ASSESSMENT OF THE IMPLEMENTATION OF HIGHER EDUCATION QUALITY ASSURANCE GUIDELINES IN PUBLIC UNIVERSITIES IN ETHIOPIA

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A Dissertation Submitted to the Faculty of Education in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Education in the Department of Educational Administration and Planning

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
NAIROBI - KENYA
September, 2013
Declaration

I, the undersigned, declare that this dissertation in its form and content is my original work. To the best of my knowledge, this work has never been presented elsewhere or submitted or submitted for academic credit in any other university. All related information from other scholarly written sources has been dully acknowledged and referenced.

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Dedication

This dissertation is dedicated to my late dad, Teshome Asnake Eshetu, a dedicated and exemplary father who taught me how to read and write Ethiopian alphabets before I joined primary school. May his soul rest in peace!
Abstract

The objective of this study was to assess the implementation of the quality assurance guidelines of the Higher Education Relevance and Quality Agency (HERQA) in public universities in Ethiopia. The study focused on four areas of the HERQA quality assurance guidelines namely quality of academic staff; quality of teaching, learning and assessment; quality of infrastructure and learning resources; and management of the resources. Empirical studies in Ethiopia constantly showed that the number of higher institutions was increasing from time to time in the nation, while the quality of graduates, their performances in the workplace and their creativity were going down. Limited studies have been carried out to assess the extent the quality assurance guidelines of HERQA were being implemented in these rapidly expanding higher institutions particularly in public universities. This research assesses the implementation of Quality Assurance guidelines to ensure quality education in public universities in Ethiopia. Both descriptive survey design and naturalistic design were used. Out of 21 public universities, 6 of them were selected using multi-stage random sampling method to carry out the study. Both probability and non-probability sampling procedures were used to select the respondents. Both quantitative and qualitative methods were employed for collection and analysis of data. The study included 81 lecturers and 367 students who responded to the questionnaires. Interview guide was also administered to 6 public university presidents, 12 Quality Auditors and 1 director general of HERQA. Moreover, documents such as past exam papers, quality audit reports, and assessment reports among others were analyzed. Quantitative analytical method was used for analyzing the data obtained through the questionnaires while those data obtained though interview, open ended questions and document analysis were analyzed by qualitative method. Subsequently, coding using SPSS (Statistical Package for Social science) Version 16 for windows, classification and grouping of data according to the research questions were done. Descriptive statistics such as percentages and frequency distributions were used to summarize data. The data from interview guide were transcribed. Responses from different participants and data which were obtained from different documents were compared and trends and patterns in the responses were established. Narratives, direct quotations, interpretive reports as well as excerpts were written down to depict the situation as it was on the ground. Finally, conclusion and recommendations were derived from the finding of the study based on the data collected. The findings of this study showed that there were no enough qualified lecturers, adequate libraries and laboratories for effective teaching and learning process in Ethiopian public universities. It also revealed that poor method of teaching and assessment of students in higher institutions were used. Moreover, the researcher found out that there was no good management system of the scarce resources. From the findings of the study, the researcher recommended that there should be clear policies to train more lecturers. HERQA should arrange more workshops and seminars for public university lecturers to help them improve their methods of teaching and assessment. In addition to this, there should be maximum utilization of the available resources.
Acknowledgement

This study would not have been completed without the help, cooperation and contribution of many individuals to whom I wish to acknowledge my indebtedness for their valuable assistance. But first and foremost, I thank God for sustaining me in this study, and protecting me from all that could have hindered the progress of this work.

With an open heart I would like to express my sincere gratitude and appreciation to His Grace Most Rev. Abune Berhaneyesus D. Souraphiel, CM, Metropolitan Archbishop of Addis Ababa, for his endless moral support and paternal care which was actually the driving-force behind the success of this study. In the same way I would like to thank Rev. Fr. Tekle Mekonnen for his great effort towards getting my pocket money and his brotherly encouragement to pursue my doctoral study.

I am entirely grateful to my supervisors Dr. Pauline A. Nam and Sr. Dr. Marcella Momanyi for their invaluable guidance during the various stages of this study. Their wise counsel, guidance, patience and innumerable suggestions and corrections make it possible for this study to come to completion within reasonable time. They were always available to listen and solve my many problems.

My heartfelt appreciation goes to all public university presidents, lecturers, HERQA Quality Assurance Officers and all public university students who took part in this study. They provided valuable information needed for this study. Without their cooperation, it would not have been possible to complete my dissertation. Last but not least, I thank the giants on whose shoulders I stand, the lecturers who have shaped my philosophy, strategies and skills, and I acknowledge them in unlimited power, salute them once again.

May God Bless them Abundantly!
# Table of Contents

Title Page.................................................................................................................. i

Declaration................................................................................................................... ii

Dedication.................................................................................................................... iii

Abstract...................................................................................................................... iv

Acknowledgement...................................................................................................... v

Table of Contents...................................................................................................... vi

List of Tables............................................................................................................. xi

List of Figures........................................................................................................... xiii

List of Abbreviations and Acronyms........................................................................ xiv

CHAPTER ONE .............................................................................................................1

INTRODUCTION ..........................................................................................................1

1.1 Background to the Problem.................................................................................. 1

1.1.1 Quality Assurance and Quality Control......................................................... 2

1.1.2 Classification of Quality Assurance............................................................... 4

1.1.3 Evolution of Higher Education in Ethiopia.................................................... 5

1.1.4 Description of the Study Site......................................................................... 11

1.2 Statement of the Problem.................................................................................... 13

1.3 Research Questions............................................................................................. 15

1.4 Significance of the Study.................................................................................... 16

1.5 Theoretical Framework....................................................................................... 18

1.6 Conceptual Framework....................................................................................... 21
1.7 Scope and Delimitation of the Study.........................................................24

CHAPTER TWO..........................................................................................27

REVIEW OF RELATED LITERATURE.........................................................27

2.1 Introduction.........................................................................................27
2.2 Concept of Quality in General..........................................................27
2.3 Concept of Quality in Education.......................................................28
2.4 Review of Related Theories.................................................................30
   2.4.1 Systems Theory.................................................................30
   2.4.2 European Foundation of Quality Management.........................32
   2.4.3 Total Quality Management..................................................34
2.5 Mandate of HERQA in Ethiopian Higher Institutions....................37
   2.5.1 Quality Assurance Guidelines of HERQA ......................38
2.6 Accreditation Practices in Higher Institutions in Ethiopia............45
2.7 Empirical Studies..............................................................................48
   2.7.1 International Perspective..................................................49
   2.7.2 Regional Perspective.........................................................50
   2.7.3 Local Perspective.............................................................55
2.8 Critical Analysis of the Knowledge Gap.......................................59

