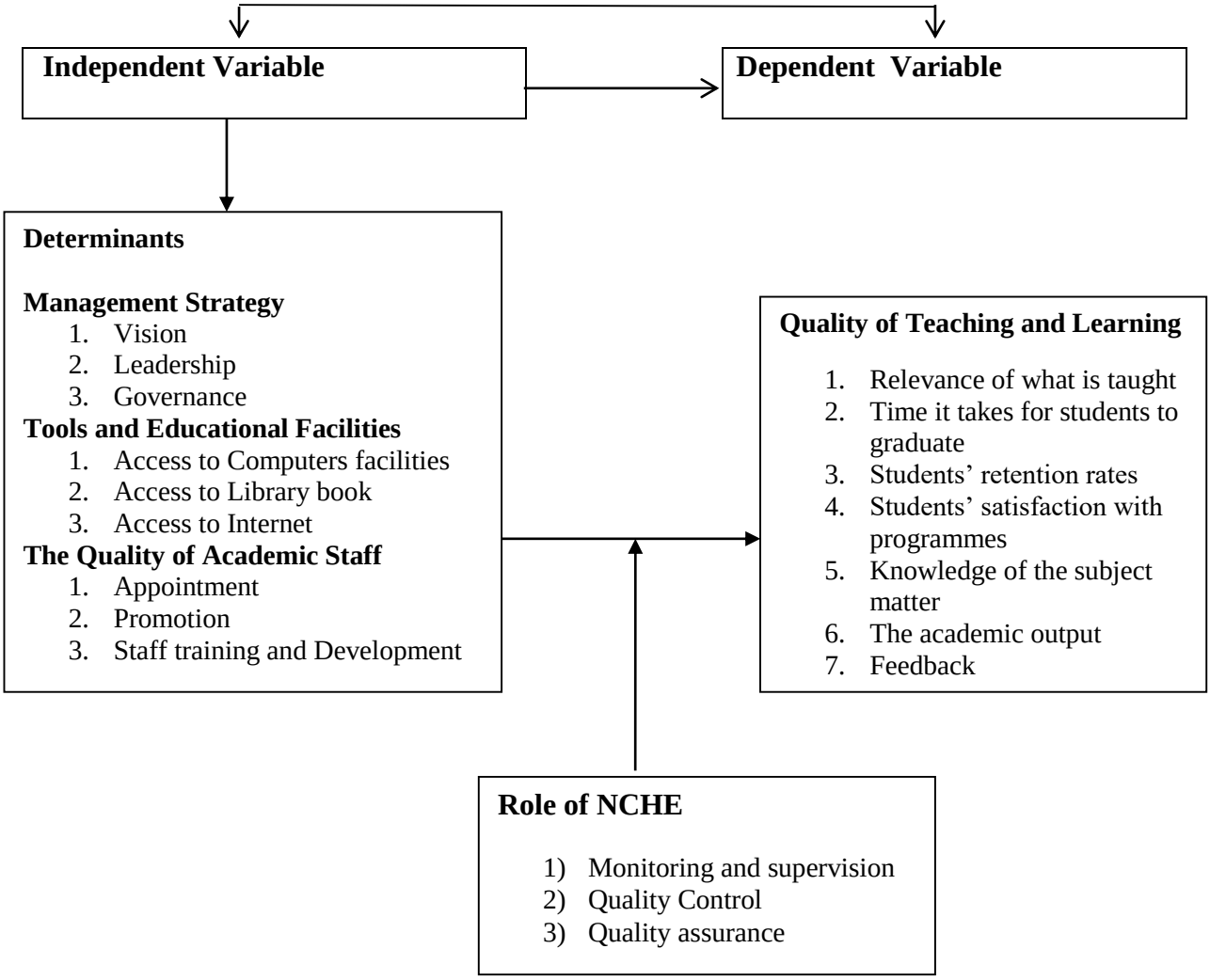


Figure 1: Conceptual framework showing the relationships between the determining factors and the quality of teaching and learning processes in HEIs

Sources: Adopted from Goe, Bell and Little (2007); MOES (2004); Sawyerr (2002); NCHE, (2008), and modified by the Researcher.

The framework in Figure 1 illustrates that the (IV) was conceptualized as having three attributes; namely: management strategy, tools and educational facilities and the quality of academic staff. These directly affect the (DV) which is the quality of teaching and learning. The relationship between the two variables is influenced by the role of NCHE in monitoring and supervision, quality control and quality assurance affected the quality of the teaching and learning process.

2.4 Quality of Teaching and Learning in HEIs

Broadly, literature agrees that quality teaching and learning as the process of interacting between students and the lecturers during the course of study through sharing knowledge and information in or out of class to attain prescribed minimum standards aimed at transforming the students' perception for applicability of the knowledge and skill in the field by changing or creating conditions that lead to changing the learner's brain. The Faculty of Law at CUU considers this as a powerful tool for transformation of society, promoting sustainable development and competitiveness within the global society making higher education the fastest growing sub-sectors in Uganda since 1990s as stated in the Government White Paper (1992). Quality teaching is the basis for quality learning and therefore quality behavioral change. Globally, the issue of the quality of teaching and learning process is highly valued, competitive and used as a basis for stimulating economic growth and development, productivity and training manpower for public and private sectors (Juran, 1974; Crosby, 1979; Deming, 1986).

According to Mpata (2010), the quality of higher education is affected by the 4 Cs forces, that is; the changing University Customs characteristics, increasing Competition, rising Costs, and the impending Crises. To understand these forces, the Faculty of Law need to continuously improve and strengthen themselves to ensure future survival and excel as centres of academic excellence.

Improving the quality of the teaching and learning process requires at this Faculty requires more effort in the management process, teaching process and learning process coupled with good leadership and decision making. It starts with setting indicators in line with teaching attitudes, attendance rates, required teaching methods, efficiency and effectiveness (Cheng, 2003).

Scholars also shows that quality teaching and learning process at the Faculty of Law must be headed by well qualified, competent, and experienced professors or associate professors with PhD. These must have expertise in their domain with research abilities with is not the current case as many of the academic of the academic staff of the Faculty have LLB and LLM which are below the minimum teaching requirement of a PhD (Visitation Committee Report, 2007).

According to the TQM system, the quality of the teaching and learning process involves Faculty staff, administrators and managers. It requires adequate funding of all educational tools and facilities and regulates a minimum standard of entry for students and the academic staff for continuous improvement and feedback for evaluating input, process, output and outcome (Deming, 1993; Ishikawa, 1985). The Faculty of Law has not practically been able to implement quality standards since the definitions of quality have multiplicity of means, methods and strategies for institutional development (Basheka, 2013).

The study identified the gaps that affect the quality of the teaching and learning process in the Faculty of Law in CUU as; less effort and resources invested in higher education, lack of commitment by lecturers, research and publication, lack of opportunities for student training and feedback by employers, lack of clear indicators and measurement of quality teaching and learning

process, inadequate literature, poor teacher planning for lessons, poor communication among others which al manifest in the Faculty of Law at CUU (Materu, 2007).

2.5 Management strategy and quality of teaching and learning

2.5.1 Vision

Strategy is how an institution differentiates itself positively from its competitors in order to achieve its purposes for future survival. It helps the institution move away from routine traditional orientation and makes it a leader in the market than a follower (Chan & Mauborgne, 2005; NCHE, 2012). As "a mental image" a vision is set from the strategy (Howard, 2005). As a trend, universities set up visions to reflect their organizational dreams (NCHE, 2012; Fabrice, & Deborah, 2012).

The Faculty of Law at CUU considers the management strategy enhanced by vision, leadership and governance as factors of success to ensure active involvement of both the students and the academic staff in the quality of the teaching and learning process (Stewart & Cynthia, 1999). However, management at the Faculty still faces challenges among others; lack of educational tools and facilities like computers, library books, internet, adequate space, and recreation centers, poor quality of academic staff enhanced by unclear policies of appointment, promotion and staff development among others amidst increasing student rates (Paton & Manu, 2011). This is due to mostly poor government policy on periodic monitoring and evaluation that probably will continue to be so in the future if authorities and institutions do nothing about it (Mamdani, 2007; Visitation Committee Report, 2007).

There is a relationship between the vision of a University and the quality of the teaching and learning process creating gaps like; poor strategic management, poor communication of the vision to all staff and lack of staff training and development (Alain & Shobhana, 2003; Altbach, 2006; NCHE, 2011) because quality issues are not highly valued at the Faculty (Burnes, 1992; Kotter, 1996). Consequently, gaps exist in achieving planned change as a cyclic process of planning, action, and fact-gathering (Marrow, 1969; Altbach et al, 2009). The study explored the ways on how the institutional visions are operationalized in the day to day management in the Faculty of Law at CUU. This study explored how the vision of the Faculty and University at large impacts on the quality of the teaching and learning process.

2.5.2 Leadership

Globally, Universities face leadership challenges in implementing the quality of the teaching and learning process due to unplanned change and high enrolment student rates (Donald, 2003). The Faculty of Law at CUU has leadership is not adequately composed of highly qualified, experienced and diligent people to manage change for better quality of the teaching and learning processes. They lack effective leadership and management for decision making which largely deters continuous improvement and best practices among others as a central aspect to institutional quality and enhanced innovation (Visitation Committee Report, 2007).

In addition, the leadership is influenced by social, political, and economic forces present in the society that affect policy formulation (Kasozi, 2001; Kasozi, 2003) and leadership is not separated from management (World Bank, 2001). The leadership is also reactive rather than proactive to change management. The study explored the type of leadership used to enhance the quality of the

teaching and learning processes in the Faculty of Law at CUU and to find out how its leadership plans for continuous quality issues as advocated for by the TQM theory.

2.5.3 Governance

Governance in HEIs is the way in which Universities are formally organized, operated and managed to achieve their purpose. Most governing structures are highly distinguished but share many core commonalities (Altbach, 2005). The Faculty of Law considers governance to be a primary responsibility for the enhancement of the quality of teaching and learning processes. According to the University and Other Tertiary Institution Act (2011) the governance structure of all HEIs must facilitate the delivery of University education consultatively for quality assurance among others.

Studies show that there has been a renewed interest in the governance of Universities and an increasing demand from stakeholders to improve the quality of education especially of the teaching and learning process amidst global demand and competition of higher education (World Bank, 2002a; Bank (2004). This has forced the Faculty of Law in adopting corporate management of the Faculty, greater instrumentalism in curricula for the workforce, skilling of graduates, growth in student enrolment, and a change in the nature of academic work itself aimed at the improvement of the quality of the teaching and learning process (Taffinder, 1995; Bargh, Scott, & Smith, 1996).

However, disagrees are that academics play a crucial role in the success of Universities and not the governance to attain corporate strategy and innovation (Bloom, Canning, & Chan 2006). The importance of governance at the Faculty of Law is that it holds the University together (Nadeem,

2008). However, the gaps that affect governance include among others; governance is not separated from management which leads to poor communication, cooperation; lack of transparency, funds, manpower efficiency and effectiveness hence deters quality of the teaching and learning process at the Faculty of Law (Mamdani, 2007).

2.6 Educational Tools and Facilities for quality of teaching and learning

2.6.1 ICT and Computer access for quality teaching and learning

Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application that can be used for quality teaching and learning processes (Allen & Morton, 1994; Bhattacharya and Sharma, 2007). At the Faculty of Law and the CUU at large, the use of ICT devices has taken a slow trend (Visitation Committee Report, 2007). There were few computers available for use by the academic staff amidst high student enrolment rates giving a student: computer ratio of 18: 1. This is within the acceptable range of 20 students per computer (NCHE, 2010). Scholars agreed that the upgrading of ICT is very important for improvement of the quality of the teaching and learning process given adequate tools and education facilities in order to produce graduates with practical knowledge for societal development any yet the Faculty lacks its own computer laboratory (McNergney, 2000).

Therefore, there is a wide gap between the availability of computers and the minimum requirement to support the high rate of enrolment levels at CUU given that the Faculty lacks its own library forcing it to be labor intensive and conservative in buying more computers (Pelgram & Plomp, 1993), making the use of ICT very low (Kosakowski 1998; Nhlanhla, 2005). CUU further has computers that are shared by staff and students (Alain, & Shobhana, 2003) and cases of computer

misuse have been cited (NCHE, 2011). The gap is that CUU has not adequately invested in computers as a factor that can promote quality of student learning and yet the few available computers are not all connected to the Internet making computer use distressful to both students and the academic staff (NCHE, 2010).

2.6.2 Access to library books and its impact on the quality of teaching and learning

In HEIs, a library is a resource center supposed to be equipped with relevant resources that enable students and academic staff to easily access books in hard and electronic copies. Libraries enable self- academic development and training (Iyanda & Salawu, 2006). According to NCHE (2010), the ratio of books to students should be 40:1. The Faculty of Law has does not own a library and yet the main University Library they share have a ratio of 10:1 far below the standard and yet they do not adequately invest in their libraries to acquire standard books (NCHE, 2010).

The library at CUU has inadequate, less impressive and outdated books coupled with lack of technology to manage the books. Yet books are the main source of information, more so in instances where internet sources are unavailable or unreliable; this can affect the quality of education (NCHE, 2005). The gap is that the Faculty of Law lacks its own library to equip itself with all the necessary books and other related materials in both hard and electronic which affects the quality of the teaching and learning process (NCHE, 2008).

2.6.3 Access to Internet and the quality of teaching and learning

Today's HEIs operate in a knowledge-based world promoted by information technology that has promoted competition and greatly changed the role of higher education in socioeconomic development and growth meant to improve human well-fare (Bloom, Canning & Chan, 2006;

World Bank, 2003). Full access to internet is just equivalent to having access to a good library for quality teaching and learning because it provides access to smooth, easy and a vast ray of academic materials on line. According to NCHE (2010), Internet connectivity is compulsory and must be planned continuously at Universities for quality. Internet at the Faculty of Law and the CUU at large, the computer connected to the Internet were aimed at moving University education outside the classroom (NCHE, 2010). The Faculty of law considers the internet to be a meeting place for scholars to debate and develop materials to support quality teaching and learning by moving education outside the school classes. It eventually perfects the students and the lecturers' ability to search and disseminate information (NCHE, 2008).

However, the entire CUU is faced with poor or unstable Internet, unconnected computers that are distressful and difficult to use (Alain, & Shobhana, 2003), due to low and inadequate connectivity of computers (Oxford Brookes University, 2010; Kasozi, 2001). The gap is that the Faculty of Law lacks its own Internet and library facility. In addition, the main University library at CUU has not adequately invested in attaining a stable, fast and reliable Internet that support both students and the academic staff to help counter balance the effects of globalization on HEIs which undermine the quality of the teaching and learning process since the use of the Internet has become unavoidable today (World Bank, 2000; Altbach, 2006). In a survey conducted by the NCHE (2008), it agrees that the Internet and other educational facilities have not been expanding fast enough to match the increasing student enrolment numbers in many Universities. This study investigated the how access to the Internet affects quality teaching and learning process in the Faculty of Law at CUU.

2.7 Academic Staff and quality of teaching and learning processes

2.7.1 Staff appointment and quality of teaching and learning processes

According to the TQM theory, the quality of the academic staff is key to the quality of the teaching and learning process in any University. Adequate staff appointment through a clear and well-known policy on both full and part time basis is an investment for Universities globally (NCHE, 2008). Although the Faculty of Law has a broader autonomy on the recruitment and management of their academic staff, the selection process did not ensure that the best and brightest qualified, experienced and committed staff is employed (Goe et al, 2007; Eurydice, 2008; NCHE, 2010).

In the Faculty of Law at CUU, the academic staff is appointed not appointed through clear and well-known policy, it's the DVC who appoints and disappoints at his will. This explains why most of the academic staff at the Faculty of Law was not of any PhD but LLB and LLM with no research ability and no publications. The gap is the lack of a the University to establish well-known policy on staff appointments which deters the Faculty of Law from employing quality teachers with ability to research and publication which results in poor quality of the teaching and learning process and hence poor transformation of students.

