

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/284360687>

Contribution of middle management to enhancement of quality education in Ugandan university

Article · January 2015

CITATIONS

2

READS

5,641

3 authors, including:



Wilson Muyinda Mande

Nkumba University (NU)

11 PUBLICATIONS 11 CITATIONS

[SEE PROFILE](#)



Norman David Nsereko

Nkumba University (NU)

26 PUBLICATIONS 40 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Suicide ideation in a university student population: a test of a model. [View project](#)



Students psychosocial problems [View project](#)

CONTRIBUTION OF MIDDLE MANAGEMENT TO ENHANCEMENT OF QUALITY EDUCATION IN UGANDAN UNIVERSITIES

Wilson Muyinda Mande,
Professor of Business Administration, Nkumba University
P O Box 237 Entebbe, Uganda
Voice: +256 772 361 351
Email: mande@nkumbauni.ac.ug
mandewm@gmail.com

Agnes Kivumbi Nambatya,
Lecturer, School of Education, Humanities and Sciences, Nkumba University
P O Box 237 Entebbe, Uganda
Voice: +256 712 191 019
Email: agneskiv@gmail.com

Norman David Nsereko
Lecturer, School of Education, Humanities and Sciences, Nkumba University
P O Box 237 Entebbe, Uganda
Voice: +256 703 335 948
Email: nserekon@gmail.com

ABSTRACT

The study analysed the contribution of middle management to enhancing quality education in three Ugandan Universities. The field research was carried out in the universities of Kyambogo, Makerere and Nkumba. The first two were public universities, while the third was a private one. The study was necessitated by an outcry of the seemingly dwindling quality of university education. This was happening in spite of the availability of middle management which was supposed to enforce the implementation of quality. The officers in charge of middle management function included: deans, directors, librarians, heads of department and academic registrars. The objectives of the study were: (a) to assess the performance of middle managers as a corollary of funding; (b) to analyse the relationship between funding and quality education; and (c) to evaluate the relationship between middle management and quality university education. The findings of the study indicated that funding qua funding contributed 9% to performance of middle managers. The effect of funding on quality education was 3%. These low percentages reflected the meagre financial resources availed to middle managers. Then, the overall causal effect of middle management on quality education was 54%. To improve the middle management's contribution further, it was recommended that a national higher education philosophy particularly the philosophy of communitarian servership be adopted. A simulation indicated that with a national communitarian servership philosophy of higher education in place, the contribution of middle management function to quality education was to appreciate to 76%.

Key words: middle management, funding, quality education, communitarian servership

INTRODUCTION

The current study set out to assess the contribution of middle Management to enhancement of quality education in Ugandan Universities. This study was based on the premise that middle management in Ugandan universities are mandated to implement all university policies and programmes so that there is quality education in a particular university. In spite of the above mandate, there is dubiety about quality in Ugandan universities (Eupal, 2009; Twinamatsiko, 2009; Bunoti, 2010; Cutright, 2010; Kavuma, 2011; Kyambogo, 2012; Nyombi, 2013; Businge, 2012, 2015;). For that reason it was necessary for the current study to be undertaken.

Most if not all students of management are likely to describe middle management as those managers in an organization who are charged with the detailed running of one or more sections or operations and reporting to top management. Middle managers deal with goal setting and department-level decision-making. They need regular information on functional lines in the organization. In a university setting middle managers include deans, academic registrars, heads of department, and others. These are responsible for (a) curriculum management; (b) assessment and evaluation; (c) planning; (d) human resource development; (e) supervision of performance; (f) provide accountability for their department; and (g) implement university policies and programmes.

Given the above functions, middle managers invest time and effort in working out modalities of achieving institutional strategies and objectives set by top management. In that way they ensure that university departments, school, faculties, and sections operate legally and successfully.

Statement of the Problem

The roles and responsibilities that middle managers in universities shoulder are very clear.

Among these is the role of promoting quality education in a university. In spite of that well known fact, there have been complaints about the quality of education in Ugandan universities. The complaints are exemplified by the following statements: “As private universities expand in East Africa, education standards may be falling (Spaul, 2015)”. A survey by National Council for Higher Education (NCHE) in 2007 concluded that Uganda was gradually losing its competitive edge in the region due to inferior quality of its higher education (cited in Eupal, 2009). In 2009, NCHE had closed four universities of Luwero, Global Open, Central Buganda and Nile due to these institutions’ failure to meet the required standards. Graduates in Uganda were said to be unemployed because they had not developed the ability to think critically (Kituuka, 2012).

Museveni contended that Uganda's education system was too theoretical to be relevant to the country's economic progress (Nambogga, 2012). Ugandan graduates were considered to be lacking in skills Mwesigwa (2014). Some argued that it was not worthy to have a university degree (Businge, 2015). These statements were made in spite of the existence of middle managers who shoulder the roles of ensuring quality in all university operations.

In the light of the above situation, it was necessary to analyse the contribution of middle management function on promotion of quality education in Ugandan universities.

Objectives

- 1 To assess the effect of funding on effectiveness of middle management in Ugandan Universities.
- 2 To analyse the relationship between funding and enhancement of academic quality in Ugandan Universities.
3. To analyse the relationship between middle management and promotion of academic quality in Ugandan Universities.

LITERATURE REVIEW AND HYPOTHESES

In this section a review of the relevant literature is presented and hypothesis stated. The review is carried out in following sub-sections: cost and quality; university administration and middle managers; roles and middle managers; quality education and middle management; qualities of middle managers; academic administration and middle management; and developmental skills of middle management. At the end of the section, a conceptual framework of variables outlined.

Cost and quality of university education

Universities the world over have had rankings that reflected the quality of the educational experience. This was treated as a source of envy that every university had to safeguard and enhance. So every university has had a concern for quality (Lee and Diana, 1993). Some studies (Kasozi, 2003, Mamdani, 2007; Sempebwa, 2007; Kasozi, 2009) that attempted to address the issues of university education in Uganda focused on funding of higher education. Other researchers focused on cost and quality education (Mande 2009; Nakayita, 2013; Mande and Nakayita 2015a; Mande and Nakayita 2015b) concentrated on cost and quality plus cost and choice of university education. The debate on funding or cost vis-à-vis quality is quite pertinent.

Education needs funds if all its objectives are to be achieved as expected and as planned. A good amount of literature exists about funding university education. Kasozi (2003) explored the state of university education in Uganda. On funding he noted that there had been a persistent funding gap at Makerere University. Secondly he intimated that there was also a gap between funding and unit cost in universities generally. Mamdani (2007) pointed out funding availed to public universities was inadequate. This inadequacy had a challenge on quality. Cutright (2010) in the same tone argues that funding was one of the challenges facing Ugandan universities when they are struggling to expand higher education. This would also challenge quality of university education.

Whereas the above scholars cast a broad picture of funding universities, others (Mande, 2009) focused on specific programmes. He analysed the effect of cost on quality of MBA programmes in Ugandan universities. The findings indicated that each university charged its own fees for the MBA; academic work was influenced by cost; academic work affected quality significantly; and that cost or funding contributed 68% to the quality of the MBA programme. All this was good. The scope of his study did not include the role of middle managers in promoting quality education in Ugandan universities. It is contended by some authors (Ndudzo and Jubenkanda, 2014) that middle management find resource mobilisation inadequate. So, to ensure that middle management contributed to the attainment of university goals, they recommended that senior management establish a platform where they could actively participate in formulation of strategies, planning and key decision making. The debate about funding and quality of university education was quite useful because it showed that without sufficient funding little could be achieved as far as quality education was concerned. However, it could be noted that funding alone did not determine the quality of education, middle management which was not considered in the above debate, also played a role. So, the above debate left a gap about the role of the middle managers' role in enhancing quality. This current study, therefore, analysed quality education in Uganda universities by considering the roles of university middle managers. Since funding affects quality of education which is implemented and supervised by middle management, it is appropriate to have a hypothesis on funding and the middle management as stated below:

*Hypothesis*₁₀ There is no significant effect funding has on middle management in Ugandan Universities.

1A There is a significant effect funding has on middle management in Ugandan Universities.

University governance structure and middle management

The subject of middle management and university governance structure was debated from a number of perspectives. Some commentators (Byrnes, 2005; Armour 2007) defined middle management as involving vice president, directors and managers. Their roles were so critical that whatever essential idea/ initiative was decided upon by top management the company would pursue, it would be slowed to a standstill by the unwillingness and inability of the company's middle management team to carry it out. He continued that it was the same responsibility in education that quality was largely determined by the quality of the principals. If an educational institution had a good principal, it performed well, if it had good teachers, but where a poor principal served, performance suffered, in all sectors middle management made all the difference.

Middle management in a university setting could be defined as those that comprised head specific departments like registrars, finance managers, estates officers, deans, directors and librarians. These middle managers were responsible for implementing the top management's policies and plans. Middle management implies that there was top management above and lower management below (Aucoin, 1989). In terms of hierarchical relations, middle managers were required to report to top management and "were accountable for the performance of subordinates" (Klein, 2008).