CHAPTER THREE.......................................................................................61

RESEARCH DESIGN AND METHODOLOGY..........................................61

3.1 Introduction.......................................................................................61
3.2 Research Design and Methodology.................................................61
3.3 Target Population.............................................................................62
3.4 Sample and Sampling Procedures.................................................................62
   3.4.1 Universities.................................................................63
   3.4.2 Quality Assurance Officers.........................................................64
   3.4.3 University Presidents...............................................................64
   3.4.4 Students.............................................................................65
   3.4.5 Lecturers.............................................................................65
3.5 Description of Research Instruments......................................................66
   3.5.1 Questionnaire for Lecturers and Students.....................................67
   3.5.2 Interview Guide for Presidents, Director General of HERQA and Quality Auditors........68
   3.5.3 Document Analysis Guide.........................................................69
   3.5.4 Observation Guide...................................................................70
   3.5.5 Validity of the Research Instruments........................................71
   3.5.6 Pilot testing of the Research Instruments.....................................72
   3.5.7 Reliability of the Research Instruments......................................73
   3.5.8 Credibility............................................................................75
   3.5.9 Dependability........................................................................75
3.6 Data Collection Procedures....................................................................76
3.7 Data Analysis Techniques......................................................................77
3.8 Ethical Considerations...........................................................................78

CHAPTER FOUR.............................................................................................80

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS.....80

4.1 Introduction..........................................................................................80
   4.2.1 The Number of Respondents of the Study...................................80
4.2 Demographic Information of Respondents..........................................................81

4.2.1 Demographic Information of University Presidents.........................................82
4.2.2 Demographic Information of Quality Assurance Officers.................................85
4.2.3 Demographic Information of Lecturers..........................................................86
4.2.4 Demographic Information of Students...........................................................90
4.3 Quality and Quantity of Lecturers......................................................................93
4.4 The Quality of Teaching and Learning, and Assessment of Students................104

4.4.1 Methods of Teaching......................................................................................104
4.4.2 Methods of Assessment..................................................................................109
4.5 Quality and Quantity of Learning Resources.......................................................114
4.6 Management of Learning Resources..................................................................121
4.7 Challenges encountered in the implementation of quality assurance guidelines....130

4.7.1 Specific challenges facing students in acquiring quality education.................130
4.7.2 Specific challenges facing lecturers in attempting to deliver quality education...133
4.7.3 Specific challenges facing public university management...............................135
4.7.4 General challenges facing public universities in implementing the guidelines...136
4.8 Possible solutions to the challenges....................................................................141

4.8.1 Lecturers’ suggestions on ways of overcoming the challenges......................141
4.8.2 Students’ suggestions on what can be done to reduce challenges...................143
4.8.3 University presidents suggestions on addressing the challenges....................145

CHAPTER FIVE..............................................................................................................147

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.................................147

5.1 Introduction..........................................................................................................147
5.2 Summary of the findings………………………………………………………………147
5.3 Conclusions……………………………………………………………………………151
5.4 Recommendations……………………………………………………………………..152
References………………………………………………………………………………….155
Appendixes………………………………………………………………………………….168
List of Tables

Table 1: The Enrollment of Students in Public Universities in Ethiopia................................. .8
Table 2: Sampling Matrix................................................................. .66
Table 3: Results for Test-Retest Procedure....................................................... .74
Table 4: Questionnaire Return Rate................................................................. .81
Table 5: Distribution of Public University Presidents by their Administrative Experience........ .84
Table 6: Demographic Information of Lecturers......................................................... .87
Table 7: Demographic Information of Student Participants............................................... .91
Table 8: Students and Lecturers’ Level of Agree./Disagree. on the Quality of Academic Staff... .95
Table 9: Lecturers’ and Students’ Responses on the Methods of Teaching......................... 105
Table 10: Lecturers’ and Students’ Responses on the Methods of Assessing Students........... 110
Table 11: Lecturers’ Level of Agree./Disagree. on the Involvement of External Examiners...... 112
Table 12: Lecturers’ Responses on the Availability of Learning Resources........................... 115
Table 13: Students’ Responses on the Availability of Learning Resources........................... 115
Table 14: Lecturers’ and Students’ Level of Satisfaction/Dissatisfaction.............................. 122
Table 15: Students’ and Lecturers’ Level of Agree./Disagree on Management of Resources..... 124
Table 16: Lecturers’ and Students Views on the Implementation of the Four Guidelines......... 129
Table 17: Specific Challenges Students Faced in Acquiring Quality Education..................... 131
Table 18: The Main Challenges Facing Lecturers in Delivering Quality Education............... 133
Table 19: Lecturers’ Responses on What Hinders the Implementation of the Guidelines........ 136
Table 20: Students’ Responses on What Hinders the Implementation of the Guidelines........... 137
Table 21: Distribution of Lecturers’ Suggestions on Way of Overcoming Challenges............. 142
Table 22: Distribution of Students’ Suggestions on Way of Overcoming Challenges.............. 144
List of Figures

Figure 1: Techniques of Total Quality Management.........................................................20
Figure 2: Diagrammatic Representation of Variables.......................................................22
Figure 3: Distribution of the Public University Presidents by Educational Level.................83
Figure 4: Factors That Can Lead Academic Staff to Change Their Teaching Profession.....100
List of Abbreviations and Acronyms

CAT Continuous Assessment Test

CHE Commission for Higher Education

CUEA The Catholic University of Eastern Africa

DAC Department Academic Council

ECCE Early Childhood Care and Education

EFQM European Foundation of Quality Management

ESLCE Ethiopian Schools Leaving Certificate Examination

EQA External Quality Assurance

ESDP Education Sector Development Program

ETP Education and Training Policy

EUCA European Consortium for Accreditation

HERQA Higher Education Relevance and Quality Agency

HEI Higher Education Institution

ICT Information and Communication Technology

IER Institute of Educational Research
IQA Internal Quality Assurance

IUCEA Inter University Council for East Africa

JRES Joint Review of Education Sector

MOE Ministry of Education

PHIs Private Higher Education Institutions

QMS Quality Management System

SPC Statistical Process Control

TQM Total Quality Management

UCAA University College of Addis Ababa

UNESCO United Nations, Educational, Scientific and Cultural Organization

UNICEF United Nations International Children’s Emergency Fund
CHAPTER ONE
INTRODUCTION

1.1 Background to the Problem

Education is the most effective means that society possesses for confronting the challenges of the present and future. It is considered as a compulsory prerequisite for sustainable development in any country, developed or developing (Assefa, 2002). Education is expected to make contribution on addressing suitable human development, peace, security, and quality of life at individual, family, societal and global levels to reflect commitment to human rights. Food security, improved health, stabilized population growth, educated manpower availability, etc are governed by the level of education a certain country achieved.

In line with this argument, UNESCO (2012) points out that education is a cornerstone of social and economic development: it is supposed to generate skilled manpower to increase the scientific and technological development. Thus, education is an essential foundation for modern technology and is a vital instrument in the creation of a modern economy. It is a powerful means to preserve cultural values and heritages, to maintain or improve cohesion.

However, education cannot play this role unless it is of the highest possible quality. Kedir (2008) reinforced the idea that quality aspect is necessary to realize full benefits occurring from education. Quality is what makes the difference between things being excellent or run-of- the mill. Increasingly, in education, quality makes the difference
between success and failure. The best organizations whether public or private understand quality and know its secret. Seeking the source of quality is an important quest. Education is also recognizing the need to pursue quality, and to deliver quality education to students. Part of the economic success of any given country is attributed to the effectiveness and efficiency of its educational system.

