

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## The Effects of Staff Development Policy on Quality of Pedagogy of Academic Staff in Universities in Uganda

**Dr. Mugisha Deogratias Baryomuntebe**

Senior Lecturer, International University of East Africa, Uganda

### **Abstract:**

*The study set out to explore the relationship, effects and contribution of staff development policy on quality of pedagogy of academic staff in six selected chartered Ugandan universities. A cross-sectional research design was used. A sample of 346 academic staff from a population of 2600 from six selected chartered universities was studied. The study was descriptive, explanatory, interpretational and analytical in nature. The data collection methods used were questionnaires, interviews and document analysis. The study revealed that staff development policy had a significant relationship with methods of staff development implementation [ $r(272) = .324, p < 0.01$ ], to quality of pedagogy [ $r(272) = .361, p < 0.01$ ] and also a strong relationship between staff development methods and quality pedagogy [ $r(246) = .561, p < 0.01$ ]. The causal effect of staff development policy came out as 54.1%. Therefore, the study concluded that staff development policy has a positive relationship and effects towards improving the quality of pedagogy of academic staff in Ugandan universities. The study made a recommendation that all universities in Uganda should adopt new staff development model (Effective Staff Development Policy Model) developed by the study to improve quality pedagogy of academic staff from the current 53% to 69%.*

**Keywords:** Development policy, staff development methods, quality pedagogy

### **1. Introduction**

Staff development policy has become a major priority within university systems worldwide aimed at development of academic staff throughout their careers with positive effects on them and their institutions. Staff development is a sum total of all learning experiences of an individual to explore and develop the understanding of advancements in pedagogy and knowledge and gradual improvement of educational standards in universities (Fullan & Stiegelbauer, 1991). Components of staff development policy are: procedures, rules, methods, programs and it is a framework for all staff development related matters. Staff development is essential for improving instructional content practices and pedagogic skills (Schlager & Fusco, 2003; Sajjad, 2007) although programs differ from one university to another by needs and resources (Kaczynski, 2002).

The rationale for staff development in universities today is the changing teaching/learning environment related to methods and increased numbers of students, new programs, technology, curriculum, educational demands; changing roles of academic staff and students' demographic factors (Ssebuwufu, 1994), meeting demands and expectations of stakeholders (Guskey, 2002) lack of formal training on the side of academic staff and improving newly hired faculty on their skills, knowledge and attitudes. Increased demand for higher education, diverse students' body and changing learning environment calls for staff development for academic staff as a long-term process and continuous in nature at workplace (FeimanNemser, 2001).

Staff development policy for academic staff is practiced worldwide in countries namely: United Kingdom (UK) where it was effected as early as 1960s, Australia, New Zealand, Netherlands, Germany around 1976, Finland, Norway, Brazil, Malaysia, Sri-Lanka, United Arab Emirates, Kenya, South Africa, Sweden, Australia, Pakistan, India, Soviet Union, Greece, Nigeria, Mozambique and Uganda among others (Ibidapo Obe, 2007; Akullu & Mugimu, 2010; Ali, 2007; Postareff, 2007; Gibbs, 2001; Trawler & Bember, 2005).

Expansion and growth of higher education sector in Uganda provoked some universities to take immediate action on improving quality of pedagogy of academic staff. In 2006-2009 Makerere university conducted six workshops involving over 200 academic staff. In 2000 1<sup>st</sup> -4<sup>th</sup> May, a workshop was held at Nkumba University. In 2005 14<sup>th</sup> July-27<sup>th</sup> August three workshops were conducted at Uganda Martyrs University, Uganda Christian University and Kyambogo University. By 2006, 1219 staff in higher education of which 633 (about 50%) were on staff development in universities on doctorate and professional courses (NCHE, 2006; Nshemereirwe, 2005; Mande Muyinda, 2001; State for Higher Education, 2010). This later led to the offering of postgraduate diploma in teaching in higher education at Nkumba and Uganda Martyrs Universities. In

Uganda, higher education sector increasingly emphasizes the role and importance of staff development policy intended to improve quality of pedagogy of academic staff among other reasons (Uganda National Council for Higher Education, 2005; Education Sector Strategic Plan, 2004-2015).

All universities under study in Uganda have Staff Development Policy with key major objectives:

- a) To enable staff, acquire knowledge, skills and attitudes for better performance, productivity and output
- b) Supporting staff in changing information technology environment
- c) Improve knowledge, skills, attitude of staff to be effective and efficient in their roles and functions
- d) Building capacity for today and tomorrow

## 2. Problem Statement

### 2.1. Statement of the Problem

The problem investigated in this study was that although there were staff development policies in universities in Uganda intended to improve quality pedagogy of academic staff, there had been doubts and concerns voiced by various stakeholders in universities about the quality of pedagogy of academic staff in Ugandan universities. This fear pointed to problems related with curriculum development, content delivery methods, knowledge content, assessment and evaluation methods quality as well as use of teaching and learning materials among others. To address these gaps in pedagogical skills, universities used traditional models of training dominated with seminars, conferences, workshops and higher degree programmes as the key methods. It was deemed that these were to equip the academic staff with the pedagogical skills and knowledge. While such a reform aimed at improving the quality of university education, complaints about the quality of the graduates persist. This assertion arose from the following observations: -

- a) Makerere University dismissed twenty academic staff over examination malpractices. A lecturer copied for a student, some staff were said to have sold marks through social media while others altered marks and grades (Ahimbisibwe, 2015a; Ahimbisibwe, 2015b). Some academic staff members fail to teach students on how to answer questions or to acquire enough knowledge to answer exams, resort to selling marks.
- b) In Uganda Christian University, Ndejje University and Nkumba University there were many academic staff members whose highest qualification was masters. When these taught other masters students, it meant low score on Uganda National Council for Higher Education minimum standards.
- c) Kenya had refused to recognize science graduates of Kampala International University (Mutai, 2012). The doctorate degrees at Kampala International University were declared invalid by Uganda National Council for Higher Education because there were no qualified academic staffs to handle a doctorate programme (Spaul, 2015).
- d) The National Council for Higher Education of Uganda had also stopped Kampala International University from awarding PhDs until the programmes were verified. It was reported that when the PhD students were about to graduate, the council said the institution did not have the human resource capacity to award the degrees (Fortune, 2013).
- e) Ugandan universities did not fare well in continental ranking of universities in 2014. This was partly due to quality of academic staff (Aguyo, 2014).
- f) According to the study by Inter-University Council for East Africa (IUCEA) in 2014, many of the graduate's universities and other tertiary institutions in Uganda pass out, are not well prepared for the job market. They do not have the practical hands on skills to enable them adapt easily in the work world. The report further shows that of the total employers interviewed in Uganda, only 37% were satisfied with Ugandan graduates. The rest 63% faulted the graduates, saying the employees they had hired for the past one year hadn't been adequately prepared by their pre-hire institutions (Agaba, 2014).
- g) A survey released by the Inter-University Council for East Africa (IUCEA) in 2015 reported that more than six in 10 university graduates in East Africa were "half-baked". The survey sought the views of employers in the five East African Community (EAC) countries: Kenya, Uganda, Tanzania, Rwanda and Burundi, on the employability of graduates from local universities. 51% to 63% of the graduates were found to be "half-baked", "unfit for jobs" and "lacking job market skills". The worst records were in Uganda (63%) and Tanzania (61%). This was partly attributed to lack of suitable qualified academic staff (Nganga, 2014; Ernest, 2014; Ihucha, 2014).
- h) In 2013, National Council for Higher Education rejected Kampala International University's 66 students awarded with PhD degrees in 2011 and 2012. The council urged that the institution didn't have the capacity to train and graduate all these students at the time. It lacked competent professors to supervise the students (Obore, 2013; Lule, 2013).
- i) Workshops conducted in 2005 in three Ugandan universities namely Kyambogo University, Uganda Christian University and Uganda Martyrs indicated that academic staff continued to use the same methods of teaching that they experienced as university students in addition to lack of appropriate pedagogic skills (Nshemerirwe, 2005).
- j) In March 2016, Busoga University one of the private universities in Uganda listed over 100 academic staff for dismissal for lack of requisite academic qualifications.