Organizational structure has two types; the pyramidal and the flat (Bruning, 2015; Ozyasar, 2015;). Pyramidal structure alternative description is hierarchical. This hierarchical structure had an executive level at the top, middle management, and lower management levels. Authority oozed from top to the lower levels of the organization. Even in cases where an idea was hatched at the bottom it had to be spiraled to the top for final approval. One support for the pyramidal structure was that each upper level was considered to be able to function because of buttress from the lower levels of the pyramid. This structure was known to be a traditional system of organizational structure that was often linked with bureaucracy.

Besides the pyramidal structure there is a flat organizational structure (Meehan, 2015). A general view was that a flat organization structure was one with few or no levels of management between management and other employees. In a flat organization structure, there was limited supervision of staff and instead employee involvement in decision-making was promoted. Some advantages were ascribed to this type of structure (Rakoczy, 2015).

These observations about organizational structure may apply to universities just like other organizations are. However, this debate did not consider the role of middle managers nor did it discuss the ways in which the structure supports or curtails quality education enhancement.

There has been a discussion of the emergent role of the academic middle manager being a consequence of the deregulation of university organisational structures (Pechar, 2010). Similarly, Blackmore, Brennan and Zipin (2010) have associated changes in University governance with policy contexts and working conditions. It is pointed out that organisations exist to achieve goals. The goals are broken into tasks as the basis for jobs. Jobs are grouped into departments. People who head these departments are middle managers (Lunenburg, 2010). It is pointed out that in order to have successful governance of a university there must be a reassessment of “the role boundaries between that of the chairperson and members of the University Council, that of the Vice Chancellor and senior university executives and that of middle level managers and employees” (Ehile, 2015). In contrast Epperson (2014) criticises the weaknesses in the university governance. Others like Ahimbisibwe (2008) and Morgan (2014) contend that weak judgment can lead to serious consequences like universities being closed and or its leaders being suspended. Although the above debate about the university governance is pertinent, it does not go far enough to consider the role of middle management in university governance. Neither does it include a review of governance of Universities within Uganda. That gap is the mainstay of the current study.

Roles and responsibilities of middle management in universities

A number of authors have identified specific roles of middle managers. These roles can be summed as managing other managers (Inutsikt, 2003). It was also argued that middle management is seen having the role of strategy implementation (Ikävalko and Aaltonen, 2001) in Universities. In contrast other researchers (Martin 1993, Sensing 2014) point out that Deans have many demands which make them fail in their primary tasks.

The middle managers from USA today have responsibilities like as planning, leading, supervising management and coordinating various activities between the employees and employers (Sadowky, 2015). The interest of the study is to investigate the policies that influence the performance of middle managers, assess the roles of middle management in effecting university programmes and evaluate the relationship between the roles they play and enhancing quality education at university.

Quality Education and middle management

The definition of quality education has attracted many definitions. Quality in education is an evolving phenomenon (EFA, 2005). It is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. It is therefore seen to reflect local and cultural forms that are relevant to that community (UNESCO, 2005). “Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education’s challenges” (UNICEF, 2000: 6). Apparently this stand puts quality to have different conceptualization in its use. For instance, some have looked at quality as exceptional, perfection, as value for money, quality as fitness for purpose, and quality as transformative (Materu, 2007; Lee and Diana, 1993). The perspectives of quality mentioned above corroborate with the observations of Motala (2000); Benoliel, O’Gara and Miske (1999); It has also been stated that educational quality means differently to different stakeholders like students, employers, teaching and non-teaching staff, government and its funding agencies, accreditors, validators, auditors, and assessors (Burrows and Harvey, 1992; Lee and Diana 1993;) because each category has a different perspective. However, it has been observed that middle managers play a key role in ensuring quality within an institution (Inutsikt, 2003).

Regulation of quality in higher education is handled by agency like The National Council for Higher Education (2006). The regulator focuses on quality control, assurance, management, audit, assessment, policy and funding (Scott, 1987; Goodlad, 1988). This approach poses a danger to quality by becoming defined in terms of the existence of suitable mechanisms of quality assurance for monitoring quality without mentioning anything about quality per se (Lee and Diana, 1993). There is a rising concern for quality education in higher institutions of learning in Africa (Materu, 2007). Given the debate on quality education, a second hypothesis was formulated that:

- Hypothesis 2₀* There is no significant relationship between funding and enhancement of academic quality in Ugandan Universities.
- 2_A There is a significant relationship between funding and enhancement of academic quality in Ugandan Universities.

Middle Management qualities

Chairing, heading or leading an academic department effectively demands a wide range of skills from the head and through role ambiguity may cause considerable role conflict for him. Often

heads choose to see themselves and be seen as academics, not administrators. As McHenry *et al* 1977; Kent 2000 reported that most deans are viewed as ineffective by most of their constituencies, which include the faculty, the students, the alumni, the central administration, the staff, the professional community, and the regulators of a University.

"Academic leadership" includes the concept of promoting excellence. How does the head contribute to it, how can he / she? The current study will establish whether academic leadership is among the key roles for Deans and heads of departments in Makerere and Kyambogo universities. Chairing, heading or leading an academic department effectively demands a wide range of skills from the head and through role ambiguity may cause considerable role conflict for any head. Academic though carrying out administrative functions, or is the part of the university's "middle management"? Often heads choose to see themselves and be seen as academics, not administrators. As McHenry *et al* (1977: 48). If middle managers in the study context were seeing themselves as academics than administrators. It was observed that heads of department usually have other academic and research pursuits (Philip 2009) therefore cannot be expected to assign adequate time for managing human resources. Even the top – level heads of most universities were chosen more for their academic effectiveness than their skills in human resource management. The study will therefore go beyond the academic roles and functions to establish the key roles of heads of department in Uganda and to establish their relationship with enhancing quality.

Academic administration and middle management

Academics and administrators view academic administration differently. In the academic model peers elect administrators from the academic body; there is emphasis on departmental, collegial decision-making; division of labour in the department is unspecified: everyone does some teaching, some research, some administration; all academic functions are integrated in the any one department, i.e., in each department there are undergraduate and graduate teaching, research and service activities; lines of responsibility are unclear and personal autonomy and academic freedom interfere with open and hierarchical accountability. The administration, however, is more likely to adhere to an administrative-management model with clear lines of responsibility, tidy financial arrangements and to emphasize "the dysfunctions of specialization and autonomy in an era in which coordination between departments has become essential" (Booth, 1982, p. 8). Even without this clash between academic and administrative approaches to departmental government, the head is in a difficult position because his power is in effect limited, while his tasks are wide. Eshiwani

(2009) agrees that the administrators like Vice chancellors in Africa spend most of their time looking at the backwards and sideways with the fear of losing their jobs. Although the study was conducted in Northern American Universities and discovered a clash between academic and administrative roles and functions that made their power ineffective yet many tasks are to be performed. The current study will establish whether administration is among the key roles of Deans and Heads of Departments in Makerere and Kyambogo Universities. (Hellowell and Hancock, 2001) agree with the above authors that heads of Departments and other middle managers frequently disassociate themselves from managerialist practices, which they identify only at the most senior levels, while they rely on consent and negotiate within the confines of mutually understood norms of collegiality to bring about changes involving the mass of practitioner academics. Moreover, because formal organizational structures based on collegiality are often at odds with the actual dynamics, middle managers engage in forms of hiding from both their superiors and those they manage (Hellowell and Hancock, 2003) This is supported by the lists of duties and roles that stipulate level, positions, and roles of middle managers which are mandated by the governing law / policy documents but not given in details of what it entails. Which calls for the conducting of this study to establish what the key roles of Deans and Heads of Departments and the relationship with quality university education

Hypothesis 3₀ There is no significant relationship between middle management and promotion of academic quality in Ugandan Universities.

3_A There is a significant relationship between middle management and promotion of academic quality in Ugandan Universities.

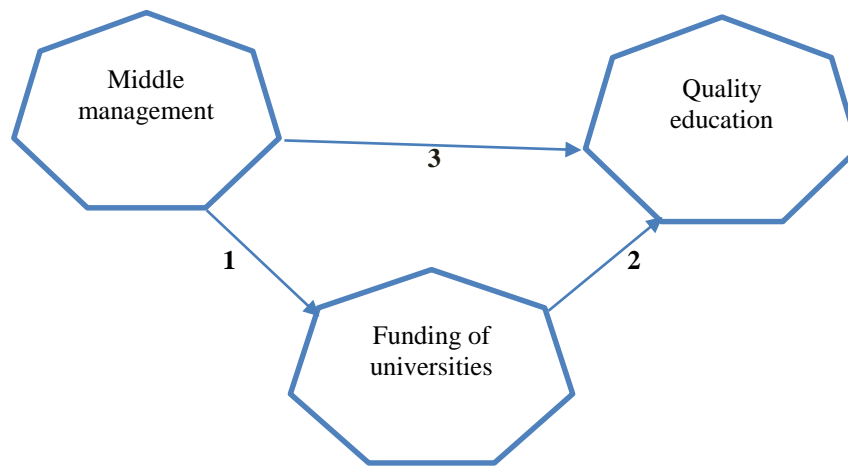
Development of middle management skills

One of the issues that have been discussed is development of middle management skills. It was noted that for middle managers in a university to be successful, they must have the following skills: (a) driving performance in a changing world; (b) managing horizontal integration in a complex organisations like universities; (c) leading and developing talent; and (d) making tough decisions. It had been noted that although there female academics were as many as the male academics, not many women were in middle management positions because they lacked capacity (Wallace, 2007). It was urged that universities should develop female middle managers (Wallace and Marchant, 2009). In contrast Martinez (2011) argues for the feminisation of middle management. Having analysed the narratives of 20 women middle managers, the study concluded that it was important

to increase the capacity of women heads of department in universities. Years earlier it had been noted middle managers who had not MBAs lacked some managerial skills (Shipper, 1999). So institutions tried to give training to those employees who had other masters to enable them acquire the 11 skills. The above debate on imparting managerial skills to middle managers is relevant to the university context in Uganda.