2.7.2 Promotion and quality of teaching and learning processes

HEIs have different promotional policies but the central aspect is, they have a rigorous peer review of the academic staff using the bodies and channels in each University. Merit-based promotion of the academic staff especially in research and publication has a positive impact on the quality of teaching and learning process (MoES, 2007).

At the Faculty of Law and the CUU at large, there is lack of properly established and known appeals committees' existent at to handle conflicts that may arise from promotional disagreements and dissatisfaction (Cristina, Yamin & Xiaoling, 2012). Promotions of the academic staff are done irregularly with those seen to be paying royalty to the top management being promoted (NCHE, 2005). Therefore, the promotions are not merit based on factors like; research and publication, minimum of PhD, experience, commitment and communication among others (Mamdani, 2007; NCHE, 2008). The gap is the Faculty of Law design its own promotion policies that fit its socioeconomic setting making it difficult to motivate and reward the academic staff. There is a weak implementation of the policy on academic staff promotion as stated by the NCHE which gives autonomy to CUU to promote the academic staff at will which negatively affects the quality of the teaching and learning process (Sawyerr, 2002; Materu, 2007).

2.7.3 Staff training and development and quality of teaching and learning processes

Staff training and development is related to the quality of student teaching and learning process (Chalmers, 2007), and should therefore be aligned to the purposes of the University (Goe & Leslie, 2008) through staff training and development (NCHE, 2008). The Faculty of Law still lags lagging behind in staff training and development. The policy is still not clear since all the academic staff are self sponsored for any training and development program they enroll for ranging from certificate to PhD level with no clear information on how many academic staff are being trained and developed at the Faculty of Law (Visitation Committee Report, 2007).

Staff training and development at both the Faculty of Law and CUU was highly lacking. It was being conducted at the expense of the academic staff themselves who were paying tuition for the programs they offered at the CUU and other Universities to make improve themselves and their teacher quality. The gaps are; staff training and development in the Faculty of Law and the entire University was not well aligned to the vision, mission and goals of CUU. In addition, the University lacked plan and action for continuous training of staff, process, quality and system for the future survival of the institution among others (Goe & Leslie, 2008).

2.8 The NCHE policy on the quality of teaching and learning processes

2.8.1 Monitoring and supervision and the quality of teaching and learning processes

Monitoring and supervision at HEIs is an institutional, academic, cultural, and professional dynamics that has evolved historically and globally. A supervision system is meant to monitor the quality of education by ensuring that institutions adhere to quality standards to among others; attain the quality of teaching and learning processes (NCHE, 2005). Nigel et al (1998) observe that since

the beginning of the 1990s, there has undoubtedly been renewed global interest in issues of quality through quality monitoring and supervision aimed at attaining and maintaining the quality of teaching and learning processes. Monitoring and supervision is crucial by the NCHE at the Faculty of Law amidst high rates of student enrolment that has led to deterioration of quality. Monitoring and supervision has therefore become a top priority as a NCHE policy to ensure value for money.

NCHE (2011) explains that there is lack of expertise and resources for inspections, there has been a general lack of renewed interest in supervision and monitoring of the quality higher education the NCHE. This in turn has created a lack of greater accountability, quality control, quality assurance, total quality management, quality development, quality monitoring and lack of adequate literature like periodicals on the quality of teaching and learning processes at the Faculty of Law. The gap that has created poor monitoring and supervision at the Faculty of Law is the inability of the NCHE to adequately revive the traditional concern for strong control quality assurance which has made its regulatory role ineffective and inefficient. In addition, the NCHE is very reluctant on enforcing its policy of monitoring and supervision at CUU (NCHE, 2008; NCHE, 2010; NCHE, 2011; NCHE, 2012).

2.8.2 Quality Control and the quality of teaching and learning processes

Quality control is the process of ensuring compliance with standards and procedures set to maintain and enhance quality issues including the quality of teaching and learning processes. In Uganda, HEIs are placing greater emphasis on quality control to meet students' expectations and needs due to the increasing number of students that matches with the quality of teaching and learning processes. The Faculty of Law considers the whole concept of quality assurance to be

generally involving a holistic internal and external approach to ensure inputs, process, and output to meet the highest outcomes and prescribed standards to give complete customer satisfaction (Ajit & Jayanta, 2012). It also considers quality internally to mean "fitness for purpose" and externally tagged to the "transformation" of students' perceptions and the way they go about applying the acquired the acquired knowledge and skills to handle real world problems in compliance to generally acceptable standards (Briggs, 2012).

As a requirement and essential activity of the NCHE policy, the Faculty of Law has not yet been accredited and yet it has taught and graduated students which defeat the concepts of quality assurance and quality amidst high student enrolment rates for the Law program. The Faculty of Law considers the issue of quality control as a part of quality management focused on fulfilling quality requirements at CUU for future survival enhanced by elements among other; job and process management, performance, integrity criteria, and identification of records; competence, such as knowledge, skills, experience, and qualifications; and soft elements, such as personnel, integrity, confidence, organizational culture, motivation, team spirit, and quality relationships (Juran, 1974; NCHE 2008; NCHE; 2010).

The Faculty of Law looks at quality control in a less a satisfactory way of ensuring quality and its seen as an end-of-process solution. The Faculty views as a business of quality controllers rather than the responsibility of all stakeholders (NCHE, 2008). The gaps are faced by the |Faculty in attaining quality include; the lack of quality experts to manage quality control issues by NCHE which ends up destroying quality of the teaching and learning process which fails internal control and cannot stimulate national development, foster global competencies, building value system in

a student, promoting the use of technology, excellence and student transformation (Goe & Little, 2007).

2.8.3 Quality Assurance and the quality of teaching and learning processes

In this study, quality assurance refers to a holistic internal and external approach to ensure inputs, process, and output to the highest outcomes and prescribed standards to generally acceptable minimum standards (Cheng, 2003). Globally, quality assurance is the mechanism put in place to guarantee that the education is "fit for purpose" (Briggs 2012).

The NCHE as a regulatory authority places the responsibility of quality assurance in the hands of individual institutions. The Faculty of Law and the CUU at large accepted this responsibility by and it is supposed to establish an appropriate and effective internal structures and mechanisms for monitoring its institution quality control procedures to ensure quality. This quality assurance system is aimed at moving The Faculty of Law and others to a greater level of self-regulation within a framework of and NCHE policy (Mamdani, 2007). However, the quality assurance policy in place at the Faculty of Law does not guarantee that the education is "fit for purpose" since the CUU has no appropriate and effective internal structures and mechanisms for monitoring its institution quality control procedures to ensure quality of the teaching and learning process (NCHE, 2008).

The Faculty also has inadequate planning for maintaining quality in all aspects, lack of proper documentation, poor data management and analysis, poor quality assessment, poor specific quality control measures and inadequate input of stakeholder in the quality of the teaching and learning

process (NCHE, 2008). In addition, quality assurance at the Faculty is not planned systematically to ensure minimum standards (MoES, 2008). The Faculty also lacks both internal and external quality assurance hence lack of accountability and improvement in quality of the teaching and learning process (NCHE, 2011).

The gaps that surface and fail quality assurance at the Faculty are among others; increasing level of academic fraud and unethical behaviors such as issuing fake marks and qualifications, coming up of bogus institutions' or fake credentials. This increases the demand for trustworthy organizations that can establish confidence using quality assurance methods, economic constraints and a shift in priorities from advanced levels to basic education, high rates of professional mobility, and a growing number of regional and international integration processes. These gap and weaknesses affect the promotion of continuous quality control and improvement at the Faculty of Law mainly due to poor government and NCHE policies hence negatively affecting the quality of the teaching and learning process (Basheka, et al, 2009).

2. 9 Summary of literature review

The literature reviewed highlights the different factors scholars identified to be determinants of the quality of the teaching and learning process in any HEI. The guiding theory in the study of the determinates is the TQM which helped the researcher in understanding that for the Faculty of Law to improve the determinates, the TQM which assumes that a good management approach for any organization must adopt a people driven process centered on quality for the future survival amidst continued global competition. The gap with this theory is, it does not consider the role of students

as vital in quality improvement but relies mostly on the role of administrators, managers, and the academic staff in determining quality of the teaching and learning processes.

The literature reviewed shows that gaps still exist in the management strategy enhanced by vision, leadership and governance at both the Faculty of Law and the entire CUU include among others; poor operationalisation of the vision in the day to day management, no clearly communication to its workers, poor government policy, quality issues are not highly valued, inadequate planned change as a cyclic process of action and fact gathering. The leadership at the Faculty of Law faced with unplanned change and high enrolment rates, lack of highly qualified, experienced and diligent people to manage the institution in terms of quality issues, the leadership is also influenced with social, political and economic forces that exist in the present society, and the leadership is reactive than proactive. Governance of the Faculty and CUU at large also faces gaps because is not separated from management, it is not participatory, lacks of cooperation, poor communication, lacks of transparency and trust among each other.

The gaps on the tools and educational facilities enhanced by access to computers, access to library books and access to Internet can affect the quality of the teaching and learning processes. Access to computers at the Faculty of Law is affect by the slow trend of computer usage, few connected computers to the Internet compared with the high rates of enrolment that is a computer ratio is more than the required 18: 1 by the NCHE, and computers are still being shared by both students and the academic staff and failure to regulate cases of computer misuse. The gaps facing access to library books are inadequate number of books which are also less impressive, most books are outdated, and poor technology for managing the library resources. Lastly, access to the Internet is faced with gaps in slow, unstable connections, unconnected computers which are distressful to use

and unreliable Internet that all affected the quality of the teaching and learning process at the Faculty.

The gaps surfaced by the academic staff enhanced by staff appointment, promotion, staff training and development at the Faculty of Law were identified in the literature. Staff appointment has no clearly and well-known policy, the academic staff at the Faculty of Law has no PhD as the minimum teaching qualification, recruitment is not based on merit that is on research and publication but on experience and commitment. Promotions are based on unclear policies; lack of a promotions appeals committee to handle conflicts that may arise from promotional disagreements and satisfactions hence leads to low motivation and poor reward of the academic staff. In addition, staff training and development was challenged with factors like; staff pay for their own tuition fees if they need to advance in their careers and suffer from stress of high tuition fees, no clear policy on staff training and development and it is not aligned to the vision and mission of the institution, not planned to manage change, there is poor coordination and corruption among others which all affect the quality of the teaching and learning process in the Faculty of La w at CUU

The gaps faced by NCHE policies that have highly affected the quality of the teaching and learning process at the Faculty of Law are; on monitoring and supervision, there is lack of expertise and finances to carry out the exercise smoothly and hence kills the interest of the whole exercise of quality assurance, there is lack of periodic monitoring and evaluation, lack of accountability, quality (control, assurance, development, management) and inadequate literature written on the quality of the teaching and learning. The issue of quality control faces gaps in having no holistic

internal and external approach to quality through ensuring proper inputs, process, output and outcomes to attain prescribed standards for complete customer satisfaction. Quality Assurance at the Faculty of Law faced gaps including; increased levels of academic fraud and unethical behaviors, issuing of fake credentials, accreditation of private institutions and poor governance of NCH|E among others that have created impacts on the quality of the teaching and learning process.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, the study population, sample size, sample techniques and procedures, data collection methods and instruments, validity and reliability, data analysis, measurement of variables, and ethical considerations.

3.2 Research Design

This study adopted a descriptive-survey design to enable the researcher to obtain information on the current status of the variables and avoid manipulation. The design helped to fuse both qualitative and qualitative as a means to reconstruct “what is” of a topic, it answers the five basic W questions: who, what, why, when, where … and a sixth: so what. It helped to describe variables

rather than to test a predicted relationship between variables (Cresswell, 1994). In addition, the methods were used for purposes of drawing valid conclusions using visual aids such as graphs, tables and charts. The survey design enabled respondents to answer questions administered through interviews or questionnaires so as to describe the responses given. It was used to assess thoughts, opinions, and feelings for reliability and validity (Zechmeister & Jeanne, 2011).

In addition, the study used a combination of quantitative and qualitative approaches. Quantitative approach assisted the researcher to collect numerical data that was used to explain, describe, understand, analyze, predict and control the phenomenon of interest. It also allowed the researcher to numerically present the views of respondents towards certain variables and hence used to draw statistical conclusions (Balsley, 1970). While qualitative data was used to capture respondents' views, opinions, feelings, perceptions, and other subjective variables. Qualitative data provides a rich, detailed picture to be built up about why people act in certain ways, and their feelings about these actions (Amin, 2005).

3.3 Study Population

According to Mugenda & Mugenda (1999) and Sekaran (2003), population refers to the entire set of individuals, events or objects with "common" observable characters from which generalizations of the study are made. The total population of study in the Faculty of Law at CUU was 376 divided as; 186 students, 12 academic staff, 3 administrators (The Dean, QA officer and HoD).

3.4 Sample Size

A sample is a subset of the study population (Sekaran, 2003). The table below shows the population from which the samples were drawn. Student respondents were selected because they are the beneficiaries of the higher education being taught to them in hope of transforming their perceptions and the way they go about applying the acquired knowledge and skills to stimulate economic development in their respective societies and face real world challenges. The academic staff, Dean, QA officer and HoD were selected because they had key information about the subject and allowed for probing.

Sample Size

Category	**Population**	**Sample**	**Sampling Technique**
Students	361	186	Simple Random Sampling
Academic Staff	12	12	Purposive Sampling
Dean	1	1	Purposive Sampling
QA Officer	1	1	Purposive Sampling
HoD	1	1	Purposive Sampling
Total	**376**	**201**	

Source: Primary Data

Table 2.1: Sample Size

Due to the limited time and resources, a sample size of 201 was chosen from the study population of 376 basing on the table by Krejcie & Morgan (1970), cited in Amin (2005). These were divided as students (186), academic staff (12), Dean, HoD and QA officer. This study used simple random sampling for selecting the students, while purposive sampling method was used to select the academic staff, administrators (Dean, HoD, and QA officer/expert) to allow for probing.

3.5 Sampling Techniques and Procedures

3.5.1 Simple Random Sampling

This method was used because it ensures a high degree of representation of the whole population and has no bias, gives all respondents a chance to be selected, it allows in-depth analysis. This method was used to collect data from the students' representatives across all strata since they were many that is, 1st to 4th year undergraduate students using the probability sampling. Non-probability sampling was used for the academic staff and the administrators (HoD, Dean and the Quality Assurance Officer). These sampling techniques save time, cost, limit errors, and are a representative of all categories. After numbering all elements in a sampling frame, the researcher used a list of random numbers to decide which elements to select.

3.4.2 Purposive Sampling

This was used purposely for collecting data from the 12 academic staff, 03 administrators including the dean, QA officer and HoD through in-depth interviews. This technique was used for its strength for probing respondents with key information, reading actions and expressions.

3.6 Data Collection Methods

The study adopted three methods of data collection;

3.6.1 Self–administered questionnaire (SAQs)

These were designed objective by objective (Mugenda & Mugenda, 1999) for student respondents. The questionnaire was easy to administer, saved time and allowed for doubts to be clarified on spot from many respondents (Sekaran, 2003).

3.6.2 Key informant interviews

The interview method was used to collect data from the academic staff and administrators since this category of respondents had few respondents. The interview method was suitable for the study because it enabled the researchers to probing more and even read actions and expressions of these respondents.

3.6.3 Documentary review

The documentary review method was used to obtain information related to the study from a variety of written materials from scholars, policy makers and others. This method helped the researcher to establish facts, current trends, relationships, critics, gaps, and how the study would cover the gaps in addressing the challenges facing the quality of the teaching and learning process in higher education around the world.

3.7 Data Collection Instruments

Data was collected using SAQs designed logically with relevancy to the study objectives, questions, and variables for the categories of student respondents. This is the most appropriate in a survey that involved a large number of respondents (Amin, 2005). The interview guide was used for collecting data from the academic staff, QA officer, and administrators since they are few and can be easily probed while the review of necessary documents about the variables was done as well for identify the current trends, challenges and gaps in HEIs around the world.