The affected academic staffs were holders of Bachelor's Degrees and Diplomas which automatically disqualifies them from service. The academic staffs were recruited to serve as part-time lecturers. They were later promoted to work as

full time academic staff of the university without a review of their qualifications. The dismissal was also one of the preconditions for acquiring a charter set by NCHE. In order to obtain the charter, the university needed to have qualified academic staff on its list of employees (Uganda Radio Network, 2016).

All the above cited instances showed that there were many pedagogical challenges among university academic staff in Ugandan universities. Since the observations came at the backdrop of staff development efforts, it was necessary to undertake a study to investigate and measure how much pedagogical skills had been improved. Hence the current study on staff development policy and quality of pedagogy among academic staff in Ugandan universities.

## *2.2. Purpose of the study*

The study investigates the effects of staff development policy on improving quality of pedagogy of academic staff in Ugandan universities.

## *2.3. Specific Objective*

1. To analyze the relationship between staff development policy and staff development policy methods in Ugandan universities.
2. To assess the effects of methods of staff development on quality of pedagogy of academic staff in universities in Uganda.
3. To analyze the effects of staff development policy on quality of pedagogy of lecturers in Ugandan universities.

## **3. Literature Review**

### *3.1. Theoretical Framework*

The study utilized Human Capital Theory as a lens to guide in the understanding of staff development policy on quality of pedagogy of academic staff in universities. The Human Capital Theory was developed by Adam Smith (1776) later supported by Schultz (1961) and Rosen, (1999). The Human Capital Theory assumes that improved performance of human resource and competence draws on one's being educated and trained. The theory provides an ideal framework to understand the effects of staff development policy on employees' skills and knowledge. The basic assumptions of human capital theory seem to be consistent with the study's conceptualization of staff development which emphasizes education and training of human resources in order to improve on their knowledge and skills to enhance their performance, productivity, effectiveness and efficiency (Boldizzoni, 2008; Ginn & Terrie, 2001). Instituting staff development policy programs in institutions such as universities enhances acquisition of skills and knowledge of academic staff (Xiao & Tsang, 1994). The Human Capital Theory supports staff development policies and their programs with staff development approaches which improve on lecturers' pedagogical skills (Sleezer et al, 2003). Therefore, the relevance of the theory to this study is that human capital (lecturers) when properly developed through staff development programs becomes more productive, aided by the new knowledge and skills they acquire.

### *3.2. Staff Development*

A wide range of other terms are used to describe the term staff development policy such as instructional development policy, instructional training policy, academic development policy, faculty development policy, faculty training policy, professional development policy, educational development policy, educational training policy, pedagogical training policy among others.

Staff development policy is a general term that can encompass a whole set of processes (framework) working to improve the capabilities and practice of educators a comprehensive, sustainable and intensive approach to improving lecturers' effectiveness and efficiency in their practices (Fraser, 2001; Stefani, 2003). Staff development is also described as a "process of continual intellectual, experiential and attitudinal growth of teachers" which is vital for maintaining and enhancing the quality of lecturers and learning experiences. In this study, staff development will be used to refer to the process of learning and growth that practicing academic staff continuously (Dean, 1991).

### *3.3. Staff Development Policy and Staff Development Methods*

Staff development policy is a framework and a source for all staff development methods, rules, regulations and procedures guiding staff development programs and activities. Staff development policy is comprised of a plan of what should be done and achieved. The policy should state long-term and short-term objectives, with appropriate staff development methods as well as attainable training goals (Hariss, 2007), Staff development policy provides practical staff development programs within which all academic staff will acquire the necessary competencies to perform their duties with creativity, efficiency, effectiveness and commitment to improve on service delivery to their customers (Millmore et al., 2007).

Staff development policies are composed of key aspects to staff development program such as identification of training needs of staff (Opperman & Meyer, 2008), selection procedures, implementation procedures and methods and evaluation of staff development programs (Wickramasinghe, 2006). Staff development policy clarifies all staff development programs and is clear on staff development methods. A variety of staff development policy methods are recommended which

include workshops, seminars, conferences (Richards & Farrel, 2005), induction and orientation (Broughman, 2006) mentoring and coaching by consultants and experts (Robbins, 1999), peer's assessment and evaluation, team teaching, lecturer inter-visitiation and staff learning communities (Honawar, 2008) are all well stipulated in the policy. The methods are focused on how best academic staff can acquire, improve on their knowledge and skills for better practices in their profession (Ukpere, 2009).

The policy provides methods which are well linked to staff development programs which are intended to achieve strategic staff development goals for short and long-term purposes (Opperman & Meyer (2008). It is therefore, emphasized that staff development policy should serve as a framework as to when decisions regarding what staff development methods are used for a particular staff development program. Staff development policy in universities in Uganda is clear on staff development matters and it is the basis of all staff development methods though with implementation challenges. It remains the duty of staff development policy planners and implementers to enforce it in order to meet and achieve desired staff development objectives and goals.

#### 3.4. Staff Development Methods on Quality Pedagogy of Academic Staff

Universities have a mandate to train their academic staff to acquire relevant skills and knowledge for application in improving on their work. Since no academic staff can remain qualified with continuous changes in academic, societal values and expectations, some form of on-going staff development becomes a necessity. Different staff development methods are commonly used are:

a) *Workshops, seminars and conferences*

Workshops, seminars and conferences (Richards & Farrel, 2005) which can be beneficial in a number of ways they can provide useful pedagogical knowledge from experts, they provide teachers with the opportunity for hands-on experience with specific topics on problems and challenges related to their work, raise staff motivation, offer practical lecture room applications from peer discussions, develop collegiality among academic staff, support innovations and are flexibility in institutions. Although workshops are widely globally used they are criticized as ineffective (Robb, 2000) because of the way they are organized.

b) *Mentoring*

Robbins (1999) defines peer coaching/mentoring as a confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach one another; conduct classroom research; or solve problems in the workplace. Mentoring or coaching is advantageous in that it contributes to transfer of skills in the actual implementation of a new teaching/learning strategy than do un-coached ones, coached academic staff members apply their newly learned strategies more appropriately, in terms of their own instructional objectives and certain models of teaching. Coached academic staff has opportunities to discuss with each other teaching/learning objectives as well as strategies with curricula materials (Zepeda, 1999). It is thus a learning situation that arises through the collaboration between two colleagues, with one adopting the role of coach as they explore a particular aspect of instructional practice. The coach would provide feedback and suggestions to the other staff, depending on the goals established between them from the outset (Cox, 2000).

c) *Teaching portfolio*

A teaching portfolio is a documented history of a teacher's learning process against a set of teaching standards (Seldin (1997). It is a two-part document created by a faculty member to communicate teaching philosophies and to highlight representative teaching/learning accomplishments while providing a means of reflection where the lecturer can critique own work and evaluate the effectiveness of lessons (Williams, 1997) A teaching portfolio is an instrument that is used as a means of authentic assessment in evaluating the effectiveness of a lecturer for promotion (Campbell and Brummett (2002). Therefore, thoughtful reflection is the key to developing a good portfolio because when lecturers stop to think about their beliefs and practices in the classroom, any gaps that exist between the two are easily identifiable (Forster and Master, 1996). There is no single correct formula for preparing a teaching portfolio since it is a highly personalized product (Williams & Burden, 1997).

d) *Action research*

Action research is described as a spiral consisting of planning, action, evaluation and then some kind of action (Marsh, 1988). Gore and Zeichner (1995) define action research as "involving practitioners in attempting to improve their teaching through cycles of planning, acting, observing and reflecting". Loughran & Russell (1997) define action research as "the search by higher education lecturers for solutions to problems in student learning and the testing of these solutions through evaluation". The aim of action research, as explained by Carson & Sumara (1997) is to solve the immediate and pressing day-to-day problems of practitioners". It is carried out by academic staff members who seek to improve their understanding of events so as to enhance the effectiveness of their practice. Action research further, provides a process whereby educators can become involved in curriculum design and implementation as well as selecting the most effective teaching/learning strategies and modifying them to suit their own situations (Darling-Hammond, 1997).

e) *Learning communities*

Lecturer learning communities also known as "inquiry teams" or "learning teams are also part of staff development for lecturers. In this method, academic staffs in content-area teams meet several times a week to collaborate on teaching strategies and solve problems they encounter in their daily practices (Honawar, 2008).

f) *Induction*

To help beginning academic staff in universities nowadays, use induction programs which is a more or less formalized program that are aimed at supporting beginning lecturers in their first years of teaching are applied (Broughman, 2006). An important reason to invest in induction programs is to sustain staff development programs of beginning lecturers not only to help them survive those first years of teaching, but also to challenge them in their development as lecturers and provide a base for continuous growth (Huling-Austin, 1992). Scholars such as (Darling Hammond, 1995) have emphasized the importance of supporting beginning teachers with induction programs.

g) *Other methods*

Other methods are staff meetings, visits and demonstrations, professional training and higher studies to attain more certificates. Short courses, extended, or long courses that may take place once a week or may cover longer time span of about two years are organized, and the courses lead to the award of certificates and degrees to the participants participation in pedagogic subject-matter courses to improve on their performance (Gallimore et al, 2009; Mirza, 2007).