Conceptual framework

The conceptual framework puts together the three main variables of study as indicated:



From the conceptual framework it was noted that analyses were to be made between middle management and funding of universities. That was the purpose of the current study. The existing literature explored middle management (McHenry, 1977; Kent, 2000; Philip, 2009) and funding (Mamdani, 2007; Sempebwa 2007; Kasozi, 2009) of universities separately. So the earlier studies could not have answered the questions raised by the current study.

The relationship between two variables was considered by the current study. Similarly the link between funding universities and quality education though discussed by earlier studies (Mande, 2009; Nakayita, 2013), the effect on middle management's role was not explored. Middle management and enhancement of quality education in Ugandan universities was not examined by all studies included in the literature review. Given the above observations, it was apposite and apt to undertake the current study so as to analyse relationships between identified key variables.

METHODOLOGY

The study was conducted in Kyambogo, Makerere and Nkumba universities. Makerere University was chosen because the many universities that have started in Uganda have many administrators and lecturers that are former administrators, lecturers or students of Makerere University. Therefore Makerere University is best placed to provide a focal point and leadership for all the universities in Uganda as assumed by Tiberondwa (2001). It is assumed that investigating Makerere University middle managers gives a good representation of what is taking place elsewhere. Kyambogo University was chosen because this was the first Teacher Institution in the country and it has done a lot in shaping directly or indirectly other institutions administrations. Both are the oldest public government funded educational institutions in the country, Yet Nkumba University was chosen because this is one of the first private universities in the country having opened in June 1994.

Research design

The study used a cross-sectional design. A research design can be described as a framework for guiding all data collection activities. It is therefore a plan for conducting field research (Ahuja, 2005). So data was collected from a cross section of respondents from the three universities of Makerere, Kyambogo and Nkumba. These included men and women, deans, principles, and heads of departments and sections.

The major research methods used in this study was the survey method. In tandem with that method, quantitative and qualitative data was gathered using a questionnaire and interview guide. The use of several methods was very useful because it was possible for the study to gain greater validity and reliability than a single methodological approach (Gill and Johnson, 1991 and White, 2002).

Sample and sampling techniques.

The number of middle managers in the three universities was rather big. In the current study, the rule of the thumb approach was used to determine the number of respondents. The advocate of use of the rule of the thumb (Roscoe, 1975) in determining a sample size, contended that in social science research any sample between 30 and 500 is sufficient to give credible results. So a total of 248 middle managers was considered an appropriate sample for the study. Middle managers included Principals, Deans and Heads of department. These formed the unit of analysis for this

study because of their knowledge, experience and positions they held. A unit of analysis is the major entity that a researcher's analyse in their study (Trochim, 2006).

Table 1 *size of representative respondents*

	<i>University</i>	<i>Date of establishment</i>	<i>student population</i>	<i>Number of staff selected</i>	<i>Percentage of representation</i>
1	Makerere	1922	40,000	120	48.4%
2	Kyambogo	2003	21,000	80	32.2%
3	Nkumba	1994	7,000	48	19.4%
	Total		68,000	248	100.0%

Source: *multiple*

The sample of 248 was considered big enough to give a representative of the middle managers in the three universities; two public (Makerere and Kyambogo) and one private (Nkumba).

Regarding which individuals had to respondent to the questionnaire, convenient sampling was employed. Convenient sampling referred to the collection of data from members of the strata who happened to be available at the time of the field research and who were conveniently ready to provide the required data (Sekaran, 2003).

Research methods

Several methods were used to collect data from the field, that is, Makerere, Kyambogo and Nkumba Universities. The methods were:

(a) Survey method.

This method of data collection is one where respondents provide answers in pre-determined order (Saunders, et al. 1997). For this study a questionnaire was administered to 248 respondents from the three universities as indicated in table 1. The questionnaire has the following sections: demographic characteristics; middle management; funding; and quality education. The survey method was deemed appropriate because it was possible to gather facts and figures from a large number of respondents. In that way, it is a quite useful methods (Gilbert, 1995).

(b) Unstructured interview

Unstructured interview method is one of the four types of interview. Others being: the structured; the non-directive; and the focused (Cohen and Manion, 1994). The unstructured interviewing is where there is great freedom and flexibility (Saunders, *et al.*, 1997). This method was considered useful for some middle managers who had oversight responsibilities even other middle managers. These included Principals and Deans in some instances.

(c) Review of primary literature

It was possible to review some of the unpublished records, otherwise known as primary literature. These were mainly budgets, Human Resource manuals, minutes of meetings, and others including those uploaded on the respective university. Through this method it was possible to access and obtain information which would have been difficult to obtain by using a questionnaire alone.

(d) Review of secondary literature

Secondary literature as referred to in this study, included books, journal, magazines, dissertations, and others. These were read in order to clarify the various issues used or referred to in this study. It was mainly Nkumba University library that was used to access secondary literature. Some materials were retrieved from databases that the university subscribes to.

The research tools

- (i) *Questionnaire.* The main tool for obtain primary data from respondents was a questionnaires. As already indicated the questionnaire had four main section: demographic characteristics; middle management; funding; and quality education. The items on the questionnaire were measured by a Likert scale of: strongly disagree = 1; disagree= 2; neither disagree nor agree = 3; agree = 4; and strongly agree = 5. This scale applied to all sections except that of demographic characteristics.
- (ii) *Unstructured interview guide.* A guide was drafted for this study. The guide contained leading or guiding questions on each of the variables of middle management, funding, and quality of education. The major intention of using this unstructured guide was to seek more information from the respondents. Such information was needed to explain the statistical output generated from the questionnaires.
- (iii) *A checklist.* This was the tool used where reviewing both primary records and secondary literature. The checklist contained statements that was used to search the published works. For instance the “concept of middle management in universities” was one of the items that

was search in books and articles that were reviewed. The values of carrying out documentary reviews using a checklist included: (a) finding out information on what studies had already been done in a particular area of a variable like middle management in universities;(b) the definitions of the key concepts in the study; and (c) the possibility of strengthening the current study’s arguments and explanations. In view of the above reasons, it was necessary to do a documentary review systematically using a checklist.

Validity and reliability

The issue of validity and reliability of the research instrument and its outcome were taken into account. It was noted that validity was concerned with the idea that research design fully addressed the research objectives. In the current study, validity was established through a validity test using the content validity index or CVI. One senior professor in the education discipline was asked to rate the validity of all the items on the questionnaire using the scale of: not valid at all = 1; somewhat valid = 2; valid = 3; and quite valid = 4. The valid and quite valid were summed up and divided by the sum of all. The product was the validity test was 0.663. Since conventional research wisdom requires that a credible research instrument should have validity score between 0.5 to 0.7 (Amin, 2005; Sekaran, 2003; Sullivan, 2001). So the validity score of 0.66 meant that the questions that were posed were relevant and valid to the study variables.

The cruciality of research reliability calls for no orchestra because the data collection instrument should be able to yield the same results when repeated tests are done on the same respondents under the same conditions (Koul, 2004). The reliability test was done using the Cronbach’s (1964) alpha (α) test so as to ascertain the internal consistency of the study variables. The results of the reliability test came out as indicated in table 2 below:

Table 2 reliability test results

	<i>Variables</i>	<i>Cronbach alpha coefficients</i>
1	Middle management	0.66
2	Funding	0.70
3	Quality of University Education	0.63
	Average	0.66

Source *computed using SPSS version 20.0*

The average coefficient was 0.66 and its implication was that the study variables were reliable and consistent. The 0.66 was within the acceptable range of scores for reliability.

Data Analysis

The quantitative data collected from the field was analysed using SPSS software program. The frequencies, the descriptives, the correlations and regressions were all done with the aim of answering the hypotheses research objectives. The qualitative data collected from unstructured interviews and document analysis were analysed thematically in consonance with the specific variables of the study. The information from the secondary literature was used in the literature review section.