Because of globalization these days, many international organizations have an interest in recruiting employees from different parts (corners) of the world. However, more globalization means increased competition, this implies that developing countries including Ethiopia should provide quality education so that their citizens will both be more competitive and productive in the global market. Quality education will also make the graduates job creators instead of being job seekers. Moreover, it enhances the creativity skills of students. Thus, quality education plays a vital role in solving the problem of unemployment, enhancing job creativity, and making graduates more competent in local, regional, continental and global market needs in terms of human resource. The aim of this study was to assess to what extent the quality assurance guidelines of HERQA were effectively implemented in Ethiopian public universities to enhance quality education so that these higher institutions will be able to produce graduates who are highly skilled, creative and more competitive in the labour market.

1.1.1 Quality Assurance and Quality Control

The Catholic University of Eastern Africa (2008) defined Quality Assurance as an ongoing continuous process of monitoring, assessing, evaluation, guaranteeing and improving the quality of core functions of a university. In other words quality assurance is the planned
and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled where as Quality Control is the observation techniques and activities used to fulfill requirements for quality. Thus, quality assurance is different from quality control in that it is before – and during the –event process and concerned with preventing faults occurring in the first place (Venkataiah, 2004).

Quality Assurance is also a process that is geared towards information for the purpose of making informed decisions as to whether there is progress in the achievement of educational goals through supervision. This view is supported by Dawit (2006) that judgment is made with a view to taking action towards improvement.

The aim of quality assurance in higher education is to guarantee the improvement of standards and quality in higher education meet the needs of students, employers and financiers (Lomas, 2002). Hence, improvement and accountability are the primary purposes of quality assurance (Dawit, 2006). Quality assurance should improve student learning and the learning experiences and to improve responsiveness of higher education to the needs of the society. Thus, quality assurance for improvement implies a formative approach; the focus is not on control but on improving quality.

Tuijnman and Postlethwaite (1994) argued that high educational standards have led to positive results in the university system. Performance standards are important for all levels of education. They assert that effective performance standards reflect the consensus of professional educators, parents and students.

Higher education borrowed the concept, language and methodology of quality assurance from industry and production sectors (Craft, 1992). So it is imperative for HEIs to ensure that the educational experience they are providing to their students is sound, relevant and of
high quality. If an institution cannot assure that what it is doing is appropriate/relevant and is being undertaken to an acceptable standard then it cannot easily demonstrate its worth (Campbell, 2008). The range of activities for effective, monitoring and enhancing educational provision is quality assurance, thus, it refers to all the policies, processes and actions of HEIs and agencies through which the quality of higher education is maintained and developed (Lim, 2001).

1.1.2 Classification of Quality Assurance

Quality Assurance procedures can be divided into two namely, internal quality assurance and external quality assurance. Let us see now the definition and function of each type of quality assurance procedure.

**Internal Quality Assurance (IQA):** According to Ogula and Onsongo (2009), each university is responsible for internal quality assurance and should establish a quality assurance policy and internal quality control and improvement procedures. They further explained that Internal Quality Assurance emphasizes the development of each institution’s statements of expected outcomes and its own means of gathering evidence of their achievement.

Generally speaking, it aims at institutional development and assessment of internal accountability. It concentrates mainly on academic issues and lies on collecting evidences and information about mission fulfillment, efficiency of activities and ways of ensuring quality within institution. For example, the Catholic University of Eastern Africa (a private higher institution in Nairobi, Kenya) has its own quality assurance policy and procedures which was approved by the university council on May 14 2008. The policy covers the
following broad areas: students, teaching and learning, research and scholarship and community service (Quality Assurance Policy and Procedures of CUEA, 2008).

**External Quality Assurance:** is a broad concept that includes several quality related assessment provided by external bodies or individuals outside the HEIs. The aim is to achieve accountability. Government institutions usually decide on the system of external quality assurance of HEIs (Lomas, 2002). This indicates that HEIs bear responsibility to assure their supporters, state and society in general that they are committed to the fulfillment of their mission, use resources honestly and meeting their responsibility. According to Ogula and Onsongo (2009), National Quality Assurance Agencies like HERQA should undertake external quality assurance activities on a regular basis. These activities may involve evaluation, audit, assessment and accreditation.

Therefore, Quality Assurance in HEIs plays a vital role to ensure that education and trainings offered at any HEI are up to standard, relevant and have quality; and are in line with economic, social and other appropriate policies of the country. It also ensures that there is adherence to the set standard guidelines for education management including quality of academic staff; quality of teaching, learning and assessment; quality of learning resources and quality of admission procedures among others. The citizens’ charter, the parents charter, investors in people, the European Quality Award, British Standard BS7121 and International Standard ISO 9001:2008 are just some of the quality awards and standards which have been introduced in recent years to promote quality and excellence (IUCEA, 2006).
1.1.3 Evolution of Higher Education in Ethiopia

Before we talk about the history of higher education in Ethiopia, it is good to explicate how modern education came into existence in the country. According to Teklemariam (2011), Christianity and education grew hand in hand in Abyssinia (a name which refers to both Ethiopia and Eritrea in the ancient time). Although Christianity existed long before the rule of king Ezana the Great of the kingdom of Axum, the religion took a strong foothold when it was declared a state religion in 330 AD. Teklemariam further explained that Abune Selama Kessatie Berhan who officially introduced Christianity in Ethiopia in the 4th century and later the nine saints (Tesatu Kidusan) were the first historical teachers of Abyssinia. Their monastic life was not limited only to the spiritual life but also to ecclesiastical and secular education. It was the nine saints who translated the Holy Bible into different local languages and founded monasteries which became the centre for higher education.

Adane (1999) also pointed out clearly that it has been the Ethiopian Orthodox Church’s tradition to establish schools around the parish compounds. These schools emphasized moral and literacy education. They were also the basis for those who could afford to further their higher education in monastic education and be prepared for the priesthood, or to be canto, teacher, scholar, scribe or monk specialized in music, poetry, theology, theology, philosophy, history, art and manuscript writing. Once a student enrolled in any of these areas, he had to concentrate only in that area of choice (Adane, 1999). We can conclude that formal education was not introduced in Ethiopia by western missionaries like it was in most African countries (Teshome, 2007). The Ethiopian Orthodox Church played a vital role in this matter.
Besides the great contribution of the Ethiopian Orthodox Church, the Ethiopian Catholic Church also played an undeniable role in the history of the Ethiopian modern education. Gerald and Joseph (2007) stated that modern education in Ethiopia was introduced by Catholic Missionaries in 1098 AD. They further explained that it was the Jesuit missionaries who started the first higher institution of learning in the country.

The Ethiopian history of higher education, moreover, showed that prior to 1950, many Ethiopian candidates were sent to abroad on government scholarships to pursue their further studies in Europe, North America and the Middle East since there was no a single university in the country at that time (Abebe, 2006). However, Abebe points out that later on pressure from secondary education graduates starting in the early 20th century and the needs for skilled man power compelled the establishment of a higher education system in the country. As a consequence, the first modern higher education institution (University College of Addis Ababa) was established in December 1950 following the approval of Emperor Haileselassie I (Teshome, 2007). After the establishment of UCAA, which was later upgraded to Haileselassie I University, the establishment of the commission for higher education (CHE) in 1977 was a land mark for higher education sector in Ethiopia (ETP, 1994).