Staff development policy methods aim at improving skills and knowledge of lecturers for better performance (Rebore, 2001; Young, 2001). Staff development programs need to be organized for lecturers in order to improve their instructional methodology and skills for improved performance at work. Based on the highlighted relevance of staff development programs as prime vehicles for improving staff performance in universities, it is the responsibility of the individual staff to seek self-improvement, and that of the university authority and the employing body to make such improvements possible for academic staff.

### 3.5. Staff Development Policy on Quality Pedagogy of Academic Staff

Staff development policy for academic staff in universities to improve on their pedagogical skills is vital for quality higher education. Acquisition of knowledge and skills, assist academic staff members to adjust to educational change (Sajjad, 2007); better performance, effectiveness and efficiency (Stefan, 2003); career development (Hopkins & Levin, 2000); and to meet and satisfy needs of customers.

Absence of improving knowledge and skills of lecturers undermines their performance. Academic staff in universities needs to be equipped with new knowledge and skills in executing their duties. Staff development is intended to improve the quality of pedagogy of lecturers in the following areas: evaluation and assessment (Trowler & Bember, 2005); application of teaching technologies and aids (Green, 2008); curriculum development and interpretation (Cannon & Newble, 2000); planning of teaching activities (Garet, 2001); acquisition and improving on subject content knowledge (Cobb, 1991); and lecture room management (Kennie, 1999). It is important therefore to provide staff developmental programs from a well-designed staff development policy for faculty as part of the capacity-building to meet the needs of both the institution and individuals.

Updating academic staff skills and knowledge is imperative in a university (Cobb, 1991). Faculty staff is in need of staff development programs that enable them to adapt easily to the changing higher education needs and staff development should be an ongoing process (Guest, 2000). Changing goals for higher education learning, coupled with shifts in curriculum put emphasis and a deeper understanding of teacher learning and student thinking which requires staff development policy programs that sharpen lecturers' skills and knowledge (Borko & Putnam, 1995). Staff development policy improves academic staffs' knowledge of the subject matter that they are teaching (Cobb, 1991), enhance their understanding of student learning behaviours (Darling-Hammond & McLaughlin, 1995), curriculum materials and instruction (Canon & Newable, 2000) which can boost their performance. Staff development policy programs are carried out through appropriate staff development methods in universities in order to enhance quality of their pedagogy and improve their performance of academic staff (Joyce, 1993; Jones & Lowe, 1993). Staff development policy and appropriate methods of implementation play a big role in improving the quality of pedagogy of academic staff in universities (Ali, 2005; Pervaiz et al., 2007).

### 3.6. Conceptual Framework

The conceptual framework below shows major variables in this study which are: staff development policy as an independent variable, methods of staff development and quality pedagogy as dependent variables. It shows the influence of staff development policy on staff development policy methods and quality of pedagogy of academic staff.

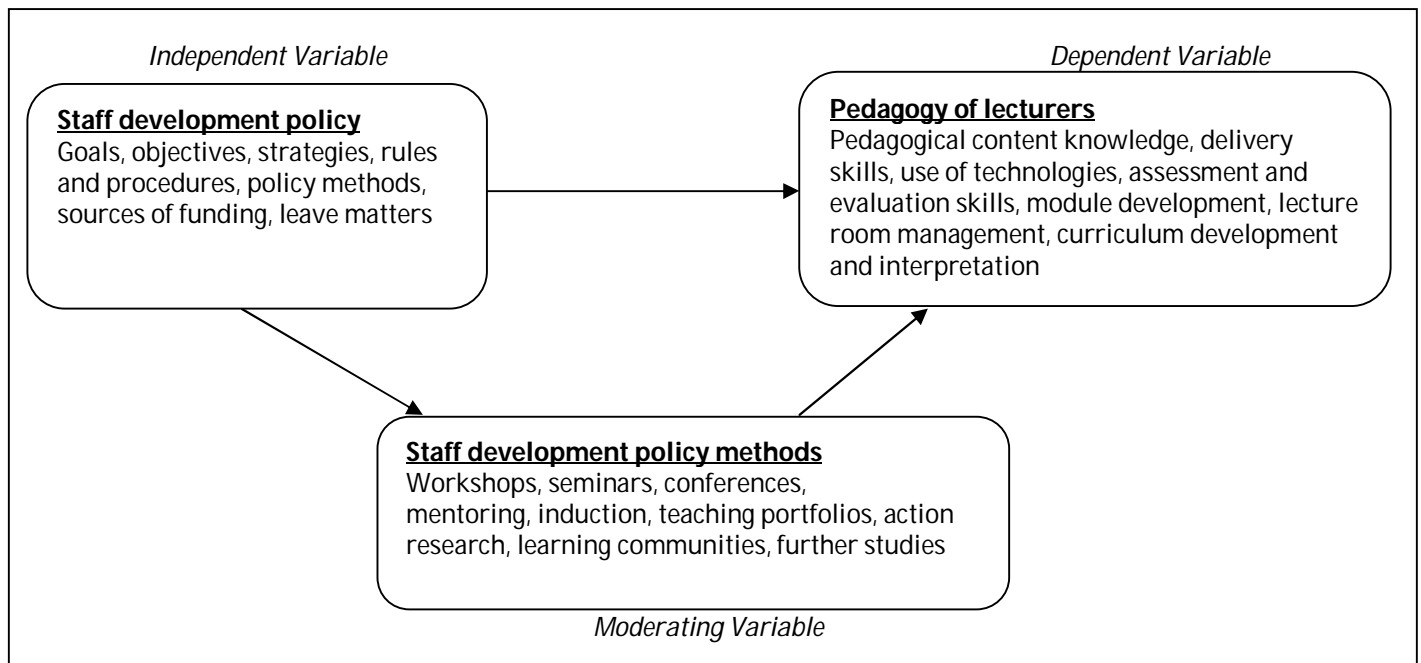


Figure 1: Conceptual Framework  
Source: Modified from (Davis et al., 1989; Teo & Tan, 2000)

The above framework shows the relationship between key variables of the current study. The first objective focuses on staff development policy and staff development policy methods; the second objective is on staff development policy methods and quality pedagogy of academic staff and the third objective is on staff development policy and quality pedagogy of academic staff. It shows that staff development policy as an independent variable, staff development policy methods as a moderating variable and quality pedagogy of academic staff as a dependent variable. Although there is a lot of literature on staff development policy, staff development policy methods and quality pedagogy of academic staff in universities, none explores the relationship, contribution and effects among these variables more especially in Ugandan universities. The current study which investigates the relationship and effects of the three variables and their contribution on each other by determining the effects of staff development policy on quality pedagogy of academic staff in Ugandan universities.

## 4. Methodology

### 4.1. Research Design

The study used a cross-sectional design to gather data from a cross section of respondents comprised of academic staff from selected universities in Uganda. A questionnaire survey method was used to collect quantitative data which was analysed to make conclusions. A correlation quantitative study design was adopted to establish and determine the relationship and effects between staff development policy and quality pedagogy of academic staff in Ugandan universities.