FINDINGS PRESENTATION, INTERPRETATION AND DISCUSSION

In this section of the paper, findings, interpretation and discussion are all handled at the same time. What is presented is conterminous with the objectives and hypotheses of the study. The key variables examined are: middle management, funding and quality university education. The findings on each variable are presented first, then the results of the tested hypothesis are explained.

Middle management in Ugandan universities

In Ugandan universities, the term middle managers appropriately describes all those persons in charge of functions, sections, schools and departments. So these include principals, deans, librarians, heads of department, directors, and managers.

Table 3: *management levels in a university setting*

<i>Management level</i>	<i>Officers</i>	<i>General role in University</i>
Top management	<ul style="list-style-type: none">✓ Vice Chancellors✓ Deputies Vice Chancellors✓ University secretaries✓ Academic registrars	Strategic
Middle management	<ul style="list-style-type: none">✓ Principals✓ Deans✓ Librarians✓ Directors✓ Heads of department✓ Bursars / finance directors✓ Deputy registrars	Tactical
Lower management	<ul style="list-style-type: none">✓ Academic staff✓ Administrative staff	Operational

Top management together with other governance structures, determine the long term activities of a university. These include policies, strategic plans, annual budgets and other programmes.

The middle management normally has focus on medium term stretching between one semester and a year. Activities for this level include supervision of the lower level managers, technical staff, and others. The main objective of middle management is to ensure that approved work plans are executed successfully. That contributes to the achievement of the strategic objectives of the institutions. The lower management officials carried out the assigned activities. It can be noted that since quality education is expected of all universities, then middle management have an important role to play.

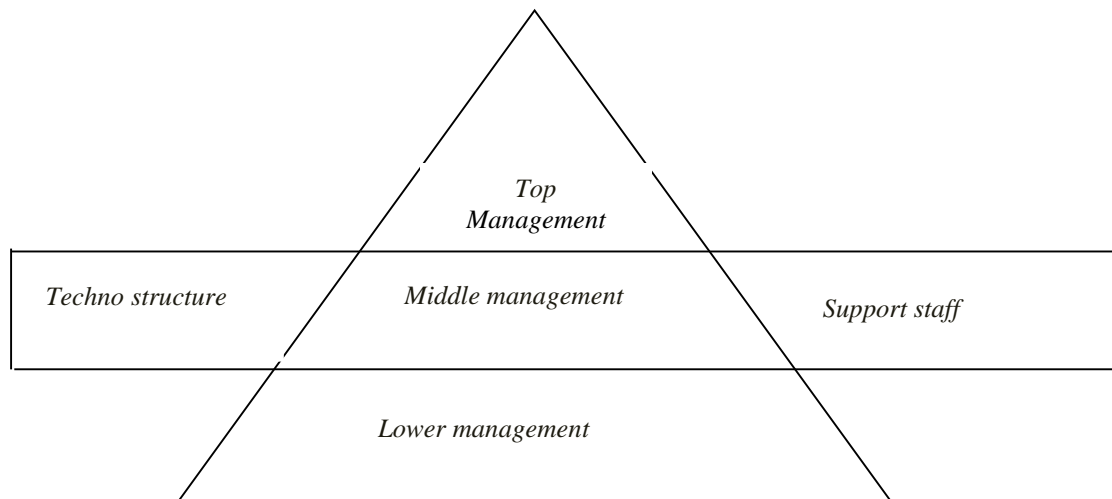


Figure 1 The organisational structure

As illustrated, universities have top management, middle management, and lower management. In addition to that there are staff who fall within the techno-structure. These are the experts in other areas which support the core function of a university. For that reason, engineers, medical staff, finance staff, information technology staff and others fall within the techno-structure. The support staff included those who are skilled and semi-skilled. This category comprised of people like cleaners, office attendants, assistants of various categories, drivers and repairers. These are extremely invaluable and vital for a university to operate a conducive environment. It is important to note that most these employees get their instructions from the middle managers. They also report to middle managers. This implies that middle managers have to set targets for such employees and ensure that they have performed accordingly.

Roles of middle management

Table 4 generic duties of middle managers

	<i>Generic duties of university middle managers</i>	<i>percentage</i>
1	Chairing meetings	77
2	Developing programmes	87
3	Co-ordinating various sections in a university	93
4	Liaising with external bodies	72
5	Ensuring that best practices are espoused within the university	90
6	Overseeing general work / learning environment	86
7	Taking charge of academic programme reviews	92
8	Giving accountability of resources received	76
9.	Communication within and outside departments	83
10	Contributing to staffing matters in the department	76

The above duties apply to most middle managers in Ugandan universities regardless of the whether they are public or private. Although the functions of middle managers vary in size and number of staff, the overall responsibility in the function rest on the middle manager.

Middle managers play an important roles in universities. For instance it is stated that Deans and Heads of Department are required to promote efficient and effective performance of staff in their areas of jurisdiction; provide professional and academic guidance to staff; formulate annual budgets and work-plans; assess staff performance; record keeping; ensure that both staff and students have completed the assigned activities on time (*Nkumba University Human Resource Manual, 2013: 92-94*). The same expectations about middle managers are shared by the Universities of Makerere (*Makerere Human Resource Manual, 2009*) and Kyambogo (*Kyambogo Human Resource Manual, 2015*).

Funding as a factor influencing the performance of middle management

Regarding the issue of funding universities, it was necessary to assess the sources of money that all university sections use. The sections include middle management. However, there were challenges associated with funds in all the three universities that participated in the current study. Since there were different issues raised about finances being insufficient, it was deemed important to determine the key sources of funds. So the Kaiser –Meyer - Olkin (KMO) and Bartlett’s test was done and it yielded the results shown in table below.

Table __ KMO and Bartlett's test

Kaiser –Meyer-Olkin (KMO) and Bartlett's test sampling adequacy		.708
Bartlett's test of sphericity	Approx Chi – Square	1156.328
	Df	45
	Sig	.000

Source: obtained from empirical analysis by SPSS 20.0

The KMO value of .708 revealed that the factor analysis was reasonable. This was because the coefficient of .708 was between 0.6 and 0.9, these two being the minimum and maximum levels respectively. The concomitant probability of Bartlett's test was 0.000 which rendered it significant. This further confirmed that the factor analysis was plausible.

To get the major sources of funding for the universities, a factor analysis was executed. Eleven factors were uploaded. Out of these only three factors emerged significant. These were the factors that had the eigenvalue of 1 and above.

Table Major sources of funding for Ugandan universities

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.916	44.691	44.691	4.916	44.691	44.691
2	1.370	12.450	57.141	1.370	12.450	57.141
3	1.150	10.456	67.597	1.150	10.456	67.597
4	.968	8.800	76.398			
5	.755	6.864	83.261			
6	.568	5.167	88.428			
7	.425	3.868	92.296			
8	.325	2.959	95.255			
9	.261	2.376	97.631			
10	.140	1.276	98.907			
11	.120	1.093	100.000			

Extraction Method: Principal Component Analysis.

In the above table, principal components in order of characteristic roots were listed. This table is the result of the factor extracts and factor rotation after factor analysis. Columns 2 to 4 describe the original factor solution. Columns 5 to 7 describe the intermediate factor solution. The final

factor solution gave the following figures: Component 1 had an eigenvalue of 3.375 and a percentage of 30.7%; component 2 had an eigenvalue of 2.693 and a percentage of 24.5%; and the third component had an eigenvalue of 1.367 and a percentage of 12.4%.

The three factors were: (1) “investment” which had the eigenvalue of 4.916 with a 45%; (2) “sale of university services” which had the eigenvalue of 1.370 with a 12%; and “tuition fees from students” which had eigenvalue of 1.150 with a 10%.

It could be noted that when rotation was done using Variance maximisation with Kaiser Normalisation, it emerged that “investments” was the major source of funding for universities. The founders or owners of the universities put a lot of funds to start the universities regardless of being public or private. This factor was explained strongly by alumni donations with a coefficient of 0.785. This was followed by donations in both cash and kind with the coefficient of 0.773, and founding bodies with a coefficient of 0.743.

The second source of funding for universities was services sold by universities. This was explained strongly by cases like “consultancy services” which had a coefficient of 0.851, “grants” with coefficient of 0.700, “international agencies” with a coefficient of 0.642, and “university projects” with a coefficient of 0.601. The third source was the tuition fees which as a single item had an eigenvalue of 0.849. Services may not apply to all universities because it is mainly Makerere which has lot resources whose services could be hired out.

It was considered important to use the factor analysis on the above extracted variables in order to determine their internal consistency. The results are shown in the table below:

Table __ reliability analysis of the extracted factors

	<i>Factors</i>	<i>Cronbach alpha</i>	<i>No of items</i>	<i>Sig</i>
1	Initial investment	.840	5	.000
2	Services	.790	4	.000
3	Tuition fees	.547	2	.000
	Total	.823	11	

Source: *Obtained from the results of data processing by SPSS 20.0*

As revealed in table ___ above, factor 1 (initial investments) had a Cronbach alpha of 0.840 and the reliability was high. The Cronbach alpha of the second factor was 0.790 and the related reliability was high. The third factor had a Cronbach alpha coefficient of 0.547 with a high reliability. The total scale was alpha was 0.823, indicating that reliability of this scale was quite appropriate and reasonable.