3.7.1 Questionnaires

A total of 186 SAQs close-ended, with one section that had open-ended items was designed for student respondents to test their perceptions using a five-point likert scale and give additional

information or express their mind openly where necessary in the open-ended section. The questionnaires were designed in line with the study objectives (See Appendix A).

3.7.2 Interview Guide

This tool had guiding questions that the researcher administered on key respondents face to face. This allowed for probing since they were few and all easily accessible. The target of respondents was the academic staff whose questions were designed from research objective one; on management strategy and objective two; on tools and educational facilities. The questions for the QA officer, dean and HoD were generated from all the four research specific objectives. The questions were structured objective by objective. The researcher took notes in the interview process and used them for analysis and drawing valid conclusions (See Appendix B and C)

3.7.3 Documentary Review Guide

Different documents were used to reviewed literature on the determinants of the quality of the teaching and learning process, the role of the NCHE and related literature for example the state of higher education in Uganda (2004; 2005; 2006), Quality Assurance Framework for Universities and the Licensing Procedures for Higher Education Institution (NCHE, 2008) among others. Other relevant documents included; governmental documents, reports, dissertations, library books, the Internet, newspapers, NCHE reports and books, on University quality for example the report of the visitation committee (2007), the National Development Plan, Ministry of Education Sector Strategic Plan (2004/2015) among others (See Appendix D)

3.8 Validity and Reliability

3.8.1 Validity

The questionnaires were pre-tested by making corrections and modification as per comments by my UMI supervisors to ensure validity and relevancy of the study. In addition, expert judgment among my peers which is effective for survey tools were used (Gay & Airasian, 2003). Pre-testing of the instruments was necessary to reduce ambiguity, ensure proper editing, wording, and good measurement (Sekaran, 2003). The formula that was used to compute the Content Validity Index (CVI) is

$$CVI = \frac{\text{Number of Questions Declared Valid in the Questionnaires}}{\text{Total Numbers of Questions}}$$

If the CVI obtained is 0.7 or above, then the study instrument is valid (Amin, 2005). The CVI for the questionnaire instrument was 0.813, which was considered valid as per Amin (ibid).

3.8.2 Reliability

In this study, Cronbach Co-efficient Alpha was used to measure the reliability of the questionnaire. To get the reliability, the data was entered in the computer and analyzed using SPSS version 18.0 which provided for a Cronbach Co-efficient Alpha test for reliability as 0. 759. According to Amin (2005), as long as the Co-efficient Alpha is above 0.7, then it is reliable.

3.9 Data Collection Procedures

After successfully defending the proposal, the researcher obtained a letter of introduction from UMI allowing him to collect the data. Upon establishing the validity and reliability of instruments to be used, the researcher presented the letter to the Faculty of law at Cavendish University management to seek permission from the authorities to be allowed to collect data. Data collection, processing and analysis were undertaken by the researcher himself.

3.10 Data Analysis

Data collected from the field was first sorted, edited, coded and entered into the computer using the SPSS package version 18.0. This package helped the researcher to present data by generating tables, graphics, charts and frequency tables. SPSS package version 18.0 also helped the researcher generate descriptive statistics such as means and standard deviations.

Quantitative data was analyzed by reporting of summary results in numerical terms and was presented using a percentage distribution technique but maintaining a specified degree of confidence (Creswell, 1993). The study used Pearson correlation and regression analysis to test the hypotheses of the study. On the other hand, qualitative data was analyzed in form of texts and direct quotations. This was intended to allow the reader to make their opinions freely without any bias (Bell, 1993).

3.11 Measurement of Variables

A five point likert scale of strongly agree, agree, neither agree nor disagree, disagree and strongly disagree was used. The study used a nominal scale where the numbers or letters are assigned to objects to serve as labels for identification or classification. The ordinal scale was used to include the characteristics of the nominal scale plus an indicator of order by weighting from the highest of 5 (strongly agree) and lowest of 1 (strongly disagree). The use of the nominal scale shows a statement of "greater than" or "less than" without stating how much greater or less.

3.12 Ethical Considerations

The researcher maintained a high level of confidentiality by coding questionnaires rather than use respondents' names and using the findings only for the purposes of the study (Gay & Airasian, 2003).

Other ethical issues that the research considered included; seeking the consent and permission of the respondents before data collection to avoid any kind of harm to both the researcher and the respondents, being open, accountable, responsible, avoiding conflict of interest, responsibilities, honesty, objectivity, integrity, carefulness, privacy and confidentiality. The dissemination of the research to respondents is a must, avoiding duplication, not being deceitful are some but a few of what constituted the ethics of this research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is composed of the data presentation, analysis and interpretation of the study. The presentation of the results was done in line with the study objectives. The information in this chapter is presented in table form, pie charts, and graphs to present the quantitative data while qualitative data was simple thematically described. The grand totals in this study do not necessary add up to 100% of the total respondents in all cases due to missing scores.

4.2 Response rate

Table 1 showing response rate

Tool	Given out		Returned		Uncollected		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Questionnaires	186	100	186	100	0	0	186	100
Interview Tool	15	100	15	100	0	0	15	100

Source: Primary data

The above table shows that 100% of respondents were targeted for the study. However, at least over 95% responded to all the questions in the SAQs and the interviews at the Faculty of Law since the study was conducted during the semester and not in holidays.

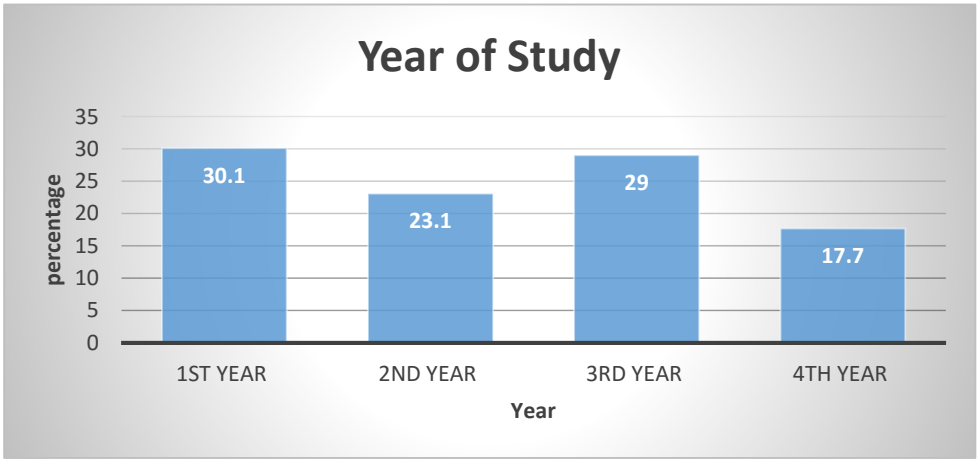
4.3. Description of Respondents' Background Information

This section is concerned with the description of the background information for both the academic staff and the student respondents. Collecting information on the background of the respondents was necessary because it relates much with the respondents' ability to give adequate information on the determinants of the quality of the teaching and learning process in the Faculty of Law at this university. The characteristics of the respondents are presented below;

4.3.1. Student Respondents

For the student respondents, the background information was concerned with; year of study, gender, and the highest qualification before joining Cavendish University.

4.3.1.1 Year of Study



Source: Primary Data

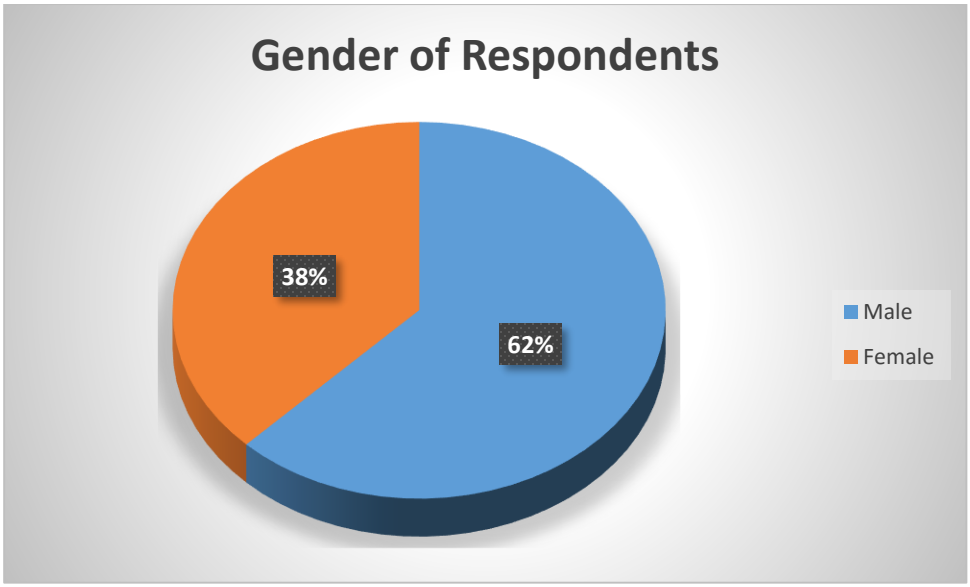
Graph 1: Showing the Year of Study

The above graph shows the year of study of respondents. It shows that the majority of (56 or 30.1%) of the respondents were in first (1st year), followed by (54 or 29.0%), then (43 or 23.1%),

and (33 or 17.7%) in that order respectively. This implies that many students were enrolling for the program at all levels including; at certificate, undergraduate and post graduate levels. However, the percentages of the 2nd to 4th year students were not so far from the 1st years'. This implies that the Law Faculty has had a steady growth since its inception 6 years back (2008). Therefore, the issue of the quality of the teaching and learning process cannot be avoided in this Faculty. This is conclusive enough since respondents were got form all the years as a representative of all views.

4.3.1.2 Students Respondents by Gender

Student respondents were asked to indicate their gender. This was intended to ensure proportionate representation in the study of both the male and the female students in the Faculty of Law in CUU. Male respondents composed of 116 or (62.3%) and female of 70 (37.6%). Data collected was thus presented in chart 1 below;



Source: Primary Source

Chart 1: Showing the Gender of Student Respondents

The above chart indicates that male students formed the majority of (116 or 62.3 %) of the respondents while the female were only 70 (37.6 %) as represented in chart 1. The fact that the majority (116 or 62.3 %) of the respondents were males is in indication of the fact that most students at the Faculty of Law are males which can be attributed to the cultural and traditional factors that deter females from pursuing higher education in most societies in Africa. Although there were some differences in the gender distribution, it can be concluded that both sexes were used in the study so as to attain reliability of the study.

4.3.1.3 Level of Students Qualification before joining Cavendish University

Highest Qualification	**Frequency**	**Percentage**
Degree Level	32	17.2
Diploma Level	55	29.5
Short Certificate Level	12	6.4
Advanced Level Certificate of Education	52	27.9
Ordinary Level Certificate of education	21 (Kenya and South Sudan)	11.2
Others not specified above	10	5.3
No entry	4	2.1
Total	186	100

Source: Primary Data

Table …… The highest qualification of students before joining CUU

The table above indicates that the majority of the respondents (55 or 29.5%) joined the Faculty of Law with the highest qualification of a diploma in various fields, followed by (52 or 27.9%) who

have advanced certificate of education ("A" level), who were mainly from Uganda and those countries with this level as the highest in secondary schools. These were followed by (32 or 17.3%) who had degrees in diverse fields which helped them to enroll for both undergraduate and master's degrees in Law.

However, (12 or 6.4%) had short certificates in different fields prior to joining the Faculty of Law to study law at diploma and degree levels; (21 or 11.2%) joined the Faculty of Law to offer a diploma and degree with a certificate of education (Ordinary level) who mainly came from Kenya and South Sudan where the highest level before joining any tertiary institutions is (Ordinary level) unlike in Uganda where it is (Advanced level). In addition, (10 or 5.3%) did not specify their highest qualification before joining the Faculty, and (4 or 2.1%) had not responded to this statement.

4.3.2 Academic Staff Respondents

Background description of the academic staff was conducted on gender, number of years taught at the Faculty of Law and level of academic qualification.

4.3.2.1 Gender of the Academic Staff

Gender	Frequency	Percentage
Male	8	66.6
Female	4	33.3
Total	12	100%

Source: Primary Data

Table…….Showing the Gender of Academic Staff

This table shows that the majority of the academic staff at the Faculty of Law were male represented by a frequency of 8 (66.6%) while female were represented by 4 (33.3%). This implies that the majority of the academic staff were male although both genders were represented. This means that both male and female academic staff had contributed to the quality of the teaching and learning process at the Faculty of Law.

4.3.2.2 Number of years taught at the Faculty of Law

Years	**Frequency**	**Percentage**
0-1	1	8.3
2-3	6	50
4-5	3	25
5+	2	16.6
Total	**12**	**100%**

Source: Primary Data

Table …….. Showing number of years taught at the Faculty of Law

The above table shows that the majority of the academic staff represented by the highest frequency of 6 (50%) had taught at Faculty for (2-3) years, followed by those with 3 (25%) with (4-5) years, then 2 (16.6%) with (5+) years and lastly 1 (8.3%) with (0-1) year. This implies that only 1 academic staff had more than 5 years experience in teaching at this Faculty he was a founder member of the Law program. While the rest (majority) of the academic staff had less than 5 years teaching experience at the Faculty. Although other academic staff had first taught in other Universities and accumulated more years of teaching experience, the management strategy, educational tools and facilities, the quality of the academic staff and NCHE policy at the Faculty/University was not exactly the same with where they came from before joining CUU hence affected the quality of the teaching and learning process.

This means that they had to adjust to the system of CUU which is affected by factors like; poor management strategy, inadequate tools and educational facilities, poor quality of the academic staff and poor NCHE policies on the teaching and learning process at the Faculty of Law.

4.3.2.3 Level of Academic Qualification

Academic Qualification	Frequency	Percentage
Bachelors	5	41.6
Post graduate Diploma	2	16.6
Masters Degree	5	41.6
Ph.D Level	0	0
Total	**12**	**100%**

Source: Primary Data

Table…….. Level of Academic Qualification

The above table indicates that the majority of the academic staff had the highest teaching qualification of bachelors in LLB and LLM both at a frequency of 5 (41.6%), followed by those with a post graduate diplomacy in law at 2 (16.6%) and no one had the minimum teaching requirement of a PhD. This means the minimum entry or recruitment level by the Faculty was an LLB and possession of some minimum level of experience, commitment and diligence. Things to do with research and publication were not highly considered as seriously affecting the quality of the teaching and learning process at the Faculty of Law. Most of the academic staff are former students of CUU, KIU and some are practicing lawyers who only can argue in courts.

4.3 Management strategy and the quality of the teaching and learning process

Using a five point likert scale of strongly agree to strongly disagree, student respondents were asked to rate the effectiveness of the management strategy and the quality of teaching and learning process at the Faculty of Law in CUU since they were many and this was the most effective way

of collecting data using SAQs. Table 4.3 below portrays the average student respondents' ratings, arrived at with the help of descriptive analysis; standard deviation.

4.3.1 Descriptive statistics for management strategy

N=186

Statement	Min	Max	Mean	Std. Deviation	Verbal Interpretation
I know the vision of this Faculty	1	5	3.73	1.306	Limited positive effect
The University oriented me when I had just joined for my study programme	1	5	4.04	1.321	Limited positive effect
Quality teaching and learning is highly valued at my Faculty of Law	1	5	4.05	1.127	Limited positive effect
The leadership gives me feedback on the quality of the teaching and learning process at the Faculty of Law.	1	5	3.55	1.206	Limited positive effect
The leadership in my faculty is composed of highly qualified, experienced and diligent people	1	5	3.89	1.161	Limited positive effect
The Faculty leadership sets clear indicators on the quality of the teaching and learning process at the Faculty of Law	1	5	3.83	1.123	Limited positive effect
My Faculty Dean supports me to get quality of the teaching and learning in and out of class	1	5	3.76	1.323	Limited positive effect
The Faculty of Law often involves me in planning for the quality of teaching and learning processes	1	5	3.24	1.407	No effect
There is effective communication between me and the university about the quality of the teaching and learning process in the Faculty of Law	1	5	3.25	1.409	No effect

Source: Primary Data

Table ……: The effectiveness ratings of management strategy by respondents.