According to HERQA (2011), Ethiopia had only two public universities during the regime of Mengistu Hailemariam (1974-1991) and no private institution of higher education was in operation. This shows that higher education sector’s development was limited in terms of teaching, research and community services in the regime of Mengistu. The expansion of both public and private higher institutions has taken place since 1997 after Mengistu’s regime was overthrown (Teshome, 2007). The number of public higher
education institutions has grown from only 2 universities twelve years ago to 21 in 2011/2012 academic year. The government has also facilitated and encouraged the establishment of private institutions of higher education and there are now more than 60 such institutions (HERQA, 2011). This was taken as the paradigm shift from few public Universities and Colleges to large number of public and private Universities and Colleges.

Table 1: The Enrollment of Students in Public Universities in Ethiopia (2006/2007-2010/11)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/07</td>
<td>150,530</td>
<td>52,869</td>
<td>203,399</td>
<td>26.0%</td>
<td>74%</td>
</tr>
<tr>
<td>2007/08</td>
<td>199,684</td>
<td>63,317</td>
<td>263,001</td>
<td>24.0%</td>
<td>76%</td>
</tr>
<tr>
<td>2008/09</td>
<td>220,510</td>
<td>90,192</td>
<td>310,702</td>
<td>29.0%</td>
<td>71%</td>
</tr>
<tr>
<td>2009/10</td>
<td>306,758</td>
<td>113,629</td>
<td>420,387</td>
<td>27.0%</td>
<td>73%</td>
</tr>
<tr>
<td>2010/11</td>
<td>326,769</td>
<td>120,924</td>
<td>447,693</td>
<td>27.0%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Source: Ethiopian Ministry of Education (2010/11)

The Ministry of Education Statistics of 2010/11 showed that during the 2006/07 academic year, the enrolment at public university was 203,399. By 2010/11 the enrolment had increased to more than 447,693 (Enrolment has increased more than double in 2010/11 when compared to 2006/07). This was due to the expansion of higher education sector in the country. It is a known fact that the increased student enrolment requires many qualified lecturers, trained university managers, adequate learning facilities and so on. If these demands are not met then the quality will be affected. Another important issue is that as shown in Table 1, there is a very big gap between female and male students enrollment. This
alarms that the government of Ethiopia should make a special attention to the participation of Female students in higher education in order to address the problem of gender inequality in higher institutions.

This radical expansion of both private and public universities brought the decline of quality of education in the country. In line with this, Tekeste (2001) pointed out that the imbalance between the resources for higher education and the number of students was the most important factor that brought crisis of education. Mona and Tesfaye (2003) also reinforced that one hand, the expansion of the education sector, on the other hand the continued shortage of qualified lecturers was the main reason for the problem. So, shortage of qualified lecturers can lead to poor quality of higher education (Abebe, 2006).

In explaining the decline of quality of education Ministry of Education in its second Education Sector Development Program (MOE, ESDPII, 2002) stated that enrollment had increased substantially in Ethiopian public universities resulting in over-crowded classrooms, universities lacked sufficient books and other facilities. The ability of lecturers was also put to ever more rigorous test given the increasing section size. This indicates that the quality of education in Ethiopia had been affected by lack of sufficient books and facilities and poor quality of academic staff among other problems. As a result, the government established Higher Education Relevance and Quality Agency (HERQA) through Higher Education Proclamation 351 in 2003 with the aim of ensuring a high quality and relevant higher education system in the country. Thus, one of the central roles of HERQA was to encourage and assist the growth of an organizational culture in Ethiopian higher education that values quality and is committed to continuous improvement (HERQA, 2006).
As one of its key activities HERQA carried out institutional quality audits of Higher Education Institutions (HEIs). An institutional quality audit is an in-depth analysis and assessment of the quality and relevance of programs and of the teaching and learning environment. Equally important, an institutional quality audit assesses the appropriateness and effectiveness of a HEI’s approach to quality assurance, its systems of accountability and its internal review mechanisms. The product of an institutional quality audit is an institutional Quality Audit Report (HERQA, 2011).

HERQA intended that through its institutional Quality Audit Reports and the dissemination of good practice, it would help to enhance the provision of higher education in Ethiopia and to increase the confidence of all stakeholders in the quality and relevance of that provision (HERQA, 2009). A HERQA institutional quality audit proceeded through a number of stages. The initial action was a self-evaluation carried out by the HEI to be audited. HERQA Quality Assurance Guidelines were: Vision, Mission and Educational Goals; Governance and Management System; Infrastructure and Learning Resources; Academic and Support Staff; Students Admission and Support Services; Program Relevance and Curriculum; Teaching, Learning and Assessment; Student Progression and Graduate Outcomes; Research and Outreach Activities and Internal Quality Assurance (HERQA, 2008).

HERQA, therefore, served as an external quality assurance agency responsible for guiding and regulating the higher education sector in Ethiopia using their quality assurance guidelines (Firdissa, 2009). It was supposed to be instrumental in enhancing and sustaining the relevance and quality of higher education in the country. However, the recent researchers such as Abebe (2006), Teshome (2007), and Kedir (2008) argued that the quality
of grandaunts had gone down in higher institutions of Ethiopia even after the establishment of HERQA and as a result they contended that there is lack of creativity and technological advancement in the country. They also added that the performance of students was poor and the grades were not improved in tertiary education of the oldest east African nation. This implied that there was a need to assess the implementation of HERQA Quality Assurance Guidelines in Ethiopian public universities.

1.1.4 Description of the Study Site

The proposed study was carried out in Ethiopia. Ethiopia is one of the ancient countries in the world and enthralls with rich history. It is located in North-East Africa which is particularly known as the Horn of Africa. According to the Catholic Encyclopedia, the name Ethiopia is derived from the Greek word ‘aithiopia’ meaning ‘burned face.’ It would hence mean colored man’s land or the land of the scorched or burned faces. The name ‘Ethiopia’ appears both in the Old Testament and New Testament more than 50 times (Ethiopian History, 2007).

Ethiopia is bordered by Kenya to the South, Eritrea after its independence to the North, Sudan and South Sudan to the West, Somalia to the South-East and Djibouti in the East. It is the second-most populated country in Africa with a population of about 84 million (World Bank, 2012). It occupies a total area of 1,100,000 Km² which is almost twice the surface area of Kenya. Addis Ababa is its capital city and the site of African Union as well.

According to Tadesse and Girma (2005), the country in its long history has been known as Abyssinia which was adopted from its ancient tribes Habashat. They further explained that like other African societies, Ethiopia is a multiethnic state embracing various ethnic groups with many diverse languages together. According to them, there are more than eighty
three languages with 200 dialects spoken in the country. These can be broken into four main
groups: Semetic, Cushtic, Omotic and Nilo-Saharan on which three of them has a tracing of
the parent language called Afroasiatic.

Based on the 2007 census conducted by the Central Statistical Agency of Ethiopia,
43.5% were reported to be Orthodox, 33.9% Muslims, 18.6% Protestant, 2.6% traditional,
0.7% Catholic, 0.7% other (Nation Master, 2011). Orthodox Christianity and Islam entered
the country at different time though different meanses and have co-existed since the prophet
Mohamed’s time. The first believers in Islam were converted while the prophet Mohammed
was alive and the first mosque was built in the eighth century. However, culturally the
Orthodox Church has dominated the political, social and cultural life in the highlands as it
has been official religion of the imperial court (Tadesse & Girma, 2005).