The implication of the above discussion was that although items like tuition fees had been trumpeted as the source of funding for universities, it was not the major one. Contributions, donations and initial investment of proprietors were considered major by middle managers.

Table__ Total university budget for financial year 2014 / 2015

	University	Budget in UGX billions
1	Makerere	229.196
2	Kyambogo	73.960
3	Nkumba	23.891

Source: *multiple*

It could also be noted that it was one thing to get funding and it was another to allocate it equitably in order to meet the needs of the university in an even way. This consideration brought the need to analyse whether or not middle managers were allocated sufficient funds. The response to this question was captured in figure 3.

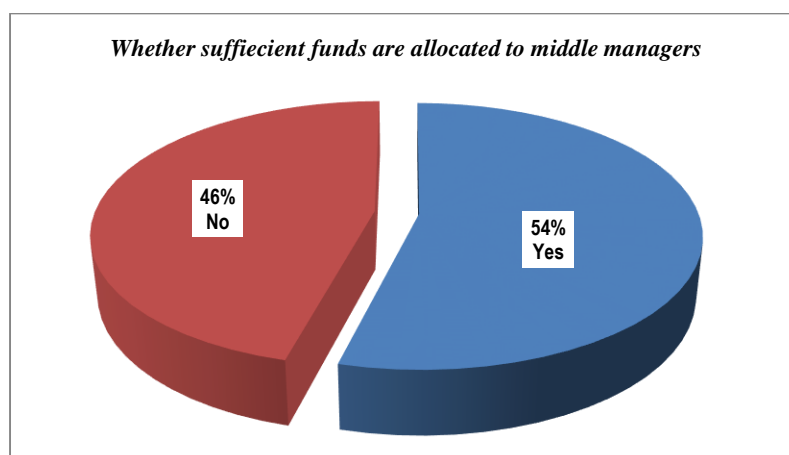


Figure 3 middle managers response to funds allocation

Figure 3 shows that 54% of middle managers were allocated enough funds while 46% did not get enough funds. University middle managers were actually line managers. This meant that every middle manager had to have a plan of activities and corresponding budget every financial year. These budgets would be collated and used to come up with a university budget. The projected revenue for the university in a particular financial year would dictate the amount to be allocated to every cost centre including the middle managers' functions. As was noted in figure 3, it was not always possible to fully fund each cost centre as desired and estimated.

In order to assess how much middle management is influenced by funding, Person's correlation and a simple linear regression tests were executed. This was intended to provide to support or otherwise the first objective which sought "to assess the effect of funding on effectiveness of middle management in Ugandan Universities".

Funding moderated the performance of middle managers in the universities

This issue was determined by testing hypothesis 1 which stated that, "There is no significant relationship between middle management and financial policies in Ugandan Universities" were discussed. As indicated, the hypothesis was first tested using bivariate correlation which yielded the results which proved that there was a low positive significant relationship between middle management and funding [$r(248) = .310, p < 0.01$] as shown in table 5.

Table 5 Correlation between middle management and Funding

		Middle management	Funding
Middle management	Pearson Correlation	1	.310**
	Sig. (2-tailed)		.000
	N	248	248
Funding	Pearson Correlation	.310**	1
	Sig. (2-tailed)	.000	
	N	248	248

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

From the results in table 5, one can noted that funding is a factor that influences middle management's performance in universities. The relationship being positive implies that the more the funding, the more the middle managers are likely to perform better. However, it is easy to note that although the relationship was low, nonetheless showed that the middle managers were not able to everything they planned because of limited funding.

The model summary of regression produced an Adj. R² of 0.092 which translated into 9%. The model therefore proved that funding qua funding explained only 9% of the middle managers performance in Ugandan Universities. The percentage though low (9%), it could not be ignored as far as its effect was concerned. It only reflected the little money the middle managers received.

A simple linear regression test was also executed to confirm the contribution of funding to middle management performance in universities. The results [F (1,246) 26.110, p<0.01] indicated that there was linearity between funding and middle management performance. The funding that is made available to middle management, the more they are likely to perform, and vice versa. This illustrates that weakness in funding negatively affects what middle management can do in university departments, schools, and sections.

Table 6 Coefficients on middle management and funding

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.719	1.498		7.157	.000
Middle management	2.019	.395	.310	5.110	.000

a. Dependent Variable: funding

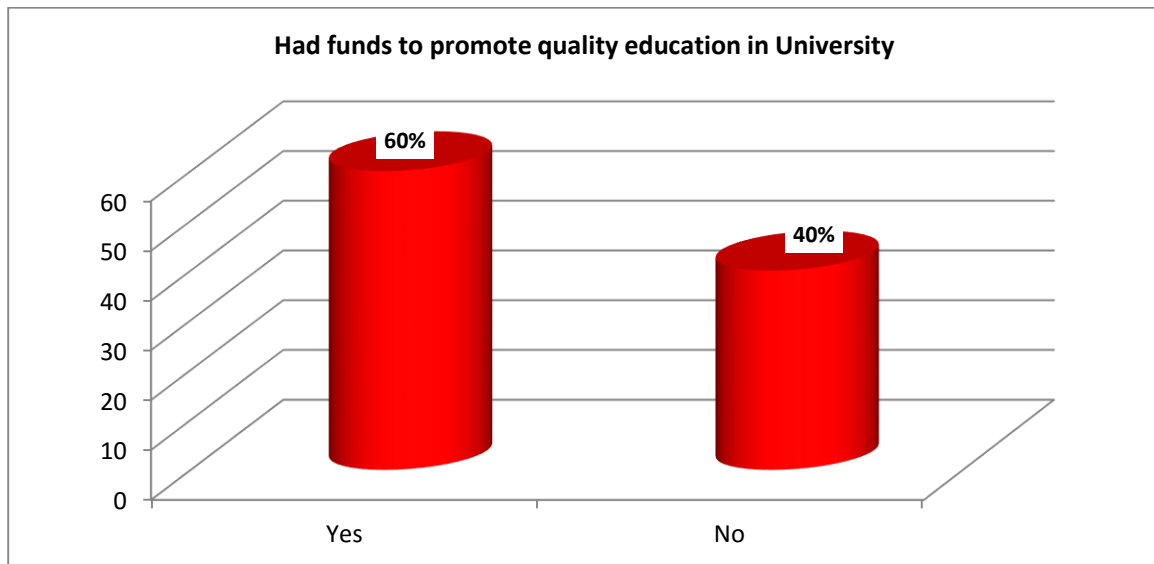
The regression test finally revealed results of Beta = .310, p<0.01. This served to confirm further that funding moderates the performance of middle managers. Since the test gives a low relationship, this explains the current performance in Ugandan universities. That is, when the funding is low, the middle managers can also do little. The results of the test of the first hypothesis (1₀) showed that it was the alternate hypothesis (1_A) “There is a significant relationship between middle management and funding in Ugandan Universities” which was supported. The null hypothesis (1₀) that “There is no significant relationship between middle management and funding in Ugandan Universities” was jettisoned.

The implications of all that is that funding should be taken seriously if the performance of middle management is to be effective in universities. This is even more relevant when quality is factored into performance.

FUNDING AND QUALITY EDUCATION

Funding is an important ingredient in the management of universities. The sources of funding varies from university to university. In Uganda, public universities obtain much of their funding from the state, bilateral and multilateral donors. So government and agencies like Ford Foundation, Carnegie Foundation, Rockefeller foundation, European Union, JICA, SIDA, CIDA, NORAD, World Bank and others. This means that public universities obtain remittances from Government, Tuition fees, and Grants. This partly explained the difference between public and private universities as shown in the figures of the 2014/ 2015 financial year.

Private universities like Nkumba, its major source of funding is tuition fees. Both funding and quality are important factors in the functioning of a university. The cruciality was attested by 92% of those who participated in the current study as respondents. Most middle managers in Ugandan universities presided over cost centres. This meant that most of the university activities were executed in departments and faculties. It goes without saying that when a cost has enough funding it does more and the reverse is equally true. For that matter, middle managers who participated in the current study were asked to state whatever they had sufficient funds to promote quality university education. Their responses were reported as indicated in the figure below:



The above figure shows that only 60% received sufficient funding to carry out their mandate. The 60% was mainly from Makerere, the remaining 40% was comprised mainly by middle managers from Nkumba and Kyambogo Universities.

It therefore followed that the effect of funding on quality education had to be examined by testing hypothesis 2. The second hypothesis on funding and quality education was tested using correlations and regression tests. The results of the bivariate correlation indicated there being a low positive significant relationship between funding and quality education [$r(248) = .182, p < 0.01$]. It can be concluded from the above results that funding helps to support and even promote the quality education.