### 4.2. Study Population

The sample was purposively chosen from a population of 2600 academic staff in faculties in six selected universities out of 12 public and private chartered universities in Uganda. Two universities were private and four were public. The selection of the universities was guided by their chronological dates of establishment for the case of public universities and dates when private universities acquired charter status. The oldest universities from both public and private were purposively selected as shown below in table 1.

No	Name	Status	Year of establishment/Charter
1.	Makerere University	Public	1922
2.	Mbarara University of science and Technology	Public	1989
3.	Kyambogo University	Public	2003
4.	Gulu University	Public	2004
5.	Busitema University	Public	2007
5.	Uganda Christian University	Private	2004
6.	Uganda Martyrs University	Private	2005
7.	Kampala International University	Private	2009
8.	Ndejje University	Private	2009
9.	Islamic University in Uganda	Private	1988
10.	Nkumba University	Private	2007
11.	Bugema University	Private	_____

Table 1: List of the universities under study  
Source: Field data

#### 4.3. Sampling Technique and Sample Size

The study used Krejcie and Morgan (1970) formula to calculate and determine the required sample of respondents for study. The total targeted population of academic staff in selected universities was 2600. According to Krejcie and Morgan's formula a total of 2600 gives a sample of 346 respondents as shown below.

Sample size was calculated as follows:

$$\text{Sample size (S)} = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where; p: Number of target population that conforms to the characteristics of the sample required, 0.5,

X<sup>2</sup>= Chi square value at 1 degree of freedom and 5% level of significance, = 3.84

d: Degree of accuracy, d, (5%), 0.05.

N = Population size, 2600.

$$\text{Samplesize (S)} = \frac{1.92 \times 1.92 + 2600 + 0.5(1-0.5)}{0.05 \times 0.05(2600-1) + 1.92 \times 1.92 + 0.5(1-0.5)} = 346.6$$

After determining the number of respondents, purposive sampling was applied to select the respondents to administer the questionnaire. The study employed purposive sampling procedures since the participants were selected because of the same characteristics that make them holders of the data needed for this study.

The study also used non-probability sampling, purposive in nature to select academic staffs who were the respondents. Purposive sampling does not influence the selection of participants but also settings and activities for data collection from respondents. Simple random sampling was employed in the study on the selection of academic staff to ensure that all individuals in the defined population had an equal and independent chance of being selected.

#### 4.4. Data Collection Methods

A cross-sectional research design required this study to use several data collection methods namely interview, survey and document review methods for purpose of triangulation which are explained below.

##### a) Interview method

The study used open-ended questionnaire where there is great freedom and flexibility on the side of interviewees (Saunders, Lewis & Thornhill, 1997). This method was found to be appropriate for academic staff from the six selected universities in Uganda.

The posing of open-ended questions during the interview allowed the researcher to gather data that could lead to a textural description and structural description of the experiences and ultimately provide an understanding of the common experiences of the participants.

##### b) Survey method

This is the method of data collection by which the respondents provide answers in a pre-determined order (Saunders, Lewis & Thornhill, 1997). For this study, a questionnaire of 46 items was administered to 346 academic staff. A self-administered questionnaire was designed in which respondents had a list of answers from which they ticked.

##### c) Review of primary records

It was possible to review some of the records which formed primary data especially staff development policies, strategic plans, quality assurance documents, senate meeting minutes of universities under study. Some these documents were accessed from the university websites. The main focus was on data related to staff development policy.

## d) Review of secondary literature

Secondary data were obtained from books, reports and publications, researched works by various scholars, public records, magazines and newspapers, staff development reports and any other unpublished information. Literature review was the principal secondary data for further understanding of the topic under study.

## 4.5. Data Collection Tools

The researcher used checklists, interview schedules, and questionnaire as tools appropriate for collecting data. Academic staff members were interviewed from each university.

## a) Interview Schedule

An interview schedule is a document with a set of predetermined open-ended questions (Gilham, 2000). Interview schedules were developed to guide the researcher during the interviews, and these questions thirteen in number guided the participants in sharing their experiences regarding staff development with the researcher.

## b) Self-administered questionnaire

A questionnaire is a data collection tool in which written questions are presented that are to be answered by the respondents in a written form (Moser & Kalton, 1989). A questionnaire with 46 printed questions was given and respondents wrote down the replies in the provided space. The questions were both open-ended, closed in nature with likert-scale approach. The tool was used to allow respondents time to give well thought out answers and minimize interviewer bias. The questionnaires were administered to academic staff from six universities under study to get information on staff development policy, staff development methods and quality of pedagogy. The questionnaire four sections labelled A, B, C and D as shown below.

	Section	Items
A	Background variables	10
B	Staff development policy and staff development methods	09
C	Staff development methods and quality of pedagogy	13
D	Staff development policy and quality of pedagogy	14
	Total	46

Table 2

Other than the first ten items on the background characteristics of the respondents, the rest of the items used likert scale as follows: Strongly Disagree = 1, Disagree =2, neutral =3, Strongly Agree = 4, Strongly Agree 5. The study used questionnaires because they are quick and relatively easy to create, code, interpret and saves time. Questionnaires were easy to standardize because every respondent answers the same questions in the same way making the method reliable. They increased respondents' honesty because they became free from intimidation by the presence of the interviewer.

## 4.6. Validity and Reliability of Instruments

## 4.6.1. Validity

Kothari (2004) defines validity as the degree to which an instrument measures what it is supposed to measure. White (2002) pointed out that validity is concerned with the idea that the research design fully addresses the research objectives that have to be achieved. Validity of the questionnaire and interview guide was obtained by presenting it to at three research experts, including the researcher's two supervisors to ensure the relevance, wording and clarity of the questions or items in the instrument. The validity of the questionnaire was determined by ensuring that questions or items in it conform to the study's conceptual framework.

Content Validity Index (CVI).

$$CVI = \frac{\text{the number of relevant questions}}{\text{The total number of questions}}$$

$$\frac{29}{37} = 0.783$$

Since conventional research wisdom requires that a good research be  $\geq 0.6$  (either equal or greater than 60% (Amin (2005)), it meant that the questions posed were relevant and valid to the study variables.

## 4.6.2. Reliability of Research Instruments

Gay (1996) defined reliability as the degree of consistency that the instrument demonstrates. Reliability seen by Stenbacka (2001) is the degree to which an instrument measures an attribute or the ability of an instrument or indicator to produce similar scores on repeated testing occasions under similar conditions. Reliability in this study was intended to show that the instrument produces results which were reliable. This was determined by using SPSS to work out the Cronbach Alpha ( $\alpha$ ). The questionnaire was given to the expert to score in the following response items (5= Strongly Agree, 4= Agree, 3= Neither Agree or Disagree, 2= Disagree and 1= Strongly Disagree). The reliability coefficient should be greater than 0.75 for the results to be



reliable and exhaustive. Reliability of the instrument in this study was determined using Cronbach Alpha ( $\alpha$ ). The internal consistence of scales used to measure the variables on the instrument was measured using Cronbach Alpha ( $\alpha$ ) coefficient. The instrument was reliable since the alpha coefficient was above 0.5 as shown in Table 3 below. The alpha was .868, the implication is that the scales used to measure staff development policy, staff development policy methods and quality pedagogy of academic staff was reliable. The score that is greater than 0.75 is recommended for social science research (Sullivan, 2001).

Scale	Cronbach's Alpha ( $\alpha$ )
Staff development policy	0.824
Staff development policy methods	0.897
Quality of pedagogy	0.883
Average	0.868

Table 3: Reliability of instrument

#### 4.7. Data Processing and Analysis

Data analysis is the process of bringing order to the collected data and organizing it into categories and basic descriptive units (Enon, 1999). Data from the field was compiled, sorted, and coded to have the required quality, accuracy and completeness. Data was entered into the computer system using the Statistical Package for Social Sciences (SPSSv17) for analysis.

Correlations and regressions were carried out in order to measure the relationship and effect of independent variable on intervening and dependent variables. These were applied so as to accurately determine the relationships and strength between staff development policy, staff development policy methods and quality pedagogy of lecturers as study variables. Multiple regression analysis was also carried out to determine extent to which independent variables influence the dependent variable.