Descriptive analysis revealed that the respondents perceived all factors that affect management as having a limited effect on the quality of the teaching and learning process at the Faculty of Law as seen in the table……above. Possibly, the reason for this rating includes among others; lack of planning for change as a cyclic process of action, and fact-gathering, top management is not in full control of University affairs and also influenced by social, political, and economic forces present in the society that affects policy formulation of the quality of the teaching and learning process. Further, top management is composed of low qualified people with very little or no experience in institutional management, and lack of clear policies, poor involvement of all staff in participatory planning for quality issues, lack of periodic student evaluation of their lecturers; lack of peer-review and poor feedback and communication all contributed to the ratings and can affect the quality the teaching and learning process.

Only two factors that is; The Faculty of Law often involves me in planning for the quality of teaching and learning processes and There is effective communication between me and the university about the quality of the teaching and learning process in the Faculty of Law were rated as having no effect on the quality of the teaching and learning process. Possible the lack of staff involvement in planning for quality was due to factors like; unclear goals, cultural diversity, unprofessional behavior of some administrative staff, poor leadership and management, increased amount of employee turnover, high amounts of call outs, poor customer service skills, diminished productivity and the lack of focus of the Faculty.

Poor communication at the Faculty was due to factors like; low qualified academic staff, less experience, less diligent and poorly committed to academics, lacks of a clear communication

strategy and department for internally and externally communication, among others affected the quality of the teaching and learning process. Others are; the Faculty does not create enough time to meet students for face to face interactions; lack of email etiquette; poor relations between employees and unfriendly work atmosphere including lack of adequate space and collaborations among others lead to inefficient and ineffective highly contributed to poor quality of the teaching and learning process at the Faculty of Law.

Further, the study investigated the reason why the student respondents had chosen Cavendish University to study Law and the responses were as seen below in table……

Reason	**Frequency**	**Rank**
Quality of service	182	3.5
Affordable costs of programmes	158	9
Short duration of study	183	2
Flexible learning programmes	182	3.5
British Education	184	1
Good location,	179	6
Good vision	121	14
Good leadership and Governance	149	10
Adequate space	126	13
Easy to get a degree/graduate	180	5
Attractive building	178	7
Effective communication	140	12
Good lecturer-student relations	145	11
Cultural diversity	168	8

Source: Primary Data

Table…….: Showing the reasons for choosing CUU

Results from the table above indicated that the desire to have some form of British oriented Education had propelled many of the students to join the University, as shared by 184 respondents ranking first. The second highly ranked reason was the short duration (two years) of study, by 183

respondents, while 182 and 180 students indicated quality of service and flexible learning programmes and the ease of getting degrees, respectively.

Data collected from the academic staff through interviews indicated that management strategy enhanced by vision, leadership, and governance in the study is not well shared and communicated to all staff due to poor communication and lack of a participatory approach to planning for quality issues at the Faculty of Law. The vision is the direction of the Faculty and guiding tool that helps to manage change. According to the Dean Faculty of Law;

> The vision of the Faculty of Law is to become the Harvard University of Africa, since Harvard produces one of the best lawyers in the world and its Law School serves as a role model internationally. Following this vision will help the Faculty produce lawyers who can be competent and competitive to deliver at the international level.

This statement from the Faculty Dean shows that the Faculty of Law is committed to producing the best lawyers around the world since they attached their vision to Harvard University, a world class university. This implies that they valued the quality of the teaching and learning process at the Faculty of Law but had a poor management strategy to implement quality issues both internally and externally.

In addition, the interviews indicated that leadership at the Faculty of Law was generally responsive to the quality of the teaching and learning process. However, many gaps failed its attainment among others; quality problems identified at the beginning of the semester were handled at the end of the semester not immediately. Some academic staff said that the leadership was both proactive and reactive depending on the issue at hand. Some issues that come without warning or are unexpected, confrontational, abrupt are handled in a reactive than proactive manner. They however supported that being proactive is better than being reactive because it helped the Faculty plan,

forecast, coordinate, control, budget, staff, and reporting on quality issues that may arise abruptly. This implies that feedback on the quality of the teaching and learning process is less effective although communicated through channels like; workshops and seminars, meetings, notice boards, emails and face to face interactions among others only after quality issues arise.

It was further noted that there was a challenge of short semester duration of about (12-14 weeks), and very short holiday time of about (1-3 weeks) which can negatively affect the quality of teaching and learning processes.

The academic staff also argued that management strategy had not established proper channels of communication which is a key factor in any institution. This was challenged by factors like; poor and unclear communication plan and department that handle internal and external communication. This implies that communication was noised hence lacked coherence and coordination of the entire university, something that deters continuous improvement of the quality of the teaching and learning process.

In addition, the University had no accommodation for foreign students both those who study Law and other courses. Some of them have to travel long distances, rent in risky slums, share rooms and rent hotels expensively which all create very less conducive environment for studying. This implies that the management strategy has not considered issues of safety off campus as their responsibility. The academic staff complained that students are forced to rent in noise polluted areas which are risky hence loosing concentration on their studies.

The academic staff also argued that the Faculty lacked proper mechanism for quality control and empowerment of the quality assurance policy and system. According to the faculty Quality Assurance Officer;

> The quality assurance committee at the Faculty must monitor and evaluate this policy to ensure the quality of the teaching and learning process. This would close policy gaps every semester, ensure periodic training of staff members and instill a culture of having board of studies' meetings every start of semester for the attainment of quality measures.

He further lamented;

> This University generally encourages all the academic staff to use the Blooms' Taxanomy models and methods in the process of the teaching and learning since it presents one of the best methods of higher education training and development. It is our weapon of defense for quality.

The Faculty also has a seven (7) member team in charge of quality assurance established to ensure that among others, the quality of the teaching and learning process is achieved and maintained. According to the Faculty Quality Assurance officer;

> We have a well-established quality assurance committee at the Faculty level with composed of seven members. I am the head of this committee but also a member of the University quality assurance team. I ensure that issues concerning quality are well-implemented in the Faculty. My concern is on many quality issues but mainly I mind about the quality of the teaching and learning process. This is one of the things that can failure any Faculty. In fact, it is a requirement by the NCHE.

This shows that the quality assurance committee was existent at the Faculty level but was not operational to affect the quality of the teaching and learning process. Generally, the models, methods and procedures in place to ensure the quality of the teaching and learning process at the Faculty included class observation, having a disciplinary committee, a committee to regulate examinations under the examination officers before they are sent to the United Kingdom for further approval ensuring quality.

The implication is that while there is a quality assurance committee at the Faculty level, it is not fully operational proving the ineffectiveness and inefficiency of NCHE policies on regulation of

quality mechanism in HEIs in Uganda under its mandate. Although the NCHE has not accredited the Law program at CUU due to issues like; poor management strategy, tools and educational, the quality of the academic staff among others, the program is running with the consent of the NCHE. According to one academic staff;

> The NCHE has sometimes been helpful in advising the University and Faculty towards accreditation of the law degree. Every year the NCHE cross checks on the quality assurance policy of the University and also trains some officials normally every June and July of every year.

The Faculty of Law does not hand in any reports to NCHE, but hands in to the Law Council, however, the University hands periodic reports to the NCHE. The two reports from the Law Faculty to Law Council and the University to NCHE are handed in every October aimed at providing feedback on how best to address gaps that may have risen during the year and find ways of making adjustments for improvements of the quality of the teaching and learning.

According to the Dean Faculty of Law:

> I once got feedback from the Law Council in 2013. We as a |Faculty were advised to encourage all our Law students to change their dressing to formal. In addition, I also got another feedback that, our law programmes should move from normal to specialized programmes. For example, have many specialized courses in forensic sciences and investigation, or Law of taxation which are more relevant to development of poor states today.

The fact that the Faculty of Law does not hand in periodic reports to the NCHE but to the Law Council shows that the quality of teaching and learning process is not well monitored and evaluated given that the Council has no mandate to do so. This gives the freedom to the Faculty to design and teach programmes as they wish, something that may compromise the quality of the teaching and learning process.

According to the data collected from the academic staff, the University and the Faculty at large lacks a clear academic staff policy on recruitment policy, promotion, staff training, development and dismissal, which is against the NCHE policies of operating a University in Uganda. The University and Faculty recruits, promotes and dismisses at will. All promotions are done by the Deputy Vice Chancellor (DVC) at the University level, proving that there is no clear and well-established policy on recruitment, promotions, demotions and termination of contract. The power to hire and fire lies with the DVC as one respondent stated below by one respondent:

> I have worked in this University from when it was established and I was one of those who started the Law faculty. But the power to hire and fire lies with the DVC. I have seen many people promoted, some demoted and fired just like that. Then as you are still in shock, new, members of staff come in without any formal interviews. When the DVC calls you, you know it is either good or bad news. It is a little scary and puts you under so much pressure. Worse still he has spies all around the University who report staff on anything right or wrong. The next thing you get is an email without any clear investigations on the allegations. Our money is cut off every month by a big percentage, our National Social Security Fund is not promptly paid, our hours are cut and yet your contract reads a different salary from what goes on your account. But we fear to complain. It may easily lead to a suck if you are unlucky. This is a very big challenge but I need this job.

This implies that there is no job security which kills the academic staff motivation and can in turn affect the quality of education services. Furthermore, respondents argued that there is no existent appeals committee that handles conflicts that may arise from recruitment, promotional, training, development and termination discontents or dissatisfaction at both the Faculty and University level. This creates fear, lack of commitment and trust among workers.

It was further noted that CUU has registered increasing enrolment of students due to its offering of British Education. However, the overwhelming enrollment rates are mostly likely to negatively impact or compromise the quality of teaching and learning process given the high (63,000) current numbers at the University as a whole, in just 6 years.

4.3.2 The correlation between management strategy and the quality of teaching and learning processes in Faculty of Law at CUU

From the beginning, the researcher set out to investigate the effect of the management strategy on the quality of teaching and learning process in the Faculty of Law at CUU. To verify this, a null hypothesis was derived as: Ho: The management strategy has no significant effect on the quality of teaching and learning at the Faculty of Law in Cavendish University. While the alternate hypothesis as: Ha: The management strategy has a significant effect on the quality of teaching and learning process at the Faculty of Law in Cavendish University'. To test the hypothesis, the researcher used the response of strongly agree, agree, either agree or disagree, disagree and strongly disagree as 5 to 1 on the student respondents using a SAQ as below;

		Management Strategy	**Quality of teaching and learning**
Management Strategy	Pearson Correlation	1	-0.472
	Sig. (2-tailed)		0.200
Quality of teaching and learning	Pearson Correlation	-0.472	1
	Sig. (2-tailed)	0.200	

Source: Primary Data

Table……..: The correlation between management strategy and the quality of teaching and learning processes in Faculty of Law, Cavendish University in Uganda

The above table shows that there was no significant effect of the management strategy on the quality of the teaching and learning process since the p value, (0.20) was notably greater than the

level of significance. The correlation coefficient was (-0.472) which indicated a negative association between management strategy and quality of teaching and learning process in the table above. This means that the management strategy used in CUU negatively impacts on the quality of teaching and learning at the Faculty of Law. This implies that the more this current management strategy is employed, the worse will be the quality of teaching and learning process.

4.4 Educational tools and facilities and the quality of teaching and learning process

Educational tools and facilities was measured by testing the perception of the student respondents on a five (5) Likert scale ranging from strongly agree to strongly disagree represented by 5, strongly agree, 4 agree, 3 either agree or disagree, disagree and 1 strongly disagree as seen in table 4.5.

4.4.1 Descriptive statistics on tools and educational facilities by respondents

N=186

		Min	Max	Mean	Std. Deviation	Verbal interpretation
At any one time, the computer : student ratio in my university is within the acceptable range of 1 computer per 20 students		1	5	3.09	1.375	No effect
The students and lectures share computers in my university		1	5	2.73	1.502	No effect
All the computers are connected to the Internet for quality the teaching and learning process		1	5	3.46	1.388	No effect
The Internet is fast, stable and easily accessible to facilitate my quality of the teaching and learning process process		1	5	3.18	1.410	No effect
The use of ICT equips me with practical knowledge and skills during the teaching and learning process in at my faculty		1	5	3.51	1.373	Limited positive effect
All my lecturers have good computer skills demonstrated during the teaching and learning process in class		1	5	3.60	1.300	Limited positive effect
I was taught to use a computer to aid my teaching and learning process at the Faculty of Law		1	5	3.51	1.444	Limited positive effect
The university library is well equipped with the books needed for my study		1	5	2.72	1.365	No effect
The student : book ratio meets the standard of 1 student per 40 books		1	5	2.77	1.349	No effect
The library in my university has no books that I need for my course of study		1	5	3.56	1.456	Limited positive effect
The librarians have professionalism in helping me acquire the books I need		1	5	3.20	1.392	No effect
The Internet has helped me study even out of the classroom at the Faculty of Law		1	5	3.71	1.423	Limited positive effect

Source: Primary Data

Table ……: Descriptive statistics on tools and educational facilities by respondents

The above table indicates that 12 latent aspects of tools and educational facilities that are likely to affect the quality of the teaching and learning process in Faculty of Law in CUU. In this case,

most of the responses registered mean values of more than 3, indicating agreement. However, there were some cases where respondents indicated disagreement, for instance, majority disagreed to the statement that; The students and lectures share computers in my University; The library is well equipped and that; The available books meet the ratio of 1:40, with mean values of 2.73; 2.72 and 2.77, respectively.

The general opinions on the tools and education facilities in ensuring the quality of teaching and learning process was far lacking at the Faculty of Law. Respondents further noted that some lecturers cannot use educational tools and facilities, poor lecturer-student relations in and out of class and long lectures time of 2.5 hours among others resulting into no significant effect on the quality of teaching and learning.

4.4.2 Frequency of Student responses about tools and educational facilities

Reason	Frequency	Rank
Research	120	5
Teaching and learning	90	6
Communication	179	3
Access of law reports/cases/related materials	147	4
Typesetting	181	2
Easy access to information	185	1

Source: Primary data

Table,,,,,,; Frequency of Student responses about tools and educational facilities

Conversely, in an unstructured question, students respondents were asked in what ways the Internet, library books and computers help in achieving quality teaching and learning processes revealed that the rankings were in ascending from 1-6 as easy access to information, typesetting, communication, access of law reports/cases/related materials, research and teaching and learning process in that order as ranked in the table above. The above responses and feedback from the

students may imply that tools and education facilities of the University are highly relevant towards the quality teaching and learning processes

Data collected from the academic staff through interviews indicates that the majority of academic staff was in line with student respondents that the Faculty and University at large had inadequate facilities like computers, library books, to Internet. However, data from both students and the academic staff indicated that issues like; inadequate space, furniture, toilet facilities, reading materials, computers, library books, unstable and slow internet also affected the quality of the teaching and learning process (Visitation Committee, 2007). According one academic staff for example;

> The facilities in this Faculty of Law and University at large are lacking. The internet is so slow, at times toilets smell and pollute the classrooms causing discomfort to both the lecturers and the students. Then when you go to the library, you find no books, and some of the classes have no proper ventilation and the computers are also inadequate for students in the computer laboratory which affect quality of the teaching and learning.

The implication is that the Faculty of Law lacks and the entire University lacked adequate tools and educational facilities that is; computers, library books and stable Internet that highly impacts on the quality of the teaching and learning process. Some academic staff were using their personal computers and modern for Internet if they had to committee to the quality of teaching and learning processes. According to one academic staff;

> I was forced to buy my own computer since the Faculty does not give computers to the academic staff. I also bought my own modern for so as to access the Internet which I pay for monthly simple because the Internet at the Faculty and University at large is very unstable, slow and frustrating to use. Yet I need to access reading and teaching materials. The Faculty expects you to have your own computer, books and the Internet for doing Faculty and University work as a must. This affects the quality of the teaching and learning process and deters self development of knowledge and skills.