The hypothesis was further subjected to regression analysis. The model summary produced an Adj. R^2 of 0.029. This translated into 3%. This means in the model, funding, explained only 3% of the quality of education in the Universities. This percentage of 3 is a rather low contribution of funding to quality education. The implication is that there is meagre funding that is given to universities. For public universities the government funding is low and on most occasions, it is remitted late. For private universities there is little money which is generated from the fees students pay. Efforts intended to urge students to pay up on time have often attracted strikes in both public and private universities. As if the strikes of students are not enough, the staff also go on strike to express their discomfort of having to pay fees.

The results indicated that there was linearity between the two variables [$F(1,246) 8.417, p < 0.01$]. From this result, one can contend that since the more of the independent variable, the more the dependent variable. Or alternatively, the less of the independent variable, the less the dependent variable. The implication of this is that increment in funding contributes to improvement in quality education.

Table 7 Coefficients of Funding and quality education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.571	.171		20.870	.000
funding	.026	.009	.182	2.901	.004

a. Dependent Variable: quality education

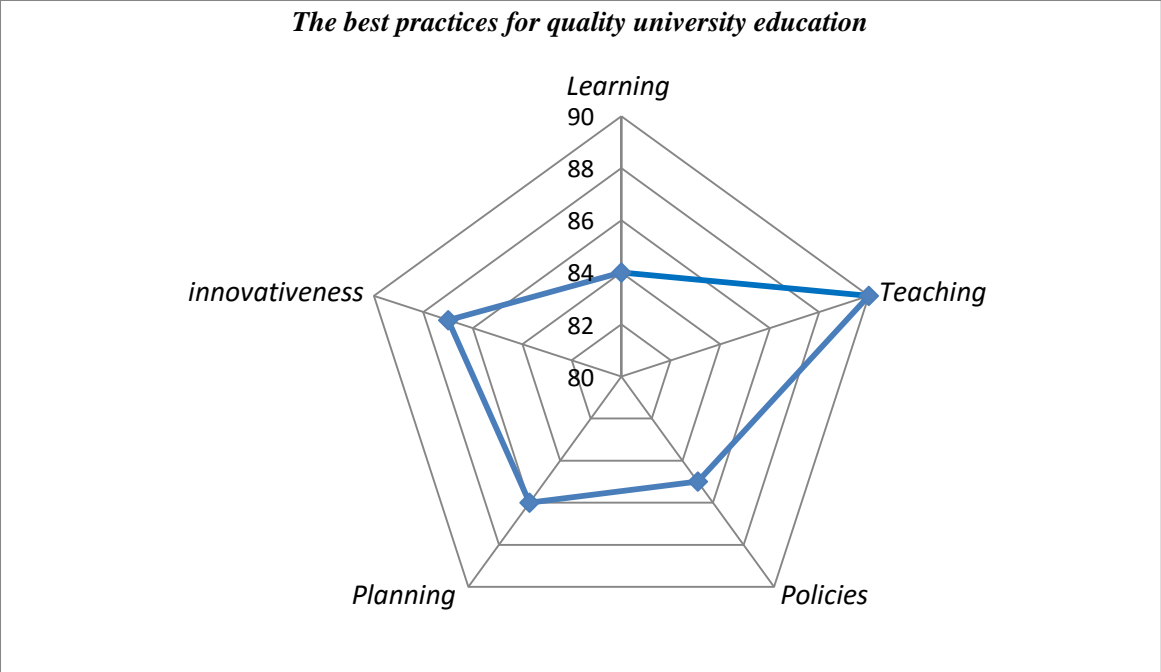
The results of simple linear regression further revealed that funding indeed had an impact on quality education [$Beta = .182, p < 0.01$]. From this one can rightly infer that the second hypothesis (2₀) “There is no significant relationship between funding and quality education in Ugandan

Universities” was not supported. Instead the alternate hypothesis (2_A) that, “There is a significant relationship between funding and quality education in Ugandan Universities” was buttressed. This can be noted from the fact that when funds are meagre that are given to universities, activities like research, motivation of staff, materials, internships, and the like are not easily executed. This in turn affects the quality of education in a university. So middle managers who implement that above mentioned programmes, need sufficient funding to contribute meaningfully to quality education.

MIDDLE MANAGEMENT AND QUALITY EDUCATION

Quality education has been described in various ways. National Council for Higher Education described quality as fitness for purpose. This was a sufficient definition of the phenomenon. Quality education should refer to meeting the demands of higher education.

Quality education was an outcome of learning, teaching, policies, planning and innovativeness. These were pointed out by middle managers as the best practices as far as quality education was concerned. Middle managers rated the five factors quite highly as indicated in figure 3 below:



- a) Learning 84%
- b) Teaching 90%
- c) Policies 85%
- d) Planning 86%
- e) innovativeness 87%

In middle managers' perception, teaching was the leading practice (90%), followed by innovativeness (87%), and planning (86%). The remaining practices, that is, policies and learning were equally critical in maintaining quality education at university level. All this implied that middle managers ought to be allowed time and liberty to focus on enhancing quality education.

How much middle management contributes to the promotion of quality education is the focus of the current section. In order to determine the contribution and also test the third hypothesis, the bivariate and simple linear regressions were carried out.

The correlation results showed that there was a moderate positive significant relationship between middle management and promotion of academic quality [$r(248) = .483, p < 0.01$]. The meaning here is that although there are many stakeholders of university education, as far as quality education is concerned. When middle managers plan, supervise staff and deal with challenges that tend to emerge, the quality of university improves.

The regression results produced an Adj. R^2 of .230 which meant that middle management function contributes about 23% to quality of university education. Besides the model summary, there was also the linearity which was supported by [$F(1, 246) 74.911, p < 0.01$]. This is clear that if the middle managers are more effective, quality education will be realized. The test further yielded the results shown in table 8 below:

Table 8 on Coefficients of middle management and quality education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.344	.201		11.678	.000
Middle management	.434	.050	.483	8.655	.000

a. Dependent Variable: quality education

The results of $Beta = .483, p < 0.01$ highlights the relationship between the two variables, that is, middle management and quality education. Without middle management, it is hard to have quality education. In of the results above, it is right to say that third null Hypothesis (H_0) that “There is no significant relationship between middle management and promotion of quality education in

Ugandan Universities” was jettisoned. This therefore, left the alternate hypothesis (3_A) that “There is no significant relationship between middle management and promotion of quality education in Ugandan Universities”, to be supported.

HYPOTHETICAL MODEL FOR MANAGEMENT AND QUALITY EDUCATION

A hypothetical model was used to determine the overall effect of the middle management on quality education in Ugandan universities. This hypothetical model provides a liable explication of the effect that quality education is a function of middle management among other factors. That is, $qe = f(mm)$. Where: qe is quality education, f is function and mm is middle management.

The following issues are given special attention in the discussion which ensues below:

- (a) *Determining variables* – in the model there is an independent variable (middle management), a moderating variable (funding), and a dependent variable (quality education).
- (b) Establishing causal paths – the causal path coterminous to variable {3} which is quality education are paths {1} to {2} to {3}; and from {1} to {3}.
- (c) Setting assumptions – for instance all relations are linear.
- (d) Variables are measured linearly from left to right.

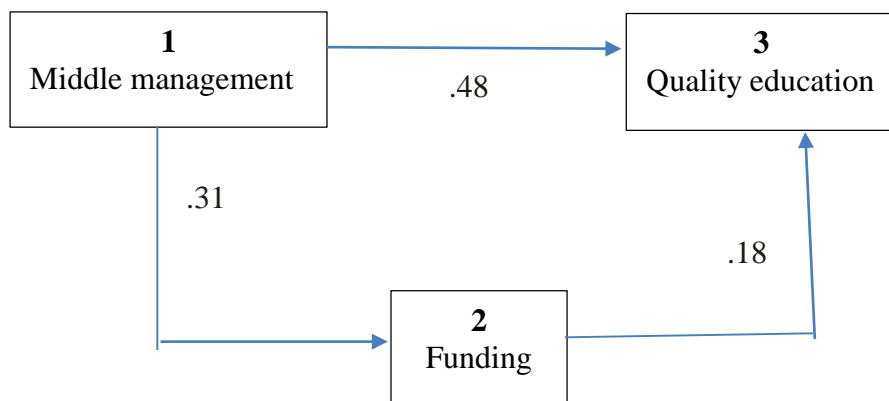


Figure 1 *hypothesised model*

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

1. A positive significant relationship between middle management and funding
2. A positive significant relationship between funding and quality education
3. A positive significant relationship between middle management and quality education

The results were as the paths coefficients indicate:

Table:9 coefficients

<i>Paths</i>	<i>Variable</i>	<i>Coefficients</i>
P21	Middle management and funding	.31
P32	Funding and quality education	.18
P31	Middle management and quality education	.48

Variable 1 (middle management) is the only exogenous because it does not have any arrows pointing to it. This leaves two endogenous variables in the model, that is, variable 2 (funding) and variable 3 (quality education). Each variable is explained by one or two variables.