Interpretational analysis was used to uncover meaning of qualitative data which interviews respondents' views in words were carefully put under consideration. The researcher drew inferences using Pearson Correlation technique to analyse the collected data. Identification of patterns, regularities, irregularities, discovering trends and explanations was made to understand relationships between variables within the collected data. A regression analysis focusing on staff development policy and staff development methods was carried out to establish the extent to which they contribute to quality pedagogy of academic staff in universities in Uganda. The study was descriptive, explanatory and analytical, in that it described and analyzed the relationship between the study variables. Analysis was done using Statistical Package for Social Scientists (SPSS) program version 17. Summary statistics in form of qualitative and quantitative measures, frequencies and percentages were run and interpretations were made.

## 5. Results and discussion of findings

### 5.1. Effects of Staff Development Policy on Staff Development Policy Methods

The study revealed that staff development policy in universities in Uganda is significantly related to staff development methods. The findings indicate that the better the organized staff development policy in universities in Uganda, the better the staff development policy methods. Staff development policy clarifies all staff development programs and is clear on staff development methods in all universities under study in Uganda. Staff development policy serve as a framework when it comes to decisions regarding staff development methods. Staff development policy in universities in Uganda is clear on staff development matters and it is the basis of all staff development methods though with implementation challenges. Findings showed that staff development policies formed the basis for methods of staff development as shown in the table below.

No.	Name	Staff development policy methods	Methods often used
1	Makerere University	Conferences, workshops, further studies	Workshops, seminars, further academic studies
2	Mbarara University of Science and Technology	Workshops, Seminars (induction, refresher courses) Conferences	Do
3	Ndejje University	Seminars, workshops, Conferences (paper presentations), mentoring, coaching, further studies, Sabbatical leave	Do
4	Kampala International University	Conferences, seminars, workshops, further studies	Do
5	Uganda Christian University –Mukono	Further studies, workshops, seminars	Do
6	Uganda Martyrs University –Nkozi	Workshops, conferences, seminars, further studies	Do

Table 4: Staff development policy methods in universities in Uganda  
Source: Field Primary Data and Document Analysis

Table 4 shows that staff development policy methods used in universities in Uganda are short and long- term courses which lead to the award of certificates and degrees such as postgraduate diplomas, masters and doctorates. Staff development policy methods especially seminars and conferences are commonly used to improve academic staffs' pedagogy. They are cost effective and easy to organize in order to address immediate academic staffs' pedagogical skills. The study further measured and tested the relationship and effects of staff development policy and staff development policy methods using Pearson moment Correlation analysis and simple linear regression. The results from the correlation test revealed that a positive significant relationship between staff development policy and staff development methods which was statistically significant  $N(246) = .324, p < 0.05$ .

		Staff development policy	Methods of staff development
Staff development policy	Pearson Correlation	1	.324**
	Sig. (2-tailed)		.000
	N	272	246
Methods of staff development	Pearson Correlation	.324**	1
	Sig. (2-tailed)	.000	
	N	246	246

Table 5: Correlation Matrix showing relationship between staff development policy on staff development policy methods  
\*\*. Correlation is significant at the 0.01 level (2-tailed).

Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.989	.164		18.195	.000
	Staff development policy	.271	.051	.324	5.358	.000

a. Dependent Variable: Methods of staff development

Table 6: Coefficients for staff development policy versus staff development policy methods

Table 6 above clearly shows that staff development policy is a good predictor of methods of staff development policy methods (Beta = .324,  $p < 0.05$ ). Given the above results, one can conclude that there is a significant relationship staff development policy and methods of staff development.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.324 <sup>a</sup>	.105	.102	.938

a. Predictors: (Constant) Staff development policy

Table 7: Model summary regression showing the contribution of staff development policy on staff development methods

In order to determine the actual contribution of staff development policy on methods of staff development, a simple regression matrix was run. The model summary of the regression in table 7 had an Adj.R<sup>2</sup> of 0.102 which translated into 10.2%. Adjusted R<sup>2</sup> being a measure of how much of the variability in the staff development policy is accounted for by the staff development policy methods.

This meant that staff development policy explained 10.2% of the staff development methods used in universities in Uganda. The findings from 246 respondents (90.4%) affirmed that staff development policy was associated with staff development policy methods in universities in Uganda. The remaining 89.8% could have been explained by other factors besides staff development policy. Some of these are lack of implementation, poor/low/no sources of funding, poor timing, and institutional staff development culture among others can account for the variation.

## 5.2. Staff Development Methods and Quality Pedagogy

### 5.2.1. Measurement and Testing of Variables (Staff Development Policy Methods and Quality Pedagogy)

The study used Pearson's correlation technique to determine the relationship between staff development policy methods and quality pedagogy discussed as below in table 8.

		Staff development implementation methods	Quality pedagogy
Staff development policy methods	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.000
	N	246	246
Quality of pedagogy	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.000	
	N	246	272

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

Table 8: Pearson Product Moment correlations analysis between staff development methods and quality pedagogy

There was moderate positive correlation between methods of staff development and quality of pedagogy of academic staff, which was statistically significant  $r(246) = .561, p < 0.05$ . It can therefore, be deduced that staff development policy methods can significantly influence quality of pedagogy of lecturers in universities.

Coefficients <sup>a</sup>						
Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.271	.230		5.528	.000
	Methods of staff development	.618	.058	.561	10.587	.000

a. Dependent Variable: Quality of pedagogy

Table 9: The contribution of staff development policy on staff development policy methods

Using a simple linear regression shown in Table 9 above results clearly showed there was a linear relationship between that staff development policy methods and quality of pedagogy of lectures (Beta = .561,  $p < 0.01$ ). The results indicated that staff development methods influence quality of pedagogy of academic staff. The independent variable (staff development policy) has a moderate coefficient of .561 (0.4 -0.59). To determine the actual contribution of staff development policy methods on quality of pedagogy a simple regression matrix was used.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 <sup>a</sup>	.315	.312	.905

Table 10: Regression matrix showing contribution of staff development policy methods on quality of pedagogy of academic staff  
Predictors: (Constant) Staff development policy methods

The model summary of the regression matrix yielded an Adj.R<sup>2</sup> of 0.312 translated into 31%. This meant that staff development policy methods explained 31% of the quality of pedagogy in universities in Uganda. The remaining 69% could be explained by other factors besides staff development policy. Some of these are working conditions, general economic conditions, number of students, staff welfare, academic quality of students, university policies, forms of staff development available, availability of funds, level of growth of the university and location of the university among others.

### 5.3. Staff Development Policy and Quality of Pedagogy

#### 5.3.1. Measurement and Testing of variables (Staff Development Policy and Quality of Pedagogy)

The study used Pearson Correlation Coefficient to determine the relationship between variables under study as shown in Table 11 below. It was deduced that staff development policy significantly influence quality of pedagogy of lecturers.

Correlations			
		Staff development policy	Quality of pedagogy
Staff development policy	Pearson Correlation	1	.361**
	Sig. (2-tailed)		.000
	N	272	272
Improved quality of pedagogy	Pearson Correlation	.361**	1
	Sig. (2-tailed)	.000	
	N	272	272

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

Table 11: Pearson Product Moment correlation analysis for the relationship between staff development policy and improved quality of pedagogy

A Pearson product-moment correlation was run to determine the relationship between staff development and quality of pedagogy. There was a weak, positive correlation between staff development policy and quality of pedagogy, which was statistically significant at  $r(272) = .361, p < 0.05$ .

Coefficients <sup>a</sup>						
Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.624	.169		15.548	.000
	Staff development policy	.331	.052	.361	6.354	.000

a. Dependent Variable: Quality of pedagogy

Table 12: Coefficient values between staff development policy and improved quality of pedagogy

Using a simple linear regression shown in Table 12 above results clearly showed there was a linear relationship between that staff development policy and quality of pedagogy of lecturers (Beta = .361,  $p < 0.05$ ). The results indicated that there is a linear relationship between staff development policy and quality pedagogy of lecturers. It meant that the more effective the staff development policy, the better the quality of pedagogy of academic staff in universities.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361 <sup>a</sup>	.130	.127	1.002

a. Predictors: (Constant) Staff development policy

Table 13: Model summary of relationship between staff development policy and quality of pedagogy

The model summary of the regression matrix showed an Adj.R<sup>2</sup> of 0.127 translated into 12%. This meant that staff development policy explained 12% of the quality of pedagogy of lecturers in universities in Uganda. The remaining 88% could have been explained by other factors besides staff development policy such as lack of implementation, poor/low/no sources of funding, poor timing, infrastructure, academic background of students, level of growth of the university, institutional staff development culture among others account for the gap.