Another academic staff reasoned;

> This law Faculty lacks a library and yet it is one of the essential facilities that have failed the Faculty to be accredited by NCHE. Its graduates are not admitted at Law Development Center. The main University library has inadequate reading materials for Law students in both electronic and hard copies. The Internet is also very unstable and many times off, what do you expect in terms of quality then?

Another academic staff commented;

> The librarians did not have any ideal of Law books and other related materials. It took them a lot of time to get you what you wanted although they are professionals. But you cannot blame them. They are not lawyers. That is why the Faculty must have its own Library to make it easy for the students and lecturers to find books of their choice at any time.

The personal responses from the field implies that the faculty and the university at large have not invested in digitalized library for accessing e-reading materials in today's technological world, it's one of the requirements to manage change and the quality of teaching and learning processes. The computer-students ratio falls far below the NCHE requirement of 1 computer per 20 students and the faculty lacking a library causes students to miss out on certain essential text books and materials for law.

The Dean, HoD and Quality Assurance Officer, agree that the adequate tools and educational facilities can greatly changed the traditional student-lecturer roles both in and out of class for better quality of the teaching and learning process. The academic staff also added that access to computers connected to the Internet is useful for coordinating long distance students, research, and exposure to a vast ray of easy and accessible material, self-teaching and learning process by both students and lectures. The problem was poor access to computers, library books, slow and very unreliable Internet. The University has wireless internet that is always off and on. This prompted students and the academic staff to had to buy their own Internet facilities, some use their personal

phones to access Internet for research and others which affects the quality of the teaching and learning process at the Faculty of Law.

Further, the fact that the Faculty lacks its own library worsens coupled with inadequate Internet connection. Students and the academic staff from the Faculty have to use the main University library which is also ill-equipped with books and Law related materials in both hard and electronic copies hence killing the reading culture for students and the academic staff, research ability, quality of the teaching and learning process. Worse still, the ratio of books to students falls far below one book for every 40 students, as recommended by NCHE. According to the Dean Faculty of Law;

> The Law degree has not yet been accredited by the NCHE due some technicalities mainly relating to educational tools and facilities. Among them, the lack of a law Faculty and yet the University library lacks adequate books in both hard and electronic copies and inadequacy of ICT facilities that all fall below the NCHE requirements. That is why our students are not admitted at the Law Development Center (LDC).

The data collected from all the respondents clearly shows that the Faculty lacks its own library and at the same time the University lacks adequate computers, books and has poor access to the Internet. This implies that CUU and the Faculty of Law have not adequately invested in the tools and educational facilities for the improvement of the quality of the teaching and learning process.

4.4.2 The effect of tools and educational facilities on the quality of teaching and learning process

The researcher assessed the effect of tools and educational facilities on the quality of the teaching and learning process. Therefore a null hypothesis was established as: Ho: The tools and educational facilities have no significant effect on the quality of the teaching and learning process in the Faculty of Law at Cavendish University Uganda while Ha: The tools and educational

facilities have a significant effect on the quality of the teaching and learning process in the Faculty of Law at Cavendish University Uganda. The hypothesis test was established using the Pearson correlation coefficient to determine the direction of the effect as shown in table 4.6.1 below.

4.4.3 Effect of tools and educational facilities on the quality of teaching and learning process

		Educational tools and Facilities	**Quality of teaching and learning process**
Educational tools and facilities	Pearson Correlation	1	0.266
	Sig. (2-tailed)		0.429
Quality of teaching and learning process	Pearson Correlation	0.266	1
	Sig. (2-tailed)	0.429	

Source: Primary data

Table 4.6.1: Effect of tools and educational facilities on the quality of teaching and learning process

Apparently no significant effect exists between the tools and educational facilities and the quality of teaching and learning process since the p value, 0.429 is greater than the level of significance. The correlation coefficient (0.266) is considered to be very weak implying that the tools and educational facilities have a weak effect on the quality of the teaching and learning process. Therefore the tools and educational facilities have a weak and insignificant positive effect on the quality of the teaching and learning, implying that there are other factors that account for the quality of teaching and learning that should be examined.

4.4 The quality of academic staff and quality of teaching and learning processes at the Faculty of Law at Cavendish University in Uganda.

Perceptions on the quality of academic staff were measured on a five (5) Likert scale represented by 5, strongly agree, 4 agree, 3 either agree or disagree, 2 disagree and 1 strongly disagree.

4.4.1 Effectiveness ratings on the quality of academic staff by respondents

n = 186

Statement	Min	Max	Mean	Std. Deviation	Verbal interpretation
My lecturers are given training and development by the University to improve their quality of the teaching and learning process at the Faculty of Law	1	5	2.59	1.367	No effect
My University has a number and percentage of visiting professors that are brought to improve the quality of the teaching and learning process at the Faculty of Law	1	5	2.53	1.441	No effect
My lecturers have good communication and interpersonal skills while in or out of class	1	5	4.1	1.15	Limited positive effect
My lecturers continuously seek to improve their teaching in my class	1	5	3.87	1.178	Limited positive effect
My lectures use ICT facilities in class to ensure quality teaching and learning process	1	5	3.58	1.329	Limited positive effect
My Faculty has an adequate size of the workforce to promote quality teaching and learning process with in the ration of 1: 20 per class	1	5	3.41	1.526	Limited positive effect
My lecturers have a high level of commitment to the quality of the teaching and learning processes at the Faculty of Law	1	5	4.09	1.27	Limited positive effect

Source: Primary data

Table 4.7: Effectiveness ratings of management strategy by respondents

The table above indicates the statements used to test perceptions for which most student respondents indicated agreement based on the verbal interpretation which shows limited positive effect since the mean value was above 3. However, the statements that observed the mean scores

of 2.59 and 2.53 respectively indicated that most of the respondents disagreed. The implication is that not all the seven (7) statements used to test the quality of the academic staff were all strong to pass for the factors that can negatively affect the quality of the teaching and learning process in the Faculty of Law at CUU.

However, respondents argued that apart from the above factors poor content delivery from the academic staff could negatively affect the quality of the teaching and learning process especially with the poor content delivery by some lecturers manifested by reading notes directly from books and other sources in class during the lecture time, divergence from the main theme of the subject, repeating the same topic all through the semester, too many class assessments which were also unfriendly, use of hard English, a lot of unnecessary notes, poor time management and use of phones by lecturers' during class among others.

In another unstructured question posed to the respondents which required them to state any other comments that they have about the teaching and learning process at the Faculty, the responses had both positive and negative. Positively, they responded that some lecturers at the Law Faculty have professional teaching staff with experience since they were prominent lawyers in the country.

However, data collected from some student respondents negatively stated that most of the academic staff do not research and publish law works or any related subjects, unprofessional or unethical behavior, setting of a minimum standard of a Masters in Law (LLM) for anyone interested in lecturing at the faculty, staff training and development was not well done and poor communication between the academic staff and students, late returning of course assessment poor

time management, lack of flexibility in awarding marks among others. Other issues that student respondents clearly brought out that impacted greatly on the quality of teaching and learning processes among others include poorly structured course outlines/descriptors, discrimination of some students and picking phone calls during lecture time for a long time without asking for permission from students, noise pollution, harsh methods of demanding for tuition fees, mixing students of different cohorts (year/semester of study) in the same classroom, poor dressing by law students, among others.

Data collected from the academic staff through interviews indicates that the quality of the academic staff impacts on the quality of teaching and learning processes at the Faculty of Law. Responses from participates shows the quality of the academic staff enhanced by appointment, promotion, staff training and development. Responses showed that the highest qualification as a lecturer at the Faculty of Law at the time of study was a masters' degree in law (LLM). However, some lecturers' had a Bachelor's Degree in Law (LLB) from the same University while others are pursuing LLM at the same institution. Among these some had a legal diploma from the Law Development Center. A few had long experience in teaching at other Universities in the same field. However five (5) of the academic staff claimed they are pursuing their PhD.

In the opinion of the respondents in this category, it was relevant for the academic staff to have adequate teaching qualification, experience and diligence in teaching as a foundation of the learning process. A qualified lecturer with experience and diligence can easily impart knowledge to students in both their domain and related fields. They have been exposed enough, have skills and techniques for delivery, high level of competence, confidence in and out of class, they are more practical than theoretical, have ability to research and disseminate knowledge among others.

However, a few of the academic staff in the faculty argue that PhD, and experience are not very relevant. According to one academic staff;

> As long as one is a qualified lawyer and is committed to the quality of the teaching and learning process and does class preparation and research before any lecture, experience and the requirement of a minimum qualification of a PhD are not as important.

The minimum requirement of a PhD by the NCHE as a minimum teaching qualification was not implemented by the Faculty of Law. One of the academic staff members stated:

> No one has a PhD at the Faculty of Law; most lecturers are still very young, junior and inexperienced. They have just completed their Bachelor's degree in the same Faculty and some graduated from Kampala International University (KIU). Some are currently pursuing their Masters in Law at Cavendish on private basis so as to boost and upgrade. But they are diligent people committed to the quality of the teaching and learning processes because they pay attention to detail, equipped with knowledge and skills, presentable, and have developed study packs.

Another academic staff argued;

> The reason why the Faculty of Law does not have PhD holders' is because the university cannot afford to pay for people with such qualifications. So it simply hires qualified lawyers as lecturers as long as they have some experience and commitment to the quality of the teaching and learning process. This is one of the reasons why the Faculty is not yet accredited by NCHE and yet our graduates cannot be enrolled at Law Development Center. But some of our colleagues have about 10-20 years of experience in teaching and practice of Law, so I see no problem. What matters is if they can do research well in the subjects they teach.

From the views of the above respondents, it was noted that the minimum entry to teach at the Faculty of Law is a Bachelor's degree in Law from any University. The highest qualification for the academic staff at the Faculty was a master's degree. This implies that the University has not enrolled PhD holders since they may demand for high pay and less teaching hours. This shows that the majority of lecturers in this Faculty are trained lawyers from different Universities, some from CUU itself and there are no visiting professors. This in a way negatively affected the teaching and learning process as argued by the Faculty Dean;

> I once read a book by late Prof. Kakooza from Makerere University which title I do not recall but the message was that, lawyers are good at arguing, researching, and receiving information but not good at teaching at imparting knowledge and skills or giving information to students. They teach as if they are arguing in court. Unless they undergo an intensive special training on the teaching and learning processes, quality of the teaching and learning problems will always arise at this University and others elsewhere facing the same problem.

This shows that to some extent, the Faculty knows that the quality of the academic staff is lacking and many not deliver the required quality of the teaching and learning process since members are not recruited on the basis of qualification but experience, commitment and diligence in lecturing. As long as one is a lawyer they can get a job in this faculty. This is as result of lack of a clear policy on recruitment, promotion, and termination coupled with no appeals committee. According to one academic staff;

> My friend, you are talking of an appeals committee in this University? You must be joking. One female lecturer was fired in the month of May 2014 for failing to come and do central marking of examinations. Her defense was that she did not have transport. In this Faculty and University, some people who have been promoted do not even have master's degree but hold positions of responsibility. The issue of promotion in this Faculty and University at large is too political. You are not promoted on merit but strategically. For example no Dean in any of the faculties in this University has a PhD, some may not even have a Masters' degree. In fact, even those above the Deans. Some even studied from this very University.

In addition, one lecturer who was recent fired had this to say;

> I was fired and I wanted an explanation from the DVC, however, before I could have a face to face with him, I was told that he does not want to see me. This proves that there is no appeals committee.

This shows that the academic staff have no job security since the right to hire and fire lies with the DVC of the University. In addition, without an appeals committee the situation is worsened by irregular reporting of academic through informal channels something which crates fear and tension, lack of commitment, and builds a culture of disunity among the staff. That is why the faculty has failed to attract competent, experienced and qualified academic staff with PhD.

This is worsened by the absence of an operational Professional Academic Staff Association. Although some academic staff claimed that there is one called Cavendish Lectures Association which has never taken off due to some organizational politics. But they contended that it would be of important used to them for among others, bargaining, job security, accountability, transparency, handling grievances, unity, and welfare of academic among others and can improve the quality of the academic staff. However, even without any formal or recognized professional academic Staff, there is a high level of staff retention due to among others, good and timely pay, working conditions, good communication channels, unity and commitment of staff, staff are few, and good leadership. Many of the academic staff were happy about this rate of retention. One of them lamented;

> The Faculty highly retains its academic staff although they have big workloads and too much pressure. It has some of those lecturers who started with it in Wandegeya. It is mainly because of good and timely pay and good working conditions.

However, one other academic staff disagreed;

> Do you know how many people are terminated in this University per semester? Since I started teaching in this Faculty, I have not seen any one sucked. But at the University level, every semester 2-5 people are terminated with no clear warning and reason. But please, maintain the rule of confidentiality in research, do not quote me please.

These shows that an operational professional association would deter the irregular staff recruitment and termination create quality of academic staff committee to their work and job security.

The University has a quality assurance policy document used to enforce quality at the Faculty level through periodic monitoring and evaluation of organized PowerPoint notes for teaching, regulating examinations, class supervisions and observations, peer reviewing teaching schedules, course

outlines, level of time table management, and evaluation of the academic staff by both the administration and students periodically, clear communication channels, and time management in class among others which are also some of the clear indicators of the quality of teaching and learning process. Other methods of quality control include; orienting the lecturer, returning of course works and examination results on time, ask them to present course outlines and descriptors although these are communicated poorly.

Worse still, some academic staff lacked any computer skills and yet the computer and internet are a requirement at this faculty for daily teaching and learning processes. According to one of the academic staff interviewed,

> It is surprising that someone who claims to be a lecturer at University level can lack computer skills in this day and age of information and technology. The faculty has called upon those lecturers who cannot use are computer illiterate to enroll for short courses but some stubbornly have not. They feel its embossing yet they need these skills for improvement of their own selves and students. Some come to me for help on how to send emails or attach a document. It is a challenge that some of my colleagues cannot use computers. My son in primary six is actually better than some of them.

This shows that lack of educational tools and facilities at the faculty impacted on both the academic staff and the students in their teaching and learning processes. Out of the 12 members in the Faculty of Law, 8 could use ICT skills and 5 did not have ICT skills. However, these 5 were being trained under the department of short courses in the same University. The respondents in this category all agree that ICT is useful for in many aspects, among others sending and receiving coursework and other assignments like reading materials to distance learners, communication like sending examinations and results, teaching through conferencing and skyping, receiving emails from the

university and faculty management on any kind of communication. Therefore, training and development by the academic staff in the use of ICT is necessary.

This also shows that considering how quality was valued and measure through methods like class observation, examination results, periodic workshops, lecture delivery methods, and internships are not enough to attainment of quality of teaching and learning processes. Although the Dean Faculty of Law lamented:

> Our students have done very well at the firms we have sent them to do their internship in Uganda and other neighboring countries like South Sudan, Rwanda, Zambia, Kenya, Nigeria, Democratic Republic of Congo and others. They all scored above the minimum mark of 50%".

This means that the quality of the academic staff was measured by the outcomes of the students who are working in the different firms as interns or as permanent workers. The reports from such firms showed that the students/graduates are doing well at their respective work places.

The methods used to manage the teaching time at the Faculty of Law include; class inspection at the beginning of the lecture, logins to show time in and time out of the lecture and class leader's reports on the performance of academic staff among others. However, not all the lecturers manage the teaching time, some actually come late repeatedly despite warning by management. Further, the majority of the lecturers do not share their reading material. According to the dean in the Faculty of Law:

> Some lecturers are very selfish when it comes to sharing any reading and teaching material. For example when we swap some papers, or a new lecturer comes in, some lecturers do not share the course outlines, books and other reading materials. I think they are scared of others being better than them in the teaching and learning process. It is really a problem that we are handling slowly although some are still very rigid to change.

This shows that the academic staff organizes their own teaching and learning materials spending a lot of time, using their own computer, books and Internet. This may be the main reason why they develop poor attitude towards sharing teaching and learning materials while some are just lazy or have poor research ability. In addition, the academic staff at the faculty of Law did not engage in research and publication. They were only interested in teaching and getting paid at the end of the month. Only three (3) of them are in the process of completing some publications. This suggests that the academic staff did not adequately support the quality of teaching and learning processes a thing which defies the traditional roles of higher education.