It is also a known fact that Ethiopia is one the very few countries that has its own
Alphabet, Calendar, Liturgical Rite, and has never been colonized by any European country.
Besides being one of the oldest civilized countries of the world, Ethiopia is also accepted to
be the origin of mankind. The remains of ‘Lucy’ or ‘Dinknesh,’ the oldest hominin, were
found in Ethiopia’s part of the Great Rift Valley (Dinknesh, 2008). The Ethiopian kingdom
of Axum was also one of the strongest Kingdoms in the world in the 4th century under king
Ezana (320-360) who officially declared Christianity as a state religion in 330 A.D.
(Teklemariam, 2011).

However, it is a pity and very sad indeed that Ethiopia which was very civilized and
great nation in the 4th century has not reflected a gradual development in terms of economy
and education due to political instability, war and corruption among other challenges.
Ethiopia as one of the less developed countries, is struggling to achieve development. For a
number reasons, over the last 20 years the government has pursued policies to liberalize the economy and to improve its competitiveness though both fiscal and structural reforms. According to Aiga (2012), the long term vision of Ethiopian government is to raise the country’s GDP and the standard of living of its population to a level of a middle income country by 2020-2023. The achievement of all these depends on the quality of education at primary level, secondary level and tertiary level.

1.2 Statement of the Problem

There has been a rapid expansion of university education in Ethiopia for the last two decades. This expansion was seen through the increase in number of public universities and student enrolment in the country. The increased student enrolment was, however, not proportional to the required many qualified lecturers, trained university managers and teaching and adequate learning facilities among others (Assefa, 2002).

It is commonly presumed that higher education plays a great role in order to produce skilled man power. According to Muchie (2009), the development of human resource is considered the pre-requisite for substantive economic growth. In other words it is impossible to eradicate poverty, improve the life standard of the society and bring improved health conditions among others without offering quality education. Quality education, therefore, is paramount if economic development has to be achieved.

Even though many universities have been constructed and enrollment rate have been increased since 1991 when the new regime of Ethiopia came into existence, the past studies indicate that the quality had gone down as the result of unplanned expansion, lack of
qualified lecturers and poor management of the resources (Gizaw, 2003). They further asserted that the strategic plans were not realistic. The government also acknowledged that the quality of higher education had declined due to different reasons such as student/lecturer ratio, shortage of learning facilities and books (MOE, 2002,). That is why HERQA was established in 2003 to improve quality both in public and private universities.

However, the study by Amare (2005) noted that academic qualification issues including the need for better qualified lecturers was still one of the major problems in the country. In line with this, Abebe (2006) has noted that on one hand the expansion of education sector and on the other hand the continued shortage of qualified teachers was the main reason of the crisis of higher education in Ethiopia. He further explained that as the result of poor quality education, the university graduates were not able to put into practice the knowledge and skills that they had acquired during their studies in campus and their creativity was also very poor. There was a need here to assess the actual situation of the quality and quantity of academic staff in Ethiopian public universities.

Teshome (2007) did also a research on the crisis of Ethiopian education and he found out that the imbalances between the learning resource for higher education and the number of students was the other important factor that brought the crisis of education in the country. Moreover, Kedir (2008) emphasized that unregulated national educational policy, irregular language implementation and poor assessment method of students had also greatly contributed to the deterioration of the quality of education. Kedir further explained that the quality of graduates, their performances in the work place and their creativity were going down. Thus, the above mentioned indicators and recent studies constantly showed that still there was lack of quality education in higher institutions of Ethiopia even after the
establishment of HERQA and formulation of its Quality Assurance Guidelines. This lack of quality education after the establishment of HERQA and formulation of its guidelines made the researcher to wonder whether these guidelines were properly implemented in Ethiopian public universities or not. Secondly, the above mentioned studies did not tell us the extent to which the Ethiopian public universities were implementing the guidelines in order to address the issue of quality education. The researcher also found out that most of the previous studies such as Gizaw (2003), Abebe (2006), and Kedir (2006) among others focused on the quality assurance related to private higher education rather than public universities. The study, therefore, aimed at finding out how the quality assurance guidelines of HRQA were effectively implemented in public universities to ensure quality education.

1.3 Research Questions

The conduct of the present study was guided by the following questions:

1. How is the quality and quantity of the academic staff in Ethiopian public universities ensured?
2. How is the quality of teaching, learning and assessment of students ensured in Ethiopian public universities?
3. What infrastructure and learning resources are available for effective implementation of the HERQA quality assurance guidelines in Ethiopian public universities?
4. How are the academic staffs and learning resources managed in Ethiopian public universities?
5. What are the main challenges experienced in the implementation of the quality assurance guidelines in Ethiopian public universities?

6. What are the possible solutions to the challenges of the implementation of HRQA quality assurance guidelines in Ethiopian public universities?

1.4 Significance of the Study

The findings of this study may help the MOE to improve the quality of the higher education so that the country can meet the growing need for an appropriate number of high skilled graduates. Indeed, the skilled graduates are the only ones who can enable any government or country to achieve its economic development vision or goals.

Since it is extremely difficult for planners to discern precisely the causes for inequality in view of the poor information available and lack of detailed states of the art on the quality of education, the study will provide feedback to educational planners on the quality levels and new determinants of achievement. It will also stimulate the education officials and other concerned bodies to pay attention to the trends and magnitude of quality problems and how to improve the quality of education in public universities in a viable way.

The study will also provide the feedback to university stakeholders that include academic staff, managers and students on the level of quality education achievement today, areas of concerns that may exist in the system and ways of improving quality education in public universities and in higher education as a whole. Thus, the feedback will be useful to the public university’s presidents (Vice-chancellors) in making informed decision concerning the running universities with the view of improving the quality of education in their universities. It might also inspire new commitments, a new culture and concepts and
practices on the part of stakeholders so that it will lead to alternative and better ways of teaching and learning.

It is also hoped the study will be useful to students as it will enable them acquire quality education so as to achieve or attain their full potential in terms of cognitive, emotional and creative capacities. Moreover, parents, community members and the society at large will enjoy the service of holistically educated graduates, for the ultimate purpose of education is produce highly skilled manpower who will serve their society and country. In the end, the customers are the beneficiaries of quality education.

In addition, the study will be of importance particularly to the public in general in creating awareness about the implementation of Quality Assurance Guidelines in public universities. Furthermore, the study is expected to contribute in the identification of the challenges in implementing the HERQA quality assurance guidelines and suggest the possible solutions to the problems.

Therefore, the study will first and foremost create awareness to the problems of implementing the quality assurance guidelines among educators in particular and the public at large and the knowledge that will be gained from this study will be useful to MoE, educational planners, university presidents and HERQA among others for designing strategies that might help to enhance quality education in public universities of Ethiopia and make some corrective measures towards improving the quality of education. Moreover, the information that will be gained may also be relevant to private higher institutions as well, for quality assurance guidelines of HERQA are meant for both public and private universities.
Finally, the study findings, conclusions and recommendations would contribute significantly the existing body of knowledge about university presidents’, lecturers’, students’ and quality auditors’ responses to the implementation of HERQA quality assurance guidelines in Ethiopian public universities. The findings of this study may also raise some basic issues that can encourage other researchers to do more research.