## 6. Conclusion

The study concluded that staff development policy is a powerful tool in developing knowledge and skills of lecturers as individuals who contribute towards educational improvement. This was done through studying and analysing the findings to find out the relationship between the variables under study through a conceptual framework which verified the relationship on each other by answering the set research study questions. Understanding this relationship is important for staff development policy makers and other stakeholders in university education in view of improved quality of pedagogy of lecturers. The only remaining task by universities, is to improve on participation of lecturers in staff development formulation process, increase funding, choose appropriate methods for implementation and lastly evaluate the entire staff development activities and programs for successful realization of staff development policy outcomes.

Pearson Correlation Coefficient technique was applied to measure the relationship between variables under study. It was concluded that there is a strong positive relationship between staff development policy, staff development policy methods and quality of pedagogy of lecturers in universities. The correlation was  $r = (272) = .324, p < 0.01$ ; linear regression matrix showed  $F(1,244) = 28.7, P < 0.05$  and a summary of the regression had an Adj.R<sup>2</sup> of 0.102 which translated into 10.2% between staff development policy and staff development policy methods.

Between staff development policy methods and quality of pedagogy of lecturers the correlation was  $r = (272) = .561, p < 0.01$ ; linear regression results showed  $F(1,271) = 5.52, P < 0.05$  and summary of the regression matrix yielded an Adj.R<sup>2</sup> of 0.312 translated into 31%. Lastly, between staff development policy and quality of pedagogy of lecturers the correlation was  $r = (272) = .361, p < 0.01$ ; linear regression results showed  $F(1, 2.62) = 15.54, < 0.005$  and model summary of the regression matrix showed an Adj.R<sup>2</sup> of 0.127 translated into 12%. The study therefore, concluded that staff development policy methods and quality of pedagogy of lecturers have a moderate relationship while staff development policy and staff development policy methods and also staff development policy and quality of pedagogy have the weakest relationship.

## 7. Hypothetical Model

The study integrated the concepts from the literature and research findings described previously into a hypothesized model to examine the influence of the variables on each other. A hypothetical model was used to determine the overall effect of staff development policy on quality pedagogy of academic staff in universities in Uganda. The hypothetical model therefore provides a reliable explanation the quality pedagogy is a function of staff development policy. In the explanation the following are taken into account:

- Determining variables – in the model there is an independent variable (staff development policy), intervening variable (methods of staff development) and dependent variable (quality pedagogy).

- b) Establishing causal paths – the causal paths relevant to variable (3) which is quality pedagogy are paths from (1) to (2) to (3) and from (1) staff development policy.
- c) Stating assumptions – all relations are linear

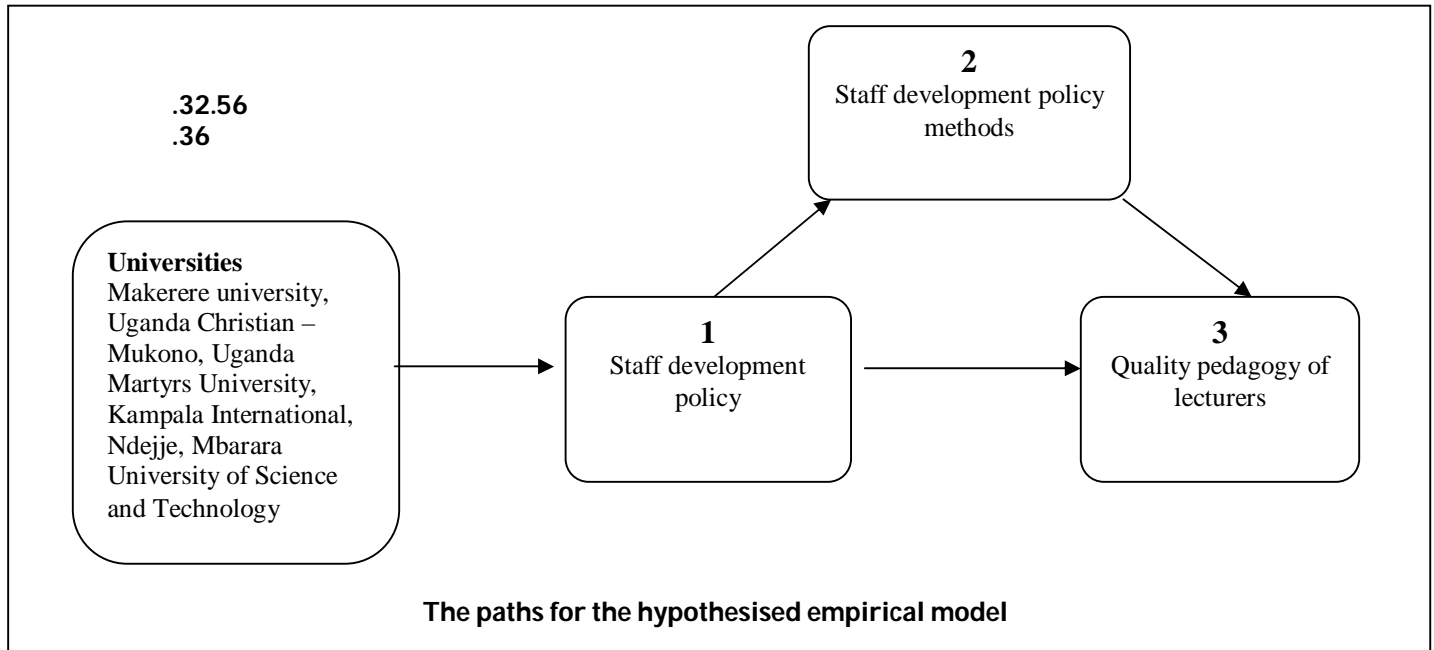


Figure 2:Hypothesised Model  
 Source: Adopted and Modified from (Turinawe and Mwesigwa, 2013)

Path	Variable	Path's coefficients
P 21	Staff development policy and staff development policy methods	.32
P 32	Staff development policy methods and quality pedagogy of lecturers	.56
P 31	Staff development policy and quality pedagogy of lecturers	.36

Table 14: The paths in the hypothesised model

The paths in the hypothesised model above establish the following relationships:

1. A positive significant relationship between staff development policy and staff development methods
2. A positive significant relationship between staff development methods and quality of pedagogy
3. A positive significant relationship between staff development policy and quality of pedagogy

So variable 1 (staff development policy) is the only exogenous variable because it has no arrows pointing to it. This leaves two endogenous variables in the model, that is variable 2 (methods) and variable 3 (quality of pedagogy). The coefficients were derived from correlations run to determine relationships between variables shown in chapter five. There is a strong positive relationship between staff development policy and staff development policy methods  $r = (272) = .324, p < 0.01$ ; between staff development policy methods and quality of pedagogy of lecturers the correlation was  $r = (272) = .561, p < 0.01$  and between staff development policy and quality of pedagogy of lecturers the correlation was  $r = (272) = .361, p < 0.01$ .

Effects of decomposition

The paths coefficients were used to decompose correlations in the model into direct and indirect effects corresponding to direct and indirect paths reflected in the arrows of the model as recommended by Kline (2005). Researchers such as Hair, Black, Babin, Anderson, and Tatham, (2005) recommend calculating the total effect of a variable on another using a hypothesized model. This is based on the rule that in linear system the total causal effect of a variable A on variable B is the sum of the variables of all the paths from A to B. Considering that quality pedagogy is a dependent variable and staff development policy is the independent variable, the indirect effects and calculated by multiplying the paths coefficients for each path from staff development policy quality pedagogy.

$$= \text{staff development policy} \longrightarrow \text{methods} \longrightarrow \text{quality pedagogy}$$

$$= .32 \times .56 = .17$$

Thus .17 is the total indirect effect of staff development policy on quality pedagogy of lecturers. To this indirect effect, the direct effect is added in order to establish the total effect of staff development policy on quality pedagogy is  $.17 + .36 = .53$  (53%).