Besides what was discussed in the interviews above, the lecturers thought the quality of the teaching and learning process can be improved at the Faculty of law by; upholding the highest standards of management strategy, invest in tools and education facilities, have clear and well-known policies on the academic staff recruitment, training and development, promotions and termination to give moral and confidence to staff.

4.4.2 The effect of the quality of academic staffs on the quality teaching and learning

The researcher set out to examine the effect of the quality of the academic staff on the quality of the teaching and learning process using the Pearson correlation coefficient and regression analysis since they are suitable for measuring the effect of such relations. In order to determine this effect, a null hypothesis was determined as: Ho: The quality of academic staff has no significant effect on the quality teaching and learning at Faculty of Law in Cavendish University. The alternative hypothesis as: Ha: The quality of academic staff has a significant effect on the quality teaching and learning at Faculty of Law in Cavendish University. Therefore a hypothesis test was done

establish the effect of the quality of academic staff on the quality the teaching and learning as shown in table below.

Effect of the quality of academic staffs on the quality teaching and learning process

		The Quality of academic staff	**Quality of teaching and learning**
The Quality of the academic staff	Pearson Correlation	1	0.956
	Sig. (2-tailed)		0.001
Quality of teaching and learning process	Pearson Correlation	0.956	1
	Sig. (2-tailed)	0.001	

Table,,,,,,,,,; Effect of the quality of academic staffs on the quality teaching and learning process

The findings from table 4.9 above showed that the quality of the academic staff has a highly significant effect on the quality teaching and learning since 0.001 is below the level of significance. The correlation coefficient is 0.956 which shows a very high positive effect. This implies that if the quality of teaching staff is improved, this can significantly improve the quality of teaching and learning process in Faculty of Law at CUU since the majority of teaching experiences have a lot to do with the quality of the teaching staff. It is true that a quality teacher equipped with all the necessary tools and education facilities coupled with a good management effect can improve the quality of the teaching and learning process. Therefore the quality of the academic staff has a high positive effect on the quality of the teaching and learning process. Since the quality of academic

the staff has a significant effect on the quality of the teaching and learning process, the researcher established the magnitude of the effect using regression analysis as presented in the table below.

4.4.3 Regression of quality of teaching and learning on the quality of academic staff

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.956	0.914	0.896	0.21500	0.914	52.858	1	5	0.001

Source: Primary data

Table 4.9.1 Effect of the quality of academic staff on the quality teaching and learning process

According to the findings in the table above, factors of the quality of the academic staff were regressed on the factors of the quality of the teaching and learning process. The factors studied under the quality of academic staff explained 89.6% of the quality of the teaching and learning process. This means that quality of academic staff can explain almost 90% of the variations in the quality of the teaching and learning process at Faculty of Law, CUU. Testing the hypothesis was done using the Pearson correlation coefficient and regression analysis since they are suitable for measuring the effect of such relations. The study shows that in order to improve the quality of the teaching and learning, Cavendish University should emphasize the quality of academic staff.

4.5 The effect of NCHE on the quality of teaching and learning at Faculty of Law in Cavendish Universities

4.5.1 Effectiveness ratings of NCHE policy by respondents

n = 186

Statement	Min	Max	Mean	Std. Deviation	Verbal interpretation
The National Council for Higher Education have adequate expertise and resources for monitoring and supervision of the quality of the teaching and learning process.	1	5	2.49	1.392	No effect
The National Council for Higher Education shows interest in monitoring and supervision of the quality of the teaching and learning processes in the Faculty of Law.	1	5	2.79	1.356	No effect
There is a clear NCHE policy on quality control that involves students fully in students' to ensure the quality of the teaching and learning processes instituted by the government and NCHE at the Faculty of Law.	1	5	2.58	1.364	No effect
There are external examiners who review quality control in this university to ensure the quality of the teaching and learning processes at the Faculty of Law.	1	5	2.47	1.304	No effect
The National Council for Higher Education considers transparency as a prioritized for quality control mechanism in the Faculty of Law to ensure the quality of the teaching and learning process.	1	5	2.87	1.410	No effect

There is an increasing level of academic fraud and unethical behaviors in acquiring academic credentials in the Faculty of Law at Cavendish University that affects quality assurance in the face of National Council for Higher Education policy	1	5	3.80	1.245	Limited positive effect

Source: Primary Data

Table 4.10: Shows the effectiveness ratings of NCHE policy by respondents

According to the above table, the student respondents rated 5 out of the 6 factors used to test the perception on the NCHE policy as having no effect on the quality of the teaching and learning process at the Faculty of Law showed that only one statement of; There is an increasing level of academic fraud and unethical behaviors in acquiring academic credentials in the Faculty of Law at Cavendish University that affects quality assurance in the face of National Council for Higher Education policy has a limited positive effect on the quality of the teaching and learning process. The above can be explained by the lack of periodic monitoring and supervision, quality control and quality assurance caused by poor communication, commitment, cooperation, corruption and lack of student involvement in planning for quality issues among others factors that negatively affect continuous improvement and best practices of quality mechanisms at the Faculty of Law. One academic staff respondent confirmed that;

> NCHE policies on ensuring the quality of the teaching and learning process is weakly implemented because the NCHE lacks expertise and other resources for inspections which has killed the interest in monitoring and supervision, lack of greater accountability, quality control, quality assurance, total quality management, quality development, the freedom of PHEIs to design their own courses and lack of literature on the quality of the teaching and learning process. In addition, there is lack of retention of national system on higher education (HE), lack of a vigorous and rigorous approach to enable the NCHE to carry out its statutory duty on quality assurance, not involving students' in quality issues, lack of transparency, the contradictory meanings of quality in higher education, the different methods for measuring quality in higher education.

The NCHE policy on compliance of the quality of the teaching and learning process at the Faculty of Law was weakly implemented in a globalised and competitive world. In addition, the Faculty of Law highly considers HE| to be a "commodity" that has to be purchased at any price which has deterioration of quality. This implies that the NCHE has not well ensured that the Faculty of Law has an internal and external quality assurance framework for quality assurance hence designing programs. Both the NCHE and the Faculty of Law clearly are aware that only profitable and easy to design programmes are being taught. This discourages both the students and the academic staff from studying the Law degree at all levels as they see it as a waste of time and money. This is also a risk to their future of the students.

Respondents also argued that the University has not implemented the issues of bringing external and examiners and visiting professors as a quality control measure and lack of accountability affect the quality of the teaching and learning process. One student responded was so bitter;

> The NCHE and Cavendish University connived to steal our money and make us futureless. Imagine the University was allowed by NCHE to advertise for a Law degree. We applied since we thought by advertising, the Faculty is accredited. It is half way our course of study that we realized that the Faculty is not yet accredited. But the NCHE has done nothing to help us students. Why does the NCHE allow them to even recruit more and more students' with poor tools and facilities like lack of a Faculty library if it is not part of this whole deal. NCHE has not helped us in any way.

This implies that NCHE is aware that the Faculty of Law is teaching courses that are not official accredited and has continued to look a side as the Faculty recruits more students every semester. The mandate to ensure quality of the teaching and learning process lies with the NCHE and the Faculty of Law as both regulatory and institutional bodies respectively. Student respondents continue to express disappointment in the quality of the teaching and learning process.

The Faculty of Law inadequately adhered to the quality of the teaching and learning process because they had not established an appropriate and effective internal structures and external mechanisms to be able to conduct self-regulation on the quality issues. This prompted factors like; selling of exams, fraudulent acquisition of qualifications, fake credentials, bribery and corruption of the academic staff that were rampant at this Faculty hence creating a poor culture of the teaching and learning process.

However, very few other respondents supported the NCHE on the grounds the University was still new and improving most of the quality measures and that the chances of being credited were very high since the NCHE is aware of their operations and has not closed them yet. The QA officer and the Faculty Dean also argued the Faculty of Law has handed in applications to the NCHE to be accredited. They are awaiting accreditation since the NCHE was aware that classes of Law were being conducted amidst improving the management strategy, educational tool and facilities and the quality of the academic staff among others.

4.5.2 Other factors that affect the quality of teaching and learning processes

Response	Frequency	Rank
Encourage research and publication	181	3
Invest in educational tools and facilities	180	4.5
Training and development of academic staff	184	2
Support management strategy	178	7
Monitor and Evaluate the faculty periodically	161	10
Regulate minimum standards of students enrollment	150	11
Regulate minimum standards of recruitment of lecturers	179	6
Availing space for extra curriculum activities	180	4.5
Regulation of tuition fees	174	8
Force the Faculty to teach more practical courses	140	12
Provision of scholarships for needy students	90	14

Policies on the ease of getting jobs after graduation	185	1
Reduce class time of (2.5 hours)	167	9
Improve security at the campus	96	13

Source: Primary Source

Table …… Factors that affect the quality of teaching and learning process

Furthermore, the students were asked to list at least five (5) factors that the National Council for Higher Education can do to ensure the quality of the teaching and learning process in your University of Faculty of Law were ranked in an ascending order from 1 to 12 in the order of importance as seen in table……..

4.8.2 The effect of the NCHE policy on the quality of teaching and learning

In order to investigate the effect of NCHE policy on the quality of the teaching and learning process, the researcher formulated a null hypothesis: Ho was stated as; The NCHE policy has no significant effect on the quality of the teaching and learning at Faculty of Law in Cavendish University while Ha was stated as: The NCHE policy has a significant effect on the quality of teaching and learning process at Faculty of Law in Cavendish University. Therefore the magnitude and direction of the effect of the NCHE policy on the quality teaching and learning at Faculty of Law in Cavendish University was established using Pearson's correlation coefficient as presented in the table 4.11 below

4.8.3 Effect of NCHE policy on the quality of teaching and learning

		Government Policy	Quality of teaching and learning
Government Policy	**Pearson Correlation**	**1**	**-0.100**
	Sig. (2-tailed)		**0.851**
Quality of teaching and learning	**Pearson Correlation**	**-0.100**	**1**
	Sig. (2-tailed)	**0.851**	

Source: Primary Data

Table……..: The effect of NCHE policy on the quality of teaching and learning process

The above table revealed that there was no significant effect of the NCHE policy on the quality of teaching and learning process since the p value (-0.1) is higher than the significance level. The correlation coefficient (0.851) further shows a very weak effect of NCHE policy on the quality of teaching and learning process. Therefore it is concluded that the NCHE policy has no significant effect on the quality of teaching and learning hence there are other factors that affect the quality of teaching and learning process that should be explored.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter discusses the results from the preceding chapters. It presents the summary of the key findings, discussion of the findings, conclusion and recommendations which were presented objective by objective for logic, consistence and coherence purposes. The chapter also presents the limitation of the study, contributions of the study and areas of further research.

5.2 Summary

5.2.1 Management strategy and quality of teaching and learning processes at Cavendish University

The study also revealed a weak correlation between management strategy and the quality of the teaching and learning process. The findings from the field showed that the majority of respondents

agreed with the literature that management strategy has an effect on that management strategy namely; vision, leadership and governance as having impacts on the quality of the teaching and learning processes (NCHE, 2012). The Management strategy at the Faculty of Law and the entire university was characterized by challenges among others; lack of continuous training and development of the academic staff; poor operationalisation of the vision in the day to day, poor communication, government policy, cyclic planning process of action, leadership challenges as; unplanned change, high enrolment rates, lack of highly qualified, experienced and diligent people to manage the institution and quality issues. The leadership is also influenced with social, political and economic forces that affect quality issues, and the leadership is reactive than proactive, lack of a participatory approach, transparency, trust cooperation lack of transparency and trust among each other amounting to poor management strategy.

5.2.2 The relationship between educational tools and facilities and quality of teaching and learning processes at Cavendish University

Further, it revealed a weak insignificant positive effect correlation between educational tools and facilities, it revealed a weak insignificant positive effect between the quality of the academic staff and the quality of the teaching and learning process. The Faculty of Law and the University at large was faced with poor access to computers, access to library books and access to Internet can affect the quality of the teaching and learning processes characterized by the slow trend of computer usage, few connected computers, high enrolment rates, computer sharing by both students and the academic staff and failure to regulate cases of computer misuse. The library at the CUU was characterized by inadequate number of books which are also less impressive, most books are outdated, and poor technology for managing the library resources. Lastly, access to the Internet

was very slow, unstable connections, unconnected computers which are distressful to use and unreliable Internet that contributed to poor quality of the teaching and learning process although other students and the academic staff opted to buy and own their own facilities like; books, computers and Internet modems.

The Quality of academic staff and the quality of the teaching and learning process

The researcher set out to examine the effect of the quality of the academic staff on the quality of the teaching and learning process using the Pearson correlation coefficient and regression analysis since they are suitable for measuring the effect of such relations. The result showed that the quality of the academic staff has a highly significant effect on the quality teaching and learning since 0.001 is below the level of significance. The correlation coefficient is 0.956 which shows a very high positive effect. Therefore the quality of the academic staff has a high positive effect on the quality of teaching and learning. The researcher established the magnitude of the effect of the quality of the academic staff by regressing them on the factors of the quality of the teaching and learning process. The factors studied under the quality of academic staff explained 89.6% of the quality of teaching and learning. This means that quality of academic staff can explain almost 90% of the variations in the quality of teaching and learning processes at Faculty of Law, CUU. Testing the hypothesis was done using the Pearson correlation coefficient and regression analysis since they are suitable for measuring the effect of such relations.

Although the study revealed that the quality of the academic staff is key to the quality of teaching and learning in a university. The Faculty of Law still faced gaps among others; lack of a clear and well-known policy on staff recruitment, promotion, training and development, lack of an appeals

committee to handle disputes that may arise due to promotional disagreement and dissatisfaction. This resulted into employing low qualified, inexperienced and uncommitted staff without Ph.D as the minimum qualification. In addition, staff training and development is not strongly aligned to the vision, mission and goals of the university and lacks a planned continuous process, poor communication and coordination among others that highly affected the quality of the teaching and learning process at the Faculty of Law.

5.2.3 The effect of the NCHE policy on the quality of teaching and learning processes at the Faculty of Law at Cavendish University

Results showed a high positive correlation between the NCHE policy and the quality of the teaching and learning process at the Faculty of Law at Cavendish University. The study objective four revealed that the Ho was: The NCHE policy has no significant effect on the quality of teaching and learning at Faculty of Law in Cavendish University. This can be explained from the fact that literature reviewed and the findings on the NCHE policy enhanced by monitoring and supervision; quality control and quality assurance had no significant effect on the quality of teaching and learning process since the p value (-0.1) is higher than the significance level. The correlation coefficient (0.851) further showed a very weak effect of NCHE policy on the quality of teaching and learning process.

5.3 Discussion

5.3.1 Management strategy and the quality of the teaching and learning process

The management strategy at the Faculty of Law is characterized by lack of continuous training and development of the academic staff; poor operationalisation of the vision in the day to day, poor communication, weak government policy, poor cyclic planning process of action, leadership

challenges for change, high enrolment rates of students, lack of highly qualified, experienced and diligent people to manage the institution and quality issues. The leadership is also influenced by social, political and economic forces that affect quality issues, the leadership is reactive than proactive, lack of a participatory approach, transparency, trust cooperation lack of transparency and trust among each other amounting to poor management strategy.

Findings showed that management strategy enhanced by the vision, leadership, and governance had no significant effect on the quality of teaching and learning since the p value, (0.20) was notably greater than the level of significance at 0.005. The correlation coefficient was (-0.472) further indicated a negative correlation between management strategy on the quality of teaching and learning, implying that the management strategy in place was not supportive of quality teaching and learning processes at the Faculty of Law of Cavendish University in Uganda.