1.5 Theoretical Framework

This research was guided by a Total Quality Management (TQM) theory, because this theory is comprehensive in conceptualizing and understanding continuous improvement of quality education. The main proponent of this theory was Edward Deming (Schultz and Louise, 1994). According to Teklemariam (2009), TQM is grounded on the principle of customer satisfaction. It aims at satisfying students, parents, employers and tax payers by addressing their needs and involving them in the planning execution of educational programs. Thus, the whole idea is that in a university parents, lecturers, the community and students should be satisfied with educational services offered.

In order to offer a good service, Nyongesa (2007) suggested the university management bodies that they have to learn how to infuse quality by focusing on the key elements of the university’s activities such as admission procedures, employment policies, student assessment and equal education opportunities among geographical regions and sexes. The researcher was also convinced that applying TQM techniques which include quality circles, customer focus, taking immediate action, benchmarking and continuous improvement enable university presidents to ensure quality in their respective higher institutions.
Leisty (2007) defined benchmarking as a quality management tool used when comparing one university or college with another on some aspects of performance. Aspects of performance include processes, products and services. Searching to find information on these various aspects in which another university excels, with the objective of finding ways in which to improve current performance, is benchmarking.

Public universities in particular should continually analyze the performance of their products, services and practices against their competing universities and should revise their strategies on a regular basis. The local universities can also compare themselves with public universities abroad. These kinds of comparisons of different universities will enable a given institution to gain ideas for improving processes and services from better or best universities. Secondly it enables the institution to share knowledge and experience with others performing the same processes and practices in providing services or products that are critical to success. It also helps the institution to turn its focus towards efficiency and effectiveness to ensure that process and practices are competitive and to improve planning for targets and the management of resources. Last but not least, benchmarking assists us to identify the gap between our university’s performance and that of other universities to provide the opportunity of closing the gap (Leisty, 2007).

The managers of higher institutions should also have taken immediate actions instead of waiting to solve the effects of the problem. Hence it is the patient who quickly goes to visit a doctor when he/she fells sick that is assisted well and can recuperate soon before other complicated problems arise. Moreover, the university presidents and management should involve their lecturers in the process of ensuring quality education. It is also equally important to consult parents and students so that the given university will be
able to meet their expectations. In addition to this, all higher institutions must seek client feedback. This is generally obtained through surveys of students and graduates, and by asking employer whether the attributes of graduates are relevant in the workplace.

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\text{Figure 1: Techniques of Total Quality Management} 
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Source: Adopted and modified from Faiza and Shehla (2011, p.13)

In the context of this study, therefore, the Quality Assurance Guidelines of HERQA such as academic staff; teaching, learning and assessment of students; management of the resources etc can be used as benchmarks that can help to bring the desired quality and standards. The researcher also acknowledged that the public universities continuous process of measuring services and practices against the expected standard of HERQA and revising their strategies continually was very important to ensure quality education. Public Universities for instance should have looked into the quality and quantity of their academic staff and current performances and then compare with the guidelines of HERQA and finally take affirmative and immediate actions to improve the present situation.
Thus, the researcher strongly believed that all Ethiopian Higher Institutions in general and Public Universities in particular should implement the HERQA quality assurance guidelines such as; following correct admission procedures, getting well trained staff members, and adequate teaching and learning materials among others. These facilities can lead to quality education and quality education enables to produce well educated graduates who can satisfy the demand and need of the customers. It is also the researcher’s belief and conviction that a continuous improvement of quality education is the key solution to the decline of quality education in higher institutions of Ethiopia due to an unplanned expansion. This continuous improvement can be in form of staff development, workshops, seminars for staff, nonteaching staff and students etc.

1.6 The Conceptual Framework

According to Wadsworth (2006), conceptual framework is used to plot elements diagrammatically so that one can visualize what different components of the situation relate to the problem under investigation. It refers to a description of the main independent and dependent variables in the study and relationship among them. The dependent variable of this research is “Quality Education” and the independent variables include: having clearly defined vision, mission and educational goals; proper student selection; qualified academic staff; adequate teaching facilities; good management and adequate learning resources, which are also in the HERQA Quality Assurance Guidelines (HERQA Publication Series-038, October 2009, p.1). The following figure (Figure 1.2) shows how the variables of the study interact.
Intervening Variables

HERQA QUALITY ASSURANCE

Clearly defined Vision, Mission, & educational goals

QUALITY EDUCATION
- Highly skilled graduates
- Creativity
- Productive/Capable workers
- Economic Development

Correct admission procedure

Well-organized Internal Quality

Lack of commitment

Good Research and Outreach

Lack of academic background

Relevant Curriculum

Corruption

Adequate & qualified Academic staff

Good management system

Correct admission procedure

Adequate Learning Resources

Good management system

22
Focus Areas of this Study

Figure 2: Diagrammatic Representation of Variables

Practically, it has been observed that where there is proper selection of students, good management, good teaching, learning and assessment, relevant curriculum and adequate academic and support staff, they result into Quality Education. In other words the effective implementation of the HERQA Quality Assurance Guidelines is likely to lead us to quality education and quality education produces highly skilled graduates and brings better results, creativity, productive/capable workers, economic development and technological advancement among others. On the contrary the shortage of one these independent variables can affect the quality of education. The other interesting thing is that there a mutual stimulus among these variables. For example: committed and hard working students motivate the teaching staff and vice-versa. The academic staff is also motivated by good management, clear vision and objectives, good communication, relevant curriculum, adequate facilities in the teaching and learning process among others. Besides, there is a reciprocal influence among these variables or components that predict the quality of education.

The researcher believed neither the government of Ethiopia nor the management of higher institutes can achieve quality education overnight. Instead it is a continuous process of identifying the shortcomings and challenges of each university and taking necessary and
relevant measures to improve. Applying the techniques and aspects of the TQM theory enables the evaluation of our universities continuously, taking the necessary steps during the process to improve quality by for instance training good university managers, enabling holders of Masters Degrees among lecturers go abroad and acquire doctoral degree, developing new and relevant curricula and availing adequate teaching and learning resources. All these measures require time and funding yet most African countries including Ethiopia have budgetary constraints that cannot support such programmes, however, they can be realized through continuous planning and collective effort.

1.7 Scope and Delimitation of the Study

According to Ogula (2009), the scope of the study indicates the boundaries of the study in terms of content, target group and geographical spread. Based on this idea, therefore, the scope of this study is limited to the implementation of HERQA Quality Assurance Guidelines in public universities only in Ethiopia. Public universities were studied because HERQA as one of the organs of MOE, it was more responsible for ensuring quality in public colleges and universities than the private ones. Secondly, many researchers had done a lot of studies in the case of quality education in private colleges and universities.

Although HERQA quality assurance guidelines were ten in number, due to economic, time and logistic efficiency the proposed study was delimited to four focus areas namely quality of academic staff; quality of teaching, learning and assessment of students; quality of infrastructure and learning resources; and management of the resources. The other
logical reason was that the selected guidelines were directly related to the quality of
teaching and learning in higher institutions.

Finally, the participants of this study were university presidents, lecturers, director
general of HERQA, quality assurance officers, and university students only. The rationale
was that university presidents and lecturers were the implementers of the quality assurance
guidelines while director general of HERQA and quality assurance officers were responsible
agents of formulating the guidelines and supervising its implementation both in private and
public universities. University students on the other hand were the beneficiaries of the
implementation of the quality assurance guidelines in their respective higher institutions.

1.8 Operational Definition of Terms

**Accreditation:** this refers to the process of recognizing the program(s), management
system, quality and standards of a higher education institution.