### 7.1. Adoption of Effective Staff Development Policy Model (ESDPM)

The hypothetical model confirmed that the total causal effect of staff development policy on quality pedagogy of lecturers is 53%. In order to improve the effect of staff development policy on quality of pedagogy of lecturers, this study recommends the adoption of effective staff development policy model. How much Effective Staff Development Policy Model can contribute to improving quality pedagogy of lecturers, can be determined by carrying out a simulation. The simulation is carried out in the following steps:

#### Step 1

The percentage of the total effect is subtracted from 100%. In this study, the total causal effect from the hypothetical model is .53 or 53%. So, 100% minus 53% leaves 47%.

#### Step 2

Product in step 1 is multiplied by direct effect. In the current study this is  $.47 \times .36 = .16 = 16\%$ . The contribution of Effective Staff Development Model will be 16%.

#### Step 3

The product in step 2 is added to the total causal effect in order to derive the total causal effect after simulation. In this study, 16% is added to 53% giving a final figure of 69%.

#### Step 4

Conclusion based on the simulation is that it is viable to adopt the Effective Staff Development Policy Model because it promises to add value on staff development policy which is one of the determinants of quality pedagogy of lecturers in universities.

## 8. Conclusion

This study proved that staff development policy influences quality pedagogy of academic staff in universities in Uganda. The analysis indicated that there are significant positive relationships between staff development policy and staff development policy methods [ $r = (272) = .324, p < 0.01$ ]; staff development policy methods and quality of pedagogy of lecturers the correlation [ $r = (272) = .561, p < 0.01$ ], and between staff development policy and quality of pedagogy of lecturers the correlation [ $r = (272) = .361, p < 0.01$ ]. The purpose of this study was achieved because through the hypothetical model analysis it was proved that staff development policy influenced up to 53% of quality pedagogy of academic staff. This effect was high, but given the dissatisfaction and compliant about staff development policy from stakeholders of university education, the study proposed Effective Staff Development Policy Model. A simulation gave a prediction that Effective Staff Development Policy Model would contribute 16% quality of pedagogy of lectures. This increased the total causal effect of policy on pedagogy to 69%. The other factors which account for .31 or 31% should only be peripheral when taking decisions on quality of pedagogy in universities in Uganda.

## 9. References

- i. Agaba, J. (2014 May 22). Only 37% employers satisfied with Uganda's graduates. *The New Vision*.
- ii. Aguyo, I. (2014 February 18). Ugandan universities slip in continental ranking. *The New Vision*.
- iii. Akullu, B., & Mugimu C.B. (2010). Possibilities and Challenges of providing Continuous Professional Development in Pedagogy for Higher Education Staff in Africa: A case of Makerere University. *6 Comparative & International Higher Education 2 (2010)*
- iv. Ali, A. (2005). *A study of academic functioning of universities in Pakistan: An Unpublished thesis*.
- v. Ali, T. (2007). "Professional development of teachers at higher education in Pakistan enhancing the quality of higher education professional development content and strategies". Paper presented at National Conference on Professional Development of Teachers in Higher Education in Pakistan: *Organized by National Academy of Higher Education (NAHE)*. Islamabad: Pakistan, 16-18 January, pp.73-79.
- vi. Amin, M. E. (2005). *Social science research: Conception, methodology and analysis*. Kampala: Makerere University Printery.
- vii. Biggs, J. (1999). *Teaching for quality learning at University: What the student does*. Buckingham: SRHE
- viii. Boldizzoni (2008). *Means and ends: The idea of capital in the West; 1500-1970*, New York: Palgrave Macmillan.
- ix. Broughman, S.P. (2006). *"Teacher Professional Development in 1999-2000"*, National Center for Education Statistics.
- x. Campbell, M. R. & V. M. Brummet (2002). Professional teaching portfolios: for pros and preservice teachers alike. *Music Educators Journal*, 89(2), 25 – 31
- xi. Cannon, R., & D. Newable (2000). *A Handbook for Teachers in Universities and Colleges*, Kogan Page, London.
- xii. Carson, T.R. & Sumara, D. J. (1997). *Action Research as Living Practice*. Peter Lang Publishing, Inc: New York
- xiii. Cobb, P., (1991). "Assessment: Journal for Research in Mathematics Education, of a Problem-Centered *Second-Grade Mathematics Project*." Vol. 22, pp. 13-29.
- xiv. Darling-Hammond, L. (1995). Changing conceptions of teaching and teacher development. *Teacher Education Quarterly*, 22(4), 9-26.
- xv. Darling-Hammond L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604.

- xvi. Davis, F.D. (1989). "Perceived usefulness, perceived ease of use, and user acceptance of information technology", *MIS Quarterly*, September, pp. 319-40.
- xvii. Dean, J. (1991). *Professional development in school: developing teachers and teaching*. Milton Keynes Open University.
- xviii. *Education Sector Strategic Plan, 2004 -2015*. Kampala, Uganda.
- xix. Enon, J.C. (1999). *Educational Research, Statistics and Measurement*, Kampala: Institute of Adult and Continuing Education, Makerere University.
- xx. Ernest, S. (2014 June 12). Over 50% of East African graduates half-baked. *The East African*.
- xxi. Farrel, M., Kerry, T. & Kerry, C. (1995). *The Blackwell Handbook of Education*. Oxford: Blackwell.
- xxii. Feiman-Nemser, S., & Parker, M. B. (2002). *Mentoring in context: A comparison of two U.S. programs for beginning teachers*. East Lansing, MI: National Center for Teacher Learning.
- xxiii. Forster, M. & G. Masters, Eds. (1996). *Assessment Resource Kit (ARK): Portfolios*. Melbourne: *Australian Council for Educational Research (ACER)*
- xxiv. Fraser, K. (2001). Australasian academic developers' conceptions of the profession. *International Journal for Academic Development*, 6, 54-64.
- xxv. Fullan, M. G., & Stiegelbauer, S. (1991). *The new meaning of educational change*. New York: Teachers College Press.
- xxvi. Gallimore, R. (2009). "Moving the Learning of Teaching Closer to Practice," *The Elementary School Journal*.
- xxvii. Gay, L.R. (1996). *Educational research: Competencies for analysis and application*. New Jersey: Prentice Hall.
- xxviii. Gibbs, G. (2001). *Does training university teachers make any difference?* <http://www2.open.ac.uk/cehep/cbarceGG.html> [9/01]
- xxix. Ginn, P. & Terry, L.H. (2001). *Professional development*. Retrieved from <http://www.iejhe.org>.
- xxx. Gore, J.M. & Zeichner, K. M. (1991). *Action Research and Reflective Teaching In Pre-service Teacher Education: A Case Study from the United States Teaching and Teacher Education Vol. 7 Ed 2 p119-136*
- xxxi. Green, A. (2008). Researching innovative teacher education practices in the 21st Century:
- xxxii. *Editorial Perspectives in Education*, 26(2), 1-2
- xxxiii. Guest, G. (2000). *Lifelong Learning for the Global Networked Society, presented at Technological Education and National Development: Crossroads of the New Millennium*, Abu Dhabi, United Arab Emirates, 8-10 April 2000
- xxxiv. Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51.
- xxxv. Hair, J., Black, W., Babin, B., Anderson, R. & Tatham, R. (2005). *Multivariate Data Analysis*, 6th ed., Prentice-Hall, Englewood Cliffs, NJ.
- xxxvi. Harris, M.S. (2007). From policy design to campus: implementation of a tuition decentralization policy. *Education Policy Analysis Archives*, 15(16):1-18, July.
- xxxvii. Honawar, V. (2008). "Working Smarter by Working Together," Education Week, April 2,
- xxxviii. Hopkins, D. & Levin, B. (2000). *Educational Reform and School Improvement (an essay)*. NIRA Review.
- xxxix. Huling-Austin, L. (1992). Research on learning to teach. *Journal of Teacher Education*, 43(3), 173-180.
- xl. Ibadapo-Obe, O. (2007). *The challenge of teacher education in Nigeria: The University of Lagos experience*. Paper presented at the second Regional Research Seminar for Africa organized by the UNESCO forum on Higher Education, Research and Knowledge, Accra, 22-24 March.
- xli. Ihucha, A. (2014 June 12). Half of the graduates in the region are unprepared for the job market. *The East African*.
- xlii. Kaczynski, M. (2002). *Human resource management in service work*. London: Palgrave.
- xliii. Kember, D. & Kwan, K. P. (2002). Lecturers approaches to teaching and their relationship to conceptions of good teaching, In Hativa, N. and Goodyear, P. (Eds.). *Teacher Thinking, Beliefs and Knowledge in Higher Education*. Netherlands, Kluwer Academic Publishers(41-57)
- xliv. Kennie, T. (1999). *Continuing Professional Development: The growing importance of CPD*, Institute for Continuing Professional Development ([www.icpd.co.uk](http://www.icpd.co.uk))
- xlv. Kline, R.B. (2005). *Principles and practice of structural equation modeling* (2nd Ed.). New York, NY: The Guilford Press.
- xlvi. Kothari, C.R. (2004). *Research methodology: Methods and techniques* (2nd Ed.). India: New Age International Publishers.
- xlvii. Krejcie, R.V. & Morgan, D.W, (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610
- xlviii. Loughran, J. & Russell, T. (1997). *Teaching about Teaching: Purpose, Passion and Pedagogy*. In *Teacher Education* Falmer Press: London
- xlix. Lule, J.A. (2013 March 27). Uganda National Council for Higher Education rejects 66 PhD degrees awarded by Kampala International University in 2011 and 2012. *The New Vision*.
- I. Mande M. W. (2001). *Effective Teaching in Higher Education: Nkumba University, Entebbe-Uganda*.
- li. Marsh, C. (1988). *Spotlight on College Improvement*. Allen and Unwin: Sydney, Australia
- lii. Millmore, M., Lewis, P., Saunders, M., Thornhill, A. & Morrow, T. (2007). *Strategic human resource management: contemporary issues*. Harlow: Financial Times Prentice Hall.