The statistically insignificant correlation meant that the null hypothesis (Ho) was upheld. Results also showed that leadership at the Faculty was not separated from management which creates ineffectiveness and inefficiency. Further, the leadership is reactive rather than proactive. The findings were in agreement with those of World Bank, (2001), Kasozi, (2001); Kasozi, (2003) who observed that governance of the many PHEIs faces a problem of mismanagement in all aspects (finance, time, money, expertise, materials etc.) caused by lack of professionalism, ethics, experience and cooperation among others hence the rejection of the Ha (Bargh, Scott, & Smith, 1996). However, management strategy in any organization is important because it allows any organization to be proactive than reactive in shaping its own future for long term survival by being able to initiate, influencing and managing change logically and rationally through effective

communication. The aim is to achieve commitment, empowerment and staff development from all faculty or university workers (Chan & Mauborgne, 2005; NCHE, 2012).

According to the TQM theory which has fast gained significant in management advocated for by its gurus among others Juran (1969; Deming (1986) and Kaoru Ishikawa (1985) agree that for any organization to achieve quality, it must aim at continuous improvements of people, control and process for effectiveness and efficiency operations as part of its management strategy (Hackman & Wageman, 1995).

5.3.2 Educational tools and facilities and the quality of the teaching and learning process

The state of educational tools and facilities at the Faculty of Law and the CUU at large was characterized by poor access to computers, access to library books and access to Internet. This was witnessed by the slow trend of computer usage, few connected computers, high enrolment rates as compared to the computer which was not in line with the NCHE standard of 1: 10, computer sharing by both students and the academic staff and failure to regulate cases of computer misuse. The library had which was not in line with the NCHE recommendation of 1:40, inadequate number of books which are also less impressive, most books are outdated, and poor technology for managing the library resources. Lastly, access to the Internet was very slow, unstable connections, unconnected computers which are distressful to use and unreliable Internet that contributed to poor quality of the teaching and learning process. Results showed that there was no significant relationship between the tools and educational facilities enhance by access to computer facilities, to library books and the Internet and the quality of teaching and learning which means the null hypothesis (Ho) was upheld.

This finding was not in harmony with literature which suggested that many PHEIs have inadequate educational tools and facilities lead to slow trend of Internet connectivity, rigidity to labor intensive methods of ICT and Internet and shared computers by staff and students' (Alain, & Shobhana, 2003; Visitation Committee Report, 2007), further affecting the quality of teaching and learning processes. Magara, (2009); Popoola & Haliso, (2009) also observed that in many HEI, the books ratios are still very low not matching the required 1: 40, with many of those in stock being outdated or irrelevant. This too was noted to hinder the quality of teaching and learning process.

In the same breath, NCHE, (2006b); NCHE, (2010); NCHE, (2011); NCHE, (2012) all showed that the education tools and facilities remain a basic requirement for the improvement of the quality teaching and learning processes. Iyanda & Salawu, (2006) also observed that, a library is a resource center that helps both students' and the academic staff to be equipped with relevant materials law, easily access books in hard and electronic copies and allows self- academic development and training both in and out of class and full access to the Internet is necessary for quality teaching and learning processes at universities NCHE (2010).

Inadequate space, furniture, toilet facilities, reading materials, computers, library books, unstable and slow internet were mentioned among others, to be negatively affecting the quality of teaching and learning process at Faculty of Law at CUU. This was in agreement with the findings of the Visitation Committee Report, (2007). It was also noted that although the librarians were willing to help the respondents get academic materials in the library, they had very little knowledge about law related books and other materials. It took them a lot of time to get you what you wanted or

even did not have it since the library is not even digitalized although they are professional. This coupled with slow and unstable Internet connectivity, some unconnected computers and sharing of computers by the students and lecturers' negative the quality of the teaching and learning process. In line with the study results, NCHE (2012) revealed that lack of educational tools and facilities at the faculty level or poor and tools and facilities which would be helpful them in getting students easy access to information, typesetting, communication, access of law reports/cases/related materials, research and also greatly changed the traditional student-lecturer roles in and out of class and could highly improve their quality of the teaching and learning process (NCHE, 2010; NCHE, 2012).

From the lessons observed, the research however noticed that educational tools and facilities are essential for quality materials to be made available to the teachers and students in adequate quantities to support the teaching and learning process. The library is considered one of the most important resources within educational facilities and yet the Law Faculty lacks one and the mainly library is ill-equipped with law related materials risks the future of the faculty and negatively impacts on the quality of the teaching and learning process.

5.3.3 The Quality of academic staff and the quality of the teaching and learning process

The quality of the academic staff at the Faculty of Law was not of low qualification, experience and commitment with no of them having the minimum requirement of a Ph.D for teaching as demanded by the NCHE with most of them having LLB and LLM from mostly CUU and KIU which are both PHEIs. All the academic staff had not research or published any works even in their own domain, some academic staff were unprofessional or had unethical behavior, they lacked

training and development, poor communication, had poor content delivery, had inadequately mastered the subjects they teach poor skills in the use of computers and the Internet and poor time management among others affected the quality of the teaching and learning process.

The study examined the effect of the quality of the academic staff on the quality of the teaching and learning process using the Pearson correlation coefficient and regression analysis since they are suitable for measuring the effect of such relations. The result showed that the quality of the academic staff has a highly significant effect on the quality teaching and learning since 0.001 is below the level of significance. The correlation coefficient is 0.956 which shows a very high positive effect. Therefore the quality of the academic staff has a high positive effect on the quality of teaching and learning. The researcher established the magnitude of the effect of the quality of the academic staff by regressing them on the factors of the quality of the teaching and learning process. The factors studied under the quality of academic staff explained 89.6% of the quality of teaching and learning. This means that quality of academic staff can explain almost 90% of the variations in the quality of teaching and learning processes at Faculty of Law, CUU. Testing the hypothesis was done using the Pearson correlation coefficient and regression analysis since they are suitable for measuring the effect of such relations.

NCHE (2008) observes that adequate staff appointment on both full and part time basis is an investment for universities in Uganda including Cavendish which requires strategic planning. There must be a well-known policy in place for proper and merit base recruitment (Goe et al, 2007; Eurydice, 2008; NCHE, 2010).

In contrast the TQM theory agrees that a quality academic staff is key to attaining the quality of the teaching and learning process but argues for continuous improvement of people, process, quality and systems for future survival and achievement of purposes. The TQM theory does not believe that the highest qualification of a PhD is a way to achieve the quality of the teaching and learning process in any institution as a best practice (Marrow, 1969; Ishikawa, 1985; Deming, 1986; Deming, 1993; Brigs, Clark, & Hall, 2012). So, a quality teacher with a positive effect on student learning and development can be produced at the Faculty of Law through a planned and continuous training and development as a best practice so as to attain the quality of the teaching and learning process (Center for High Impact Philanthropy 2010).

Findings from the Faculty academic staff showed that staff training and development is central to the quality of the teaching and learning process as it helps the lecturer master the subject, become more committed, improve communication, encourages research and publication among others. However, there was totally no university policy on staff training and development being conducted at the Faculty for the academic staff which also partly explains why the Faculty had no PhD, very few masters and majority with Bachelor degrees. Most of the staff who are studying at the CUU were paying fees for themselves. This was in agreement with literature which showed that staff development is an important factor for any organization to improve quality and should be aligned to the purposes of the university (Goe & Leslie, 2008) through ensuring continuous training and development for all as a best practice as also stated by the TQM theory (Juran, 1969; Juran, 1974; Ishakawa, 1985).

5.3.4 The NCHE and the quality of the teaching and learning process

The study found out that the NCHE policies at the Faculty of Law was characterized by poor lack of adequate expertise and other resources inspection, lack of renewed interest in monitoring and supervision, lack of greater accountability in ensuring quality control, assurance, TQM and lack of literature on quality issues. The NCHE has done nothing about the increased levels of academic fraud, unethical behaviors in issue academic qualifications to students, fake accreditations among others which all amount to weak policies and laws. This has given autonomy to CUU to design and teach courses they feel like hence affecting quality of the teaching and learning process.

The results showed that there was no significant effect of the NCHE policy on the quality of teaching and learning process since the p value (-0.1) is higher than the significance level. The correlation coefficient (0.851) further shows a very weak effect of NCHE policy on the quality of teaching and learning process. This can be explained from the fact that literature reviewed on the NCHE policy enhanced by monitoring and supervision; quality control and quality assurance showed a very weak effect on the quality of teaching and learning process. Nigel et al (1998), Ajit & Jayant (2007), Mamdani (2007), agree that globally, monitoring and supervision at universities has evolved at a slow pace historically and some universities still consider it out fashioned. However, they argue that monitoring and supervision has become a very crucial matter after the 1990s due to renewed interest in the quality of the teaching and learning process (Nigel ea al, 1998). As such, supervision forms part of an overall quality monitoring and improvement system in higher education like ensuring a good management strategy, tools and facilities, quality of academic staff, methods of assessment, minimum standards of recruitment among others which in turn can affect the quality of teaching and learning processes (NCHE, 2010).

In addition, quality control as a NCHE policy is aimed that ensuring compliance with standards and procedures set to maintain and enhance quality and the quality of teaching and learning processes. The policy is concerned with placing greater emphasis on quality control to meet students' expectations and needs of stakeholders in higher education due to the increasing number of students as a way of matching the quality of the teaching and learning process through a holistic internal and external approach to ensure inputs, process, and output to meet the highest outcomes and prescribed standards to give complete customer satisfaction (Ajit & Jayanta, 2012)

Lastly, most literature agreed that quality assurance is the mechanism put in place to guarantee that the education services are "fit for purpose" instituted for better quality of the teaching and learning process through establishment of appropriate and effective internal structures and mechanisms for monitoring institutions. It aims at moving HEIs to a greater level of self-regulation within a framework in this case the NCHE policy (MoSE, 2001, Mamdani, 2007).

The findings are supported by the TQM theory which advocates for that for promotion of any quality measure in any organization, continues improvement of people, quality and systems for future survival and achievement of polices and purposes of an institution (Ishikawa, 1985; Deming, 1986; Deming, 1993). Therefor the lack of effectiveness and efficiency of the NCHE to promote its policies has created a big barrier for the faculty creating fear and reduce morale at work by the administration as a way to silence those who may want to criticize the quality of the teaching and learning process at the faculty (Juran, 1969; Juran, 1974).

5.4 Conclusions

5.4.1 Management Strategy and the quality of the teaching and learning processes

Management strategy has no significant effect on the quality of teaching and learning since the p value, (0.20) was notably greater than the level of significance at 0.005. The correlation coefficient was (-0.472) further indicated a negative correlation between management strategy on the quality of teaching and learning, implying that the management strategy in place was not supportive of quality teaching and learning processes at the Faculty of Law of CUU. The statistically insignificant correlation meant that the null hypothesis (Ho) was upheld.

This was because of gaps such as poor opertaionalisation of the vision in the day to day management, poor communication, poor government policy, quality issues are not highly valued, inadequate planned change as a cyclic process of action and fact gathering. The leadership of the Faculty is faced with unplanned change amidst high student enrolment rates, lack of highly qualified, experienced and diligent people to manage the institution and quality issues, the leadership is also influenced with social, political and economic forces that exist in the present society, and the leadership is reactive than proactive. Governance is of the Faculty of CUU and the Faculty of Law specifically is not separated from management, it is not participatory, there is lack of cooperation, lack of transparency, trust, lack of professionalism, ethics and experience among others.

5.4.2 Educational tools and facilities and the quality of the teaching and learning process

The educational tools and facilities at both the Faculty of Law and CUU at large were inadequate and far lacking to ensure quality of the teaching and learning process. There was poor access to computers, access to library books and access to Internet. These are characterized by the slow trend

of computer usage, few connected computers, high enrolment rates with few computers, computer sharing by both students and the academic staff and failure to regulate cases of computer misuse. The library had inadequate number of books which are also less impressive, most books are outdated, and poor technology for managing the library resources. The Internet was very slow, unstable coupled with unconnected computers which are distressful to use.

The implication of this is that educational tools and facilities enhanced by ICT and computer; library and the Internet are key requirements by the NCHE for quality teaching and learning processes as they helped respondents in among others; communication, typesetting, easy access to information, research and dissemination among others which all can all affect the quality of teaching and learning processes. The significance of this finding to the researcher and to the Faculty of law at CUU and other PHEIs is that higher education is highly driven by a well-equipped educational tools and facilities for self-improvement, analysis and evaluation to build a new knowledge and experience that can be used to stimulate economic growth and development through enhancing quality teaching and learning process.

5.4.3 The Quality of academic staff and the quality of the teaching and learning process

The quality of the academic staff at the Faculty of Law enhanced by staff appointment, promotion, staff training and development faced gaps among others including; lack of a clear and well-known policy for staff recruitment, promotion, staff training and development, lack of an appeals committee to handle conflicts that may arise from promotional disagreements and dissatisfaction, majority academic staff had LLB and LLM with no one having a PhD as the minimum

requirement, lack of research and publication, poor communication, lack of cooperation, transparency and trust.

These gaps and others explained why the quality of the academic staff has a highly significant effect on the quality teaching and learning since 0.001 is below the level of significance. The correlation coefficient is 0.956 which shows a very high positive effect. Therefore the quality of the academic staff has a high positive effect on the quality of teaching and learning. The factors studied under the quality of academic staff explained 89.6% of the quality of teaching and learning. This means that quality of academic staff can explain almost 90% of the variations in the quality of teaching and learning processes at Faculty of Law, CUU.

5.4.4 NCHE Government policy and Quality Assurance

The gaps faced by NCHE enhanced by monitoring and supervision, quality control and quality assurance affect the quality of the teaching and learning process. On monitoring and supervision, there was lack of expertise and finances to carry out the exercise smoothly, no renewed in quality issues, poor periodic monitoring and evaluation, lack of accountability, quality (control, assurance, development, management) and inadequate literature written on the quality of the teaching and learning, no holistic internal and external approach to quality, high levels of academic fraud and unethical behaviors, issuing of fake credentials, accreditation of private institutions and poor governance of NCH|E among others. This also explains why the Faulty and University at large have a weak management strategy; tools and facilities; and the quality of academic staff among others which have an effect on the quality of the teaching and learning process. In addition, there was a high positive correlation between the NCHE policy and the quality of the teaching and

learning process but no significant effect on the quality of teaching and learning process since the p value (-0.1) is higher than the significance level. The correlation coefficient (0.851) further showed a very weak effect of NCHE policy on the quality of teaching and learning process.

5.5 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made, in line with the specific objectives of the study.

5.5.1 Management strategy and the quality of the teaching and learning process

i) The vision of universities should be operational in the day to day running of higher education institutions and must be shared by all staff.

ii) That top management needs to be in full control of university affairs and the vice-chancellors must get full backing of colleagues in top management.

iii) The leadership of higher education institutions must be composed of highly qualified academic staff with Ph.D, experience, commitment and diligence.

iv) The leadership in HEIs should not be influenced by social, political, and economic forces present in the society which affects policy formulation.

v) Leadership should be proactive than reactive in when managing the quality of teaching and learning process. Similarity, leadership should be separated from management.

5.5.2 Educational tools and facilities and the quality of the teaching and learning process

i) Higher educational institutions adequately should invest in educational tools and facilities immediately for the improvement of the quality teaching and learning processes

ii) Connect all computers at universities to more stable, accessible and fast internet to have access to vast ray of educational and other material.

iii) Universities should manage change by accepting to move from labor intensive and conservative facilities to acquire fully-fledged digital libraries and modern compunters and books.

iv) Universities should regulate cases of computer misuse by regulating them from time to time.

5.5.3 The Quality of academic staff and the quality of the teaching and learning process

i) Private Universities should adopt recruitment, promotion, staff development and termination policies like those of public universities coupled with operational appeals committees for uniformity

ii) Staff should be appointed using a well-known policy that selects the best and brightest qualified, experienced and committed staff both on part and full time.

iii) The minimum requirement of PhD for a lecture and those in top management should be PhD with research and dissemination abilities or experience.