**External Quality Assurance:** is an external assessment by HERQA based on site visits. It
aims at critical evaluation of the availability enough academic staffs, adequacy of the
teaching and learning materials and the relevance of the academic programs among others.

**Higher Education:** this refers to education beyond the secondary level, especially at the
college or university level.

**Implementation:** is the act of carrying into effect the HERQA quality assurance guidelines
in order to ensure the provision of quality education Ethiopian Public Universities.
**Internal Quality Assurance:** it the planned and systematic processes established to determine that an acceptable quality of relevant education, scholarship and infrastructure has been implemented and is being maintained and enhanced.

**Pre-accreditation:** this refers to permission granted to a higher education institution (PHEI) to function for only one year based on an assessment of an institution’s program(s) by experts from selected HEIs and HERQA mainly on the basis of human and material input and the curriculum(s) the PHEI has put in place.

**Quality:** is the level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good performance.

**Quality Assurance:** refers to all planned systematic organizational structures and activities that give confidence that quality can be achieved. Examples: policies, processes and the provisions that are directed at ensuring the maintenance and enhancement of quality (HERQA).

**Quality Audit:** is an in-depth analysis and assessment of the quality and relevance of programs and of the teaching and learning environment.

**Quality Management System:** this is understood to mean the institutional system established to organize and implement quality assurance within a higher education institution.
**Re-accreditation:** this refers to a renewal of the permission granted to a private higher education institution to function for three years beginning from the end of accreditation period.

**Standards:** are criteria by which institutions are judged and evaluated for programs and accreditation.

**University President:** refers to the manager or vice-chancellor of a public university who is also in-charge and overseers of the activities of public university.

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**CHAPTER TWO**

**REVIEW OF RELATED LITRATURE**

**2.1 Introduction**

This chapter presents the review of what other researchers have done in the field of higher education in relation to the implementation of quality assurance guidelines and its challenges. It starts with explaining the concept of quality in general and goes on in education after which the HERQA quality assurance guidelines particularly the four focus areas of this study namely students admission; quality of academic staff; quality of teaching, learning and assessment; and quality of infrastructure and learning resources are discussed. Empirical studies that were carried out in some African universities and in the world are also considered. Finally the summary of the review of the related literature which encompasses
the theoretical studies, empirical studies and the research gap on the related topic of research is presented. Moreover, the research gap and conclusions are drawn from the discussions.

2.2 Concept of Quality in General

Quality is at the top of most agenda and improving quality is probably the most important task facing any institution. However, despite its importance many people find quality as a most enigmatic concept. It is a perplexing to define and even more difficult to measure. One person’s idea of quality often conflicts with another’s, and as we are all too aware, no two experts ever come to the same conclusion when discussing what makes a good university or college or any other institution (Salis, 2002).

According to IUCEA (2006), there is no general agreement on the concept of quality and is hard to provide a single definition of it because just like beauty quality is in the eyes of the beholder. Of course, we all know quality when we experience it, but describing and explaining it is a more difficult task. In our everyday life we usually take quality for granted, especially when it is regularly provided. Yet we are all too acutely aware when it is lacking. We often only recognize the importance of quality when we experience the frustration and time-wasting associated with its absence between things being excellent or run-of- the mill (Salis, 2002).

Therefore, quality is an idea whose time has come. It is on every one’s lips. There has always been a need to ensure that products confirm to their specification and give their customers satisfaction and value for money. Achieving consistent quality allows customers
to have confidence in a product and its producers. This new consciousness of quality has now reached to education.

2.3 Concept of Quality in Education

Public debate on the quality of education usually concentrates on a small number of issues, the most frequent of which is the students’ level of achievement. People who themselves benefit from a school education, tend to believe that today’s children are doing worse than the other time. They compare today’s students’ level of achievements in such subjects like Mathematics, Geography, etc to what they feel their own generation learned in school. Many parents are also highly aware of differences existing between schools and, therefore, when choosing a particular school for their children, look closely at past performance of the school’s students in terms of examination results. In both cases, it is the excellence of students acquire for life after school. This does not only refer to work and employment, but also to the insertion of young people into the cultural, social and political context of the society which surrounds them. The conditions of learning are frequently raised in the quality debate: an insufficient supply of qualified teachers to cope with the increased number of enrollments; inadequate building facilities; provision of inadequate instructional materials; poor management system etc (Assefa, 2002).

Seeking the source of quality is an important quest. Literature on the quality of education often covers very broad concepts. Under the quality of education umbrella term may include: content and methods of teaching, management of the education process, what the students learn and who the lecturers are as well as attempts to adapt education changing
needs through innovation. The definition of quality education is reflected in the fit between the expectations of society expressed in the general and specific objectives of education, on the one hand, the actual characteristics of the educational process and the changes observed at the student level on the other hand (Kedir, 2008).

According to Salis (2002), there were plenty of candidates for the source of quality in education: well-maintained buildings, outstanding lecturers, high moral values, excellent examination results, specialization, the support of parents, business and the local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern for students, a well-balanced curriculum, or some combination of these factors.

IUCEA (2006) concurred with Salis and noted that quality aspects to be assessed in all universities include: expected learning outcomes, program description, content of the curriculum, organization of the programme, didactic concept and teaching/learning strategy, student assessment, quality of academic staff, quality of support staff, the profile of the students, student advice and support, facilities and infrastructure, student evaluation, curriculum design and evaluation, staff development activities, benchmarking, the achievements (the graduates), and stakeholder satisfaction.

2.4 Review of Related Theories

2.4.1 Systems Theory

According to Forojalla (1993), a system is a cohesive collection of items that are dynamically related, an interrelated network of objects and events. It is a set of elements or...
parts which possess some degree of independence or identity at the same time make an integral part of a larger assembly or a whole, working independently and working together to achieve required results or outcomes. From these definitions, it can be therefore said that, a system consists of parts or subparts, which have dynamic relationships among themselves and with the whole.

Additionally, the system approach is defined as a way of thinking based upon system theory. The system theory thinking involves the thinking in terms of the whole problem and its interacting subparts or components, as well as analyzing, selecting, implementing and monitoring the optimum alternative sequences of the components parts in order to achieve the desired outcomes. The system approach is also a model building, the development of a conceptual framework that helps facilitate decision-making by providing a basis for sorting variables and by showing relationships between and among variables and components (Alexander & Stanley, 1998).

Moreover, the system approach is a type of logical problem-solving process which is applied to identifying and resolving important educational problems. It has six steps that include: the identification of the problem from needs, the determination of solution requirements and alternatives, selecting the best solutions or strategies from the alternatives, the implementation of the strategies or policy, and evaluation of the effectiveness of the strategies or policies in resolving the problem (Kaufman, 2000).

Thus, the environment, the input, the transformational process, the output are the key elements of system’s approach. In the context of this study, the quality assurance guidelines such as the quality of academic staff, teaching learning materials, student admission and assessment, governance and management and internal quality assurance provide higher
opportunities for producing highly qualified skilled manpower who are considered as the ultimate output in the Input-process-Output Model.