- liii. Mirza, M. S. (2007). "Professional Development of Teacher in Higher Education in Pakistan". Keynote Address; Empowering Academic Leaders-Proceedings National Conference on Professional Development of Teachers in Higher Education in Pakistan.
- liv. Moser, C. A. & Kalton, G. (1989). *Survey Methods in Social Investigation*. Harlow, UK: Gower Publishing Company.
- lvi. *National Council for Higher Education*, (2004). Uganda- Kampala.
- lvii. *National Council for Higher Education*, (2005). The State of Higher Education in Uganda. A Report on Higher Education Institutions. Uganda- Kampala.
- lviii. Nganga, G. (2014). Survey finds most East African graduates 'half-baked'. *University World News- Global Window on Higher Education*. Issue No: 321. 23<sup>rd</sup> May, 2014
- lix. Nshemereirwe Connie, (2005). Improving teaching and learning in higher education in Uganda: Report on the first inter-university workshop. The African, university in the 21st century. *South African Association for Research and development in higher education (SAARDHE)* Number. 436 spring 2006.
- lx. Obore, C. (2013 March 31). Why Kampala International University degress were rejected. *Daily Monitor*.
- lxi. Opperman, C, Meyer, M. (2008). *Integrating training needs analysis, assessment and evaluation: aligning learning with business results*. Randburg: Knowledge Resources.
- lxii. Pervaiz M. K., Shahin F., Muzaffar H., & Azad M. (2007). "Strengths and Weakness of Teachers Involved In Higher Education (A Case Study)". Empowering Academic Leaders- Proceedings National Conference on Professional Development of Teachers in Higher Education in Pakistan
- lxiii. Postareff, L. (2007). *Teaching in Higher Education From Content-focused to Learning focused Approaches to Teaching*. Research Report 214. Helsinki: University of Helsinki, Department of Education.
- lxiv. Rebores, R.W. (2001). *Human resources administration in education*. 6th Ed. Boston, MA: Allyn and Bacon.
- lxv. Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers*. Cambridge: Cambridge University Press.
- lxvi. Robb, L. (2000). *Redefining staff development*. Portsmouth: Heinemann.
- lxvii. Robbins, P. (1999). "Mentoring". In: *Journal of Staff Development*, 20(3), 40- 42.
- lxviii. Rosen, H. S. (1999). *Public Finance*. New York: McGraw-Hill
- lxix. Sajjad S. (2007). "Staff Development Programme at Higher Education Level in Pakistan – Issues and Challenges". Paper Presented in- Proceedings National Conference on Professional Development of Teachers in Higher Education in Pakistan.
- lxx. Saunders M, Lewis P, & Thornhill A (1997) *Research Methods for Business Students*. London: Financial Times Management.
- lxxi. Schlager, M.S. & Fusco, J. 2000. *Teacher Professional Development, Technology and Communities of Practice: Are we putting the Cart Before the Horse?* In: Barab, S.A., Kling, R. and Gray, J. Eds. *Designing for Virtual Communities in the Service of Learning*. Cambridge, Massachusetts: Cambridge University Press. 120-151.
- lxxii. Schultz, T. W. (1961). Investment in Human Capital. *The American Economic Review*. Vol. 1(2), 1-17.
- lxxiii. Seldin, P. (1997). *The Teaching Portfolio: A practical guide to improved performance and promotion/tenure decisions*. Bolton, MA: Anker Publishing
- lxxiv. Ssebuwufu, J.P.M. (1994). *Speech at 31st Congregation of Makerere University*, Kampala.
- lxxv. Sleezer, C. M., Conti, G. J., & Nolan, R. E. (2003). Comparing CPE and HRD Programs: Definition, Theoretical Foundations, Outcomes, and Measures of Quality. *Advances in Developing Human Resources*, 6(1), 20-34.
- lxxvi. Stefani, L. (2003). What is staff and educational development? In P. Kahn & D. Baume (Eds.), *Guide to Staff and Educational Development (9–23)*. London: Kogan Page.
- lxxvii. Sullivan, T.J. (2001). *Methods of Social Research*. Fort Worth. Harcourt College Publishers.
- lxxviii. Uganda Radio Network, (2016 March 15). Busoga University to dismiss over 100 lecturers over lack of papers. *The Weekly Observer*
- lxxix. Teo, T.S.H., & Tan, M. (2000). Factors influencing the adoption of internet banking. *Journal of the Association of Information Systems*, 1, July, 1-42.
- lxxx. Trowler, P. & Bamber, (2005). Compulsory Higher Education Teacher Training: Joined-up policies, institutional architecture and enhancement cultures. *International Journal for Academic*. 10:2, 79-93.
- lxxxi. Turinawe, D. & Mwesigwa, R. (2013). Relationship between Security and Privacy, Quality of Internet Connection and Internet Banking Acceptance in Uganda: Testing for Perceived Value as a Mediator using Multiple Regression. *International Journal of Business and Behavioral Sciences Vol. 3, No.6: June 2013*
- lxxxii. Ukpere, W. (2009). Distinctiveness of globalisation and its implications for labour markets: an analysis of economic history from 1990 – 2007. *The Indian Economic Journal*, 56(4):1-20.
- lxxxiii. White, B. (2002). *Writing your MBA dissertation*. London: Continuum.
- lxxxiv. Wickramasinghe V.M. (2006). Training objectives, transfer, validation and evaluation: a Sri Lankan study. *Int. J. Training Dev.* 10(3): 227-247, September.



- lxxxv. Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: a social constructivist approach*. Cambridge: Cambridge University Press.
- lxxxvi. Xiao, J. & Tsang, M. C. (1999). Human capital development in an emerging economy: The experience of Shenzhen, China. *China Quarterly* 157 (March), 72-114.
- lxxxvii. Young, P. (2001). "District and state policy influences on professional development and school capacity". In: *Educational Policy*, 15(2), 278-301.
- lxxxviii. Zepeda, S. J. (1999). *Staff development: Practices that promote leadership in learning communities*. New York Eye on education.