5.5.4 The NCHE policy and the quality of the teaching and learning process

i) Government should improve on its periodic policing or monitoring and evaluation of both private and public universities to ensure the quality of teaching and learning processes and other quality issues.

ii) Government should fund both private and public universities uniformly especially in areas of educational tools and facilities.

iii) Government should also partner with both private and public universities in planning for change at all levels continuously to attain the visions, goals and objectives.

iv) Higher education should be discouraged by government as a commodity especially for those who can pay, but should be for those who have meet the minimum entry requirements

5.6 Limitation of the Study

i. The study was limited by suspicion from members of the faculty because some felt that by giving this information, the researcher may disclose their names to the university or faculty administration and management which may lead them in trouble of even being disciplined or terminated. Worse still, the researcher is a member of staff in the same university in the faculty of Social Economic Sciences which also raised suspension on grounds that the researcher may be spying on the faculty of law since the variable under study were sensitive. However, the researcher managed to overcome this by presenting to the university and faculty leadership showing that the research was conducting this research for academic purposes.

ii. Another limitation of the study was that lack of cooperation from both the student respondents and the academic staff. Some students would take the questions and take days without returning them. The academic staff supposed to be interviewed were busy most of the time and could hardly attend to the research. The researcher managed this through constant and consistent persuasion.

iii. Although the tools designed to collect data especially using the questionnaire that was issued to student respondents, were returned some questions were either filled in wrongly

or left black. But these happened on very few questionnaires and one very few statements which was all had an insignificant effect to the study and could not distort the findings.

5.7 Contribution of the study

i. To policy maker, the study will create renewed interest of the Faculty of Law, NCHE and other stakeholders in quality of the teaching and learning process since the Faculty has a new and not clearly operated quality assurance system given the fact that the phenomena is new and lacks adequate literature to support policy making and planning for best practices and continuous improvement of people, process and systems. The NCHE must play its regulatory role and the Faculty of Law its institutional role respectively to attain quality of the teaching and learning process.

ii. To the academia, the study has highlighted that there is need for the Faculty of Law to understand the determinates of the quality of the teaching and learning process as a factor that can be used to recruit and promote those academic staff with research and publication abilities with a teaching qualification minimum of PhD. This will also help in closing the gaps in the quality of the teaching and learning process.

5.8 Areas recommended for further research

The researcher proposes the following areas for further research:

i. There is an urgent need to conduct a research on how the Government of Uganda can fund private universities to help them afford educational tools and facilities which affects the quality of teaching and learning processes in Uganda.

ii. Another areas that the researcher recommends for further research is on university partnerships, outreaches and collaborations and how these can improve the quality the quality of teaching and learning processes in Uganda.

iii. Lastly, a study on the methods used by private universities to recruit both the students and academic to regulate quality standards in Uganda as a means to stimulate economic growth and development.

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Appendices

Appendix A; Self-Administered Questionnaire for Students

Dear Sir/Madam,

I am Jimmy Alemiga a Masters student at Uganda Management Institute. This questionnaire has been prepared for collecting data to conduct a research work on ***Change Management and the Quality of Teaching and Learning Processes in Private Universities of Uganda (A Case study of Faculty of Law, Cavendish University Uganda)*** conducted for the partial fulfillment of the requirement for an award of Master's Degree in Management Studies (Project Planning and Management) of Uganda Management Institute. The information provided by you will be treated with the highest level of privacy in line with ethics of conducting an academic research.

Thanking you for your cooperation

PART A: STUDENT'S PROFILE

1) Country of Origin……..……..
2) Year of study…….. ……...
3) Course of Study…….
4) Gender: a) Male b) Female (***Tick the answer applicable to you***)
5) Age…….

Which of these categories best describes you?

8). The highest qualification before you joined the university. (***Tick one of the following below)***

A) Degree level B) Diploma Level C) Certificate Level D) Advanced Level Certificate (Senior Six) E) Ordinary Level Certificate (Senior Four) F) Others

If you ticked others, please specify in this space……..

……

For the questions below, please tick one appropriate box for each statement to show the extent to which you agree or disagree, on a scale of 1 to 5 as illustrated below

Scale	1	2	3	4	5
Response	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree

PART B: MANAGEMENT STRATEGY AND THE QULAITY OF TEACHING

	Statement	**1**	**2**	**3**	**4**	**5**
1	I know the vision of this University					
2	The university oriented me when I had just joined for my study programme					
3	Quality teaching and learning is highly valued at my University					
4	The leadership gives me feedback on the quality of teaching and learning processes at the University					
5	The leadership in my University is composed of highly qualified, experienced and diligent people					
6	The leadership sets clear indicators on the quality of teaching and learning processes					
7	My dean supports me to get quality teaching and learning in and out of class					
8	The university often involves me in planning for the quality of teaching and learning process					
9	There is effective communication between me and the University about the quality of teaching and learning process in this University					

10). List at least the top 5 (Five) reasons why you selected this university for your studies
a)……
b)……
c)……
d)……
e)……

For the questions below, please tick one appropriate box for each statement to show the extent to which you agree or disagree, on a scale of 1 to 5 as illustrated below;

Scale	1	2	3	4	5
Response	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree

PART C: TOOLS AND EDUCATIONAL FACILITIES

	Statement	**1**	**2**	**3**	**4**	**5**
1	At any one time, the computer : student ratio in my university is within the acceptable range of 1 computer per 20 students					
2	The students and lectures share computers in my university					
3	All the computers are connected to the Internet for quality teaching and learning process					
4	The Internet is fast, stable and easily accessible to facilitate my quality of learning process					

5	The use of ICT equips me with practical knowledge and skills during the teaching and learning process in my University					
6	All my lecturers have good computer skills demonstrated during the teaching and learning process in class					
7	I was taught to use a computer to aid my reading and learning process in this University					
8	The University library is well equipped with the books needed for my study					
9	The student : book ratio meets the standard of 1 student per 40 books					
10	The library in my university has no books that I need for my course of study					
11	The librarians have professionalism in helping me acquire the books I need					
12	The Internet has helped me study even out of the classroom					

13) In what ways do the Internet, library books and computers help you in achieving quality teaching and learning process (mention at least five factors) below;

a) …….....

b)……

c)……

d)……

e)……

For the questions below, please tick one appropriate box for each statement to show the extent to which you agree or disagree, on a scale of 1 to 5 as illustrated below;

Scale	1	2	3	4	5
Response	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree

PART D: QUALITY OF ACADEMIC STAFF

	Statement	**1**	**2**	**3**	**4**	**5**
1	My lecturers are given training and development by the University to improve their quality of the teaching and learning process at the Faculty of Law					
2	My University has a number and percentage of visiting professors that are brought to improve the quality of the teaching and learning process at the Faculty of Law					
3	My lecturers have good communication and interpersonal skills while in or out of class for quality teaching and learning process					
4	My lecturers continuously seek to improve their teaching in my class					
5	My lectures use ICT facilities in class to ensure quality teaching and learning process					

6	My Faculty has an adequate size of the workforce to promote quality teaching and learning process with in the ration of 1: 20 per class					
7	My lecturers have a high level of commitment to the quality of the teaching and learning process at the Faculty of Law					

8) What five qualities don't you like about the teaching and learning process?

a)……
b)……
c)……
d)……
e)……

9). What other comments do you have about the teaching and learning process?

……
……

For the questions below, please tick one appropriate box for each statement to show the extent to which you agree or disagree, on a scale of 1 to 5 as illustrated below;

Scale	1	2	3	4	5
Response	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree

PART E: ***For the questions below, please tick one appropriate box for each statement to show the extent to which you agree or disagree, on a scale of 1 to 5 as illustrated below;***

Scale	1	2	3	4	5
Response	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree

PART E: GOVERNMENT/NCHE POLICY ON QUALITY TEACHING AND LEARNING

	Statement	**1**	**2**	**3**	**4**	**5**
1	The government and the NCHE has adequate expertise and resources for monitoring and supervision of the quality of teaching and learning process.					
2	The government or National Council for Higher Education show interest in monitoring and supervision of the quality of teaching and learning process in the Faculty of Law.					

3	There is a clear government policy on quality control and involving students fully in students' involvement the quality assurance process to ensure the quality of teaching and learning process instituted by the government and NCHE at the Faculty of Law.					
4	There are external examiners who review quality control in this university to ensure the quality of teaching and learning process at the Faculty of Law.					
5	The government and NCHE considers transparency as a prioritized for quality control mechanism in the Faculty of Law to ensure the quality of teaching and learning process.					
6	There is an increasing level of academic fraud and unethical behaviors in acquiring academic credentials at the Faculty of Law at Cavendish University that affects quality assurance in the face of NCHE policy					
7	The government/NCHE ensures that the Faculty of Law has an operational quality assurance system in the Faculty of Law.					

8) List at least five (5) factors that you think government and the National Council for Higher Education can do to ensure quality teaching and learning process in your university

a) ……...

b)……

c)……..…

d)……

e)……

********** Once Again, Thank you for your Response **********

Appendix B; Interview Guide for Academic Staff

1) What is your highest qualification as a lecturer at this faculty?
2) In your opinion, is it important to have adequate teaching experience in your area of specialization? Why?
3) How relevant is the faculty strategy to the quality of the teaching and learning process in your university?
    a) Is the Faculty vision shared and communicated to all the academic staff?
    b) Is the leadership in this faculty proactive or reactive to quality issues in this university?
    c) In your opinion do you think the leadership in this faculty is composed of highly qualified (Ph.D), experienced and diligent people?
4) To what extent is the quality teaching and learning valued in this faculty?
    a) Does the Faculty leadership give you feedback on the quality of the teaching and learning process?
    b) Does the faculty set clear indicators set on the quality teaching and learning processes?
    c) Does the University involve you as a lecturer in planning for the quality teaching and learning process?
5) What is your opinion on the educational tools and facilities in ensuring the quality of teaching and learning process?

a) Does your Faculty teach computer skills to academic staff?
b) Do you use the computer and Internet at this Faculty/University for your daily teaching?
c) Do you have an office computer given to you by your Faculty or University?
d) Are these computers connected to a fast and stable Internet?
e) Does ICT improve the quality of teaching and learning?
f) How equipped is the library in supporting you to ensure the quality teaching and learning process?
g) Does the library in your Faculty digitalized with a variety of e-reading materials
h) Is the entire university digitalized with a variety of e-reading materials

6) How professional are the librarians in your Faculty/University library in helping you find the essential teaching material for quality teaching?
7) Does your University have a strong professional academic staff association?

8) Is there high staff retention in your faculty?
9) Do you have some consultancy time outside the lecture time?
10) Besides what we have discussed above how do you think the quality of teaching and learning process can be improved in this Faculty/University?

Appendix C; Interview Guide for Deans, HoD and QA officer

1) How do you measure the quality teaching and learning process?
    a) How can quality of education be assured in your Faculty?
    b) What is your opinion on the quality of the teaching and learning process in your faculty?
    c) What models, methods and procedures are in place to ensure quality of teaching and learning process in your Faculty?
    d) Do you have a well-established quality assurance department in this Faculty/university?
2) Does your staff have adequate ICT skills to enable them in the teaching and learning process?
    a) To what extent has the use of ICT changed the traditional student-lecturer roles?
    b) Do students have free access to computers at this faculty for ensuring the quality teaching and learning process?
    c) Do students have stable and fast Internet connection at the Faculty of Law?
3) How adequate are the tools and facilities used in the university adequate to ensure the quality teaching and learning process?
4) What do you think are the key challenges and constraints at both national and institutional levels in terms of enhancing quality of teaching and learning process?
5) To what extent does the government support this University in ensuring the quality teaching and learning process?
6) Does what extent does the NCHE engaged in quality assurance exercises at universities?
    a) Do you give the NCHE a periodic report about the quality of the teaching and learning process?
7) What is the minimum qualification of your academic staff in this Faculty?
8) How do you manage the teaching time by the academic staff in this Faculty
9) Does the academic staff promptly follow the teaching time table in your Faculty
10) Do lecturers share support reading materials at Faculties
    a) The lecturers in your faculty are provided with well- researched lecture notes for presentation to students

11) To what extent is the academic staff committed to the teaching and learning processes in your Faculty
    a) Do you have quality academic staff engaged in the quality teaching and learning process?
12) Does your academic staff engage in research and publication related issues in this Faculty?
13) How do you think the quality of academic staff support the quality teaching and learning process?
14) Does your Faculty/University have a well-known staff development policy for the academic staff?
15) Does your faculty/university have a well-known promotional policy of its academic staff?
16) Does this Faculty/University have an existent appeals committee that handles conflicts that may arise from promotional discontents/dissatisfaction?
17) What is you comment about the government policy and NCHE policy on?
    a) Monitoring and Supervision at the Faculty of Law
    b) Quality Control at the Faculty of Law
    c) Quality Assurance at the Faculty of Law
18) Besides what we have discussed above how else do you think the quality of teaching and learning process can be improved in this University.

Appendix D; List of documents to be reviewed

1) Government Reports on quality of Higher Education and Change management in Uganda
2) Determinates of the Quality of Higher Education in Uganda
3) Newspapers and Magazines
4) Visitation Committee on Public Universities (2007)
5) Faculty of Law Reports from Cavendish University
6) NCHE Reports and Documents

Appendix F; Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: (Krejcie & Morgan, 1970)

Appendix G; Figure 3: List of Licensed Universities in Uganda

Serial	Name	Started	Location	Status
1	Makerere University Kampala	1922	Kampala	Public University
2	Mbarara Science of Tech	1989	Mbarara	*Public University*
3	Gulu University	2002	Gulu	*Public University*
4	Metropolitan University Business School	1997	Kampala	*Public University*
5	Kyambogo University 2002	2002	Kampala	*Public University*
6	Busiitema Tororo	2007	Busia	*Public University*
7	Muni University	2012	Arua	*Public University*
8	Soroti University of Science and Technology	2013	Soroti	*Public University*
9	Islamic University in Uganda	1988	Mbale	Private University
10	Ndejje University	1992	Luwero	Private University
11	Uganda Martyrs University	1993	Mpigi	Private University
12	Uganda Christian University	1997	Mukono	Private University
13	Bugema University	1997	Luweero	Private University
14	Kumi University	1999	Kumi	Private University
15	Nkumba University	1999	Entebbe	Private University
16	Busoga University	1999	Iganga	Private University
17	Kampala International University	2001	Kampala	Private University
18	Aga Khan University	2001	Kampala	Private University
19	Kabale University	2001	Kanale	Private University
20	Fairland University	2001	Jinja	Private University
21	Bishop Stuart University (BSU)	2003	Mbarara	Private University
22	African Bible College (Uganda)	2005	Wakiso	Private University
23	Ankole Western University	2005	Kabwohe	Private University
24	Kampala University	2005	Kampala	Private University
25	Mountains of the Moon University	2005	Fort Portal	Private University
26	Uganda Pentecostal University	2005	Fort Portal	Private University
27	St. Lawrence University (Uganda)	2006	Kampala	Private University
28	Bishop Stuart Mbarara	2006	Mbarara	Private University
29	Bishop Barham University	2006	Kabale	Private University
30	Rural University for Women	2007	Kagadi	Private University
31	Muteesa I Royal University	2007	Masaka	Private University
32	International Health Sciences University	2008	Kampala	Private University
33	Cavendish University Uganda	2008	Kampala	Private University
34	All Saints University	2008	Lira	Private University
35	Victoria University Uganda	2011	Kampala	Private University
36	International University of East Africa	2011	Kampala	Private University

37	Uganda Technology and Management	2012	Kampala	Private University
38	Virtual University of Uganda	2012	Kampala	Private University
39	St. Augustine International University	N/A	N/A	Private University
40	Africa Graduate University, Kampala; Uganda	N/A	Kampala	Private University
41	International School of Business and Technology	N/A	Kampala	Private University

MILITARY UNIVERSITIES

42	University of Military Science and Technology	UMST	2007	Lugazi

DEGREE-AWARDING NON-UNIVERSITY INSTITUTIONS

43	Uganda Management Institute	UMI	1969	Kampala
45	Kigumba Petroleum Institute	KPI	2009	Kiryandongo
46	India-Africa Institute of Foreign Trade	IAIFT	2011	Kampala

Sources: (The NewVision 2012; Natukunda, 2007)