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 model. This procedure is based on the rule that in a linear system, the causal effect of variable 1 to variable 3 is the sum of the values of all the paths from 1 to 3. Quality education is the dependent variable while middle management is the independent variable. The indirect effects are calculated by multiplying the paths coefficients for each path from middle management to quality education.

$$\begin{aligned}
 &= \text{middle management} \longrightarrow \text{funding} \\
 &= 0.31 \quad \times \quad 0.18 \quad = 0.0558 \quad = 0.06
 \end{aligned}$$

For that matter, 0.06 is the total indirect effect of middle management on quality education. This is added to the direct effect of 0.48. The outcome is the total cause effect of $(0.06 + 0.48) = 0.54$. The resultant implication is that middle management is a major contributor to quality education in universities. Other factors account for the remaining 0.44.

Middle managers are responsible for admissions, curriculum, standards, assessment, staff performance, library services, planning in faculties, schools colleges of departments. Given that load, the 54% contribution is a justified percentage. Despite the 54% contribution being significant, there are instances of discontent about the quality of education. This problem may be caused by the lack of a national philosophy of higher education.

RECOMMENDATION

Given the quandaries which are intermittently raised about higher education in the country, this study recommends a formulation and adoption of a national philosophy of higher education. A national philosophy of higher education will guide all stakeholders. With that philosophy, the expectations of universities will be streamlined in such a way that society does not expect vocational skills from a university and research from vocational institutes. Students will take their studies seriously so that the issues of plagiarism, copying and other aspects of academic dishonesty will be minimised to marked extent.

Communitarian servership philosophy of higher education

This study recommends a philosophy of communitarian servership for the higher education sector in Uganda. Communitarian philosophy is derived from communal values, the common good, social goals, traditional practices and co-operative virtues. Conventions, traditions and social solidarity play a prominent role in communitarian philosophy (Beauchamp and Childress, 1994:77). The key principles of communitarian servership philosophy of education include:

- (a) *Servership* – the principle of servership is embedded in acting communally for the good and benefit of the community. In higher education, the implication is that methods like teamwork, co-operation, collaboration, consortia, and the like are part and parcel of the quality education.
- (b) *Moral responsibility and care*– communitarian philosophy is based on the experiences of interdependence and reciprocity. This principle in higher education discourages practices like plagiarism and general academic dishonesty because they are anti-community. The communitarian philosophy of higher education is by nature ethically based.
- (c) *Guidance* – many of the activities and responsibilities require guidance from experts. Those with expert knowledge or experience guide others. Guidance in this sense is academic leadership. To guide is to exercise academic leadership. Quality higher education therefore should be transformational in the sense that graduates think critically and independently but act responsibly.
- (d) *Participation* – the communitarian philosophy of higher education takes participation very seriously. This leads to shared responsibility. Decision-making on higher education is shared. Participatory decision making and implementation is the best approach for university middle management to adopt. This is because the participatory approach empowers others.

- (e) *Mediating peace* – given the many strikes that have taken place in the Makerere, Kyambogo and Nkumba Universities, the philosophy of communitarian servership has a component of mediation. Scarcity of resources ought not to lead to violence and conflict.
- (f) *Integrity* – the philosophy of communitarian servership advocates the integrity principle. All staff and students are encouraged to act with integrity all the time.
- (g) *Autonomy* – the philosophy of communitarian servership for higher education ensures that members have liberty. They can make decisions and act accordingly as long as those decisions or actions do not affect others (society) negatively. The implication of this is that universities can easily research and develop innovations but must do so responsibly without causing suffering or death to any other people unnecessarily.

The above seven principles summarise the importance and relevance of the philosophy of communitarian servership to higher education in Uganda. This philosophy can support and guide the middle managers in their roles in the universities.

Simulating the contribution of a national philosophy of higher education

In order to predict the possible contribution of national philosophy of higher education to quality education, a simple simulation needed to be done. The simulation was carried out using the following steps:

- Step 1 - The percentage of the total causal effect is subtracted from 100%. In the current study the total causal effect was 54%. So 100% minus 54% equals 46%.
- Step 2 - The product of step1 above is multiplied by the direct effect. In this study, this is $.46 \times .48 = .22$. So the contribution of a national philosophy of higher education qua national philosophy of higher education is 22%.
- Step 3 - The product in step 2 is added to the total causal effect from the hypothesised model so as to derive the total causal effect after simulation. In the current study, 22% is added to the 54% giving a final figure of 76%.
- Step 4 - The conclusion based on simulation is that it is right to adopt a national philosophy of higher education because it promises to add value of 22% to the contributions of middle management.

CONCLUSION

The main objective of this study was to analyse the contribution of middle management to enhancing quality education in Ugandan Universities. It was found out that currently middle management function in universities contributes 54% to quality education. It was also noted that in spite of that clear contribution, there were still quandaries about quality. So to eliminate and improve on the role of middle management, this study recommended the adoption of a national philosophy of higher education particularly the philosophy of communitarian service. With a national philosophy of higher education in place, the contribution of middle management to quality education is likely to appreciate to 76%.

REFERENCES

- Acts Supplement No. 6; *University and Other Tertiary Institutions Act 2001*; 6th April 2001
- Ahuja, R (2005) *Research Methods*. New Delhi Rawar Publications.
- Amin, E. M. (2005) *Social science research: conception, methodology and analysis*. Kampala. Makerere University.
- Aucoin, P (1989), *Middle Managers*, Institute of Public Administration of Canada, p. 191, [ISBN 9780920715024](https://www.amazon.com/dp/0773515024)
- Beauchamp T L and Childress J F (1994) *Principles of Biomedical Ethics*. 4th Edition. New York. Oxford University Press.
- Benoliel S, O'Gara C and Miske S (1999). Promoting primary education for girls in Pakistan. Arlington, Virginia: USAID's Development Experience Clearing House. At http://www.dec.org/usaids_eval.
- Bunoti S (2010) The Quality of Higher Education in Developing Countries needs professional support. www.interconfhighered.org.
- Blackmore J, Brennan M and Zipin L (2010) re-positioning university governance and academic work. <http://www.sensepublishers.com>
- Blandford, S. (1997). *Middle Management in Schools: How to Harmonize Managing and Teaching for an Effective School*. London: Pitman.
- Booth, D. J. (1982). *The Department Chair. Professional Development and Role Conflict*. AAHE-ERIC/Higher Education Research Report No. 10, 1982. Washington, DC: American Association for Higher Education.
- Bruning K C (2015) What is a pyramid organizational structure? <http://www.wisegeek.com/>
- Bunoti S (2010) Quality of Higher Education in Developing Countries Needs Professional Support. <http://www.theguardian.com/global-development/>

- Bush, T & West-Burnham, J. (Eds.) (1994). *The Principles of Educational Management*. Harlow: Longman.
- Businge C (2012) Uganda's higher education chocking. In the *new vision* paper at <http://www.newvision.co.ug/news/194-blog-uganda-s-higher-education-chocking.html>
- Businge C (2015) Is a degree still worth it? Not really. <http://www.newvision.co.ug>
- Byrnes J (2005) Middle Management Excellence; www. [http:// HBSworking Knowledge for Business Leaders; Archive](http://HBSworkingKnowledgeforBusinessLeaders;Archive).
- Cohen L and Manion L (1994) *Research Methods in Education*. 4th Edition. London. Rutledge
- Cutright M (2010) Expanding Access and quality in Uganda. The challenges of building a plane while flying it. *International Education*. vol. 40 issue 1. <http://trace.tennessee.edu/>
- Ehile E E (2015) successful governance in universities. www.aau.org.
- EFA Global Monitoring Report(2005) Understanding Education Quality*
- Epperson B (2014) Universities are ill-served by a corporate governance model. <http://www.universityaffairs.ca/>
- Eshiwani G. (2009) University Expansion in Eastern Africa: Challenges and options in Higher Education; *Inter- University Council for East Africa Newsletter* Vol. 39, Sept.
- Estyn; (2004) Middle Management in Primary and Secondary Schools; Her Majesty's Inspectorate for Educational and Training in Wales; Cardiff, Wales
- Eupal F (2009) Uganda higher education inferior, says a new report. <http://www.observer.ug/>
- Everard, K. B. (1986). *Developing Management in Schools*. Oxford: Blackwell.
- Falk, G. (1979). "The academic department. Chairmanship and role conflict," *Improving College and University Teaching* 27 (2): 79-86.
- Gilbert N (ed) (1995) *Researching Social Life*. London: Sage Publications
- Gill J and Johnson P (1991) *Research Methods for Managers*. London: Paul Chapman Publishing Ltd
- Gold, A. (1998). *Head of Department: Principles in Practice*. London: Cassell.
- Goodlad, S. (1988). Editorial, *Studies in Higher Education*, 13, pp. 3 4.
- Gunter, H. & Rutherford, D. (2000). Professional Development for Subject Leaders: Needs, Training and Impact. *Management in Education*. 14 (1), 28-30.
- Hutchins M. in Kaweesa, Sengendo, A. (2001) *The Use of Learning Theories in Higher Education*, Edited by Wilson Muyinda Mande, Nkumba University, Entebbe, Uganda
- Huy, Q.N. (2001) In praise of middle managers. *Harvard Business Review*, 79.
- Ikävalko HandAaltonen P (2001) middlemanagers'role instrategyimplementation –middle

managers view. www.strada.tkk.fi/

- Inman M (2007) *The Journey to Leadership: a study of how leaders – academic in higher education learn to lead*. Ed.D thesis. University of Birmingham.
- Inutsikt A B (2003) management quality the role of middle manager <http://www.themanager.org/>
- Klein, P (2008) Middle Managers in the Theory of a Firm. <http://organizationsandmarkets.com/2008/05/29/middle-managers-in-the-theory-of-the-firm/>
- Karube M, Kato T, and Namugami T (2012) Organizational Characteristics of Middle Managers' Deterioration as Sources of Organizational Decline. www.irmainternational.org/viewtitle/67437/
- Kaweesa - Sengendo, A. (2001) The Use of Learning Theories in Higher Education. In *Effective Teaching in Higher Education*. Muyinda Mande (ed.), Nkumba University, Entebbe,
- Kasozi A B K (2003) *University Education in Uganda. Challenges and opportunities for reform*. Kampala: Fountain Publishers.
- Kasozi A B K (2009) *Funding Uganda's Public Universities: An obstacle to serving a public good. The Decline of public funding for higher education, 1970-2005*. Kampala: Fountain Publishers
- Kavuma R (2011) Africa's universities, quantity threatens quality. <http://www.theguardian.com/global-development/poverty-matters/2011/sep/09/africa-university-funding-crisis>
- Kituuka, W (2012) The graduates' unemployment in Uganda could be a blessing in disguise. <http://williamkituuka.blogspot.com/2012/>
- Koul, L (2004) *Methodology of Educational Research*. 3rd Revised edition. New Delhi. Vikas Publishing House PVT Ltd.
- Kyambogo University Human Resource Manual* (2015). Kampala. Kyambogo University. <http://www.kyu.ac.ug/index.php/contact-us/policies/human-resource-manual>
- Kyazze J. Y. (2004) The Gap between Schooling and Education: The Importance of the Useless; the fifth commencement lecture given at Nkumba University on 14th April 2004
- Lee, H. & Diana, G. (1993). Defining Quality. *Assessment & Evaluation in Higher Education*. 18, (1), 9-26.
- Lunenburg F C (2012) Organisational Structure: Mintzberg's framework. In *International Journal of Scholarly Academic Intellectual Diversity*. Vol. 14. No. 1
- Makerere University Human Resource Manual* (2009). Kampala. Makerere University. policies.mak.ac.ug/sites/default/files/.../Human-resource-manual.pdf
- Mamdani M (2007) *Scholars in the marketplace: The dilemmas of neo-liberal reform at Makerere University, 1989-2005*. Kampala: Fountain Publishers

- Mande W M (2009) "Effect of cost on the quality of MBA programmes in Ugandan Universities". In *Makerere Journal of Higher Education*. Volume 2. Kampala: Makerere University
- Mande W M and Nakayita M (2015^a) "Effect of cost of education on choice of private universities in Uganda." *Review of Higher Education in Africa*. <http://journal.lib.uoguelph.ca/index.php/rhea>
- Mande W M and Nakayita M (2015^b) Fees policy and quality of university education in Uganda. *Makerere Journal of Higher Education /The International Journal of Policy and Practice*.
- Martin J L (1993) *A preliminary theory for explaining the effective leadership of academic deans*. PhD dissertation. University of Wisconsin, USA
- Martinez J M L (2011) Feminising middle management? An inquiry into the gender subtexts in university department headship. Sage Open. <http://sgo.agepub.com>
- Materu, P. (2007). "Higher Education Quality Assurance in Sub-Saharan Africa Status, Challenges, Opportunities, and Promising Practices" *World Bank Working Paper, 124*
- McHenry, D. E. (1977). *Academic Departments*. San Francisco: Jossey Bass.
- McKeachie, W. J. (1968). "Memo to new department chairman," *Educational Record* 49:221-227.
- Meehan C L (2015) Flat Vs Hierarchical Organizational Structure. <http://smallbusiness.chron.com/>
- Meek V L, Goedegebure L, Santiago R and Carvallo T (Ed) (2010) *The Changing dynamics of Higher Education middle management*. London. Springer Science and Business Media B V.
- Michel L. (2005); *The Challenge of Quality; Ugandan Universities*. *Journal of National Council of Higher Education*. volume .2; October 2005
- Morgan J (2014) Where next for university governance? <https://www.timeshighereducation.co.uk/>
- Motala, S. (2000). Education transformation and quality: The South African experience. Paper presented at the Annual Meeting of the Comparative and International Education Society, San Antonio, Texas, March, 2000.
- Nakayita M (2013) *Cost of University Education and Choice of Ugandan private universities by international students: a case of Nkumba and Kampala International Universities*. Unpublished MBA dissertation. Entebbe: Nkumba University.
- Nambogga J (2012) *Museveni blasts Uganda's education system*. <http://www.newvision.co.ug/>
- National Council for Higher Education, Uganda (NCHE). (2006). *The Quality Assurance Framework for Ugandan Universities*.
- Ndudzo and Jubenkanda (2014) The Major beliefs and assumptions of middle management about corporate effectiveness in the old institution. *IOSR Journal of Business and Management*. Vol. 16 Issue 2.
- Nkumba University Human Resource Manual* (2013) Entebbe. Nkumba University.

- Nizankiewicz M J (2001) Doing the right things, While doing things right. American Society of Association Executives ; www. <http://Jobwerx manufacturing network>. Accessed on 15/5/2010
- Nyombi M (2013) Why Uganda's education system has failed to reduce unemployment. <http://campusjournal.ug/index.php/education>
- Ozyasar H (2015) What are the differences between flat & hierarchical organizations? <http://smallbusiness.chron.com/>
- Pechar H (2010) Academic Middle Management under the new governance regime at Austrian Universities. *Higher Education Dynamics*. Vol.33. also at linkspringer.com
- Philip O.A (2009) Application of ICT in Administration and Management within East African Universities; The Inter- University Council for East Africa. *IUCEA Newsletter* Volume 39, September 2009
- Rakoczy C (2015) Advantages of a flat organizational structure. <http://smallbusiness.chron.com/>
- Reilley J ad Jongsma A (2010) Changing rules. A review of Tempus Support to University governance. <http://eacea.ec.europa.eu/tempuss>
- Roscoe, J.T. (1975) *Fundamental Research Statistics for the Behavioural Sciences*, 2nd edition. New York: Holt Rinehart & Winston.
- Sadowky J (2015) How middle managers can expand their influence. <http://www.johnsadowsky.com/>
- Saunders M Lewis P and Thornhill A (1997) *Research methods for business students*. London: Financial Times Management.
- Scott, P. (1987). The Mystery of Quality, Times Higher Education Supplement, 7 Jan 1987.
- Sekaran U (2003) *Research methods for business: A skill building approach*. 4th edition. New Jersey: John Wiley and Sons Inc.
- Sensing T (2014?) The role of the academic dean. Abilene Christian University, USA.
- Spaul J (2015) PhD Crisis in Uganda's Private Universities. <http://www.m.scidev.net>
- Shipper, F (1999) A comparison of managerial skills of middle managers with MBAs with other masters and undergraduate degrees tens years after the Porter and McKibbin report. In *Journal of Managerial Psychology*. Vol. 14. Issue 2. <http://www.emeraldinsight.com>
- Sullivan, G M (2011) A Primer on the Validity of Assessment Instruments. *Journal of Graduate Medical Research*. Vol. 3 No. 2
- Statutory Instruments Supplement ; 2005. No 85, *The Universities and Other Tertiary Institutions*. (Institutional Standards) Regulations, 25 November, 2005.
- Trochim W.M.K. (2006) Unit of Analysis. <http://www.socialresearchmethods.net/kb/unitanal>.

- Turner, C. (1996). The Roles and Tasks of a Subject Head of Department in Secondary Schools in England and Wales: A Neglected Area of Research? *School Organisation*. 16 (2), 203 – 217.
- Turner, C. & Bolam, R. (1998). Analysing the Role of the Subject Head of Department in Secondary Schools in England and Wales: Towards a Theoretical Framework. *School Leadership & Management*. 18 (3), 372-388.
- UNESCO, (2005). Contributing to a More Sustainable future: quality education, life skills and Education for sustainable Development, ED/ PEQ/IQL/2005/PI/H/2
- UNICEF (2000). Defining quality in Education: A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy, June 2000.
- Wallace M (2007) Human Resource Development and female middle management in Australian universities. In R Chapman (ed) *Managing our intellectual and social capital: proceedings of the 21st Australian and New Zealand Academy of management conference*. Sydney NSW. December.
- Wallace M and Marchant T (2009) Developing female middle managers in Australian universities. *Higher Education*. Vol. 58 No.6