According to Teklemariam (2009), the input can refer to the selection of students (Admission), academic staff recruitment, furniture and learning materials that supplied at the beginning of a given program period. The transformation process implies the teaching and learning activities organized and co-curricular activities put in place for the students and lecturers to perform, management and timetable, assessment among others that are organized from which the students go through in order to be transformed and become skilled people or empowered people than before. Finally, the output section refers to the graduate’s outcome who become skilled people with different qualifications such as bachelors, engineers, medical doctors and so forth.

However, systems theory is criticized that it is not applicable for the purpose of managing an educational institution since the model was formulated specifically for the field of biology, and later spread to the natural sciences and engineering managing rather than educational administration (Forojalla, 1993). Forojalla continues to argue that systems approach is outcome oriented rather than the output and process. Systems theory is also criticized that it is rigid (it is not reversible) and since the three elements (input-process-output) are interrelated, one’s failure can affect the other.

Moreover, the focus of quality management in higher education should not only be on the relationship between HEIs and the availability of inputs but also on the relationship between academic organizations and their stakeholders (Dill, 1995). The output of higher education helps to measure the extent to which inputs and processes are contributing to achieving the goals of higher education because the impact of education manifests itself the
status of graduates. For example, graduate profiles performance on standardized tests, cost-effectiveness, and employment rate of graduates and level of performances (Assefa, 2002; Stoll, 2005). The weaknesses of this theory surpass the strengths and as a result the researcher did not find it fit to guide this study.

2.4.2 European Foundation of Quality Management (EFQM)

As the name indicates, this model was developed by the European Foundation of Quality Management in 1992 as the guideline for assessing the quality of the organizational management. EFQM is now the most widely used framework of organizational self-assessment in Europe and has become the basis for the majority of national and regional Awards (EFQM, 2008).

This model helps the organization to make a self-assessment by grading itself against the nine criteria. The nine criteria include leadership, policy and strategy, people, partnership and resources, process customer results, people results, society results, and key performance results. The first five are called ‘Enablers’ and the other four are ‘Results’. The ‘Enablers’ criteria cover what an organization does and the ‘Results’ criteria cover what an organization achieves (EFQM, 2008). Through a continuous self-assessment, feedbacks from the ‘Results’ help an organization to improve the ‘Enablers’ which in turn improves the ‘Results’.

Thus, EFQM Model is not merely about nine unconnected boxes, neither about enablers where purpose and function are unclear, nor about empty scoring exercises. It is a powerful framework for improvement, training, change and proper management at all levels (Sandbrook, 2001). In educational set up, this exercise enables the educational institutions
to identify current strengths and weaknesses against strategic goals. That is why EFQM has received tremendous attention for its remarkable impact on the performance of organizations in various sectors such as industries, education and health sectors. In fact regardless of their sector, size, structure or maturity; European and Non-European organizations today have adopted this model effectively.

Despite of its popularity and generality around the world and particularly in Europe, the model has some inadequacies as well. Several authors including Ghobadian and Woo (1996); Dale (1999) etc argued that key determinants of success, such as future focus and marketing penchant are mission from the model and the model does not stipulate tools, techniques, methods or procedures for its smooth implementation in an organization.

In addition to the above mentioned weakness, this model also ignores the significance of external supervision and external audit or review. According to Bush and Bell (2007), external inspection and external audit are inevitable means of evaluation, because external supervision is a summative process judging the extent to which an organization meets externally imposed criteria. They also added that if double-loop learning is to take place, then the evaluation process should not assess the activity against the original targets and outcomes (self-assessment), but the external evaluation (inspection or supervision) is also very important in order to consider whether policies and practice now need to be changed and new objectives set.

Generally speaking, EFQM is another model designed for helping organizations in their drive towards being more competitive. The significance of infusing quality through self-assessment against some stated criteria is clear from this theory. However, given the
fact that the weaknesses of the theory surpass the strengths and the researcher did not find it fit to guide this study.

2.4.3 Total Quality Management (TQM)

Daft and Marcic (2006) define Total Quality Management (TQM) as an organizational-wide commitment to infusing quality into every activity through continuous improvement. The main proponent of this theory was Edward Deming and was best known for his management philosophy establishing quality, productivity and competitive position (Schultz and Louise, 1994). It emerged in the 1970s after the behavioral and contingency theories of the 1950s. It is a phenomenon in which advanced civilization that supported the arts and crafts allowed clients to choose goods meeting higher quality standards than normal goods.

Total Quality Management can be considered to have four main components: quality planning, quality control, quality assurance and quality improvement. Quality management is focused not only on product/service quality, but also the means to achieve it. Quality management therefore uses quality assurance and control of processes as well as products to achieve more consistent quality. It is, therefore, a management approach of an organization centered on quality, based on the participation of all its members and aiming at long term success through customer satisfaction and benefits to all members of the organization and to society (Daft & Marcic, 2006).

Since the model was formulated specifically for managing industries rather than educational administration, there is the contention that TQM is not applicable for the purpose of managing an educational institution (Bush & Bell, 2007). The other weaknesses
of TQM include the time and effort needed to implement the approach, leadership failure to understand TQM; lack of institutional commitment; frustration with teamwork; and limited ability to deal with larger issues like budget cuts and the challenges of multiculturalism. Some of its practices are said that they very much restrain innovation (Sallis, 2002).

David (2003) also criticized that TQM is not appropriate for all organizations in all circumstances, because continuous improvement is very costly since it demands more trained and well-experienced lecturers and expensive learning facilities which may not be affordable especially for the developing countries.

However, Sahney et al (2004) argued that TQM is one of the contemporary trends in organizational management, which is applicable to the management of educational institution. Some of their reasons are: TQM focuses on customers’ satisfaction rather than from the supplier’s intentions, it involves long term dedication to improving quality, and active participation of all members at all levels. They further explained that this theory has been heavily used in learning organizations since 1970s and has made a difference in promoting quality education. Teklemariam (2009) concurred with the idea of Sahney et al and advised the educational managers to apply the TQM theory in order to ensure quality in their respective learning institutions and to satisfy the major stakeholders of their respective schools, colleges or universities.

Garg (2010) also asserted that university management bodies can ensure quality in their institutions by applying TQM theory, because the basic philosophy of TQM focuses on process improvement, supplier and user teamwork, and training to achieve on continuous improvement in processes rather than attempting to inspect the end product for desired
quality. It also focuses on continuous improvement of quality throughout the organization in order to meet and exceed their customers’ expectations.

According to Kabouridis and Link (2001), it is very important to apply TQM theory in educational administration, because it is centered on four main elements:

i. It is customer focus. The university management should continuously ask itself if it is meeting the expectation of its customers, such as students, lecturers, parents and employers among others.

ii. It focuses on continuous improvement of quality education. Here improvement is a natural part of daily work. For this purpose training and development are very important for developing skills, and for learning how to use different tools and techniques.

iii. It is process oriented. Total Quality Management always aims at making the processes in an organization work better. Good teaching and learning process plays a great role in order to enhance quality education in higher institutions.

iv. It also focuses on societal learning. Learning occurs in two levels, namely: individual and team. This is because all learning has it origin in the individual and the team; it is the joint efforts of a number of specialists which create extra-ordinary results.

Therefore, applying TQM theory in higher educational institutions can help to promote quality education and problems in the day to day provision of services can be spotted and sorted out quickly. Moreover, the use of TQM theory in higher learning institutions can lead to higher lecturers’ morale. Lecturers are motivated by extra responsibility, team work and involvement in decisions.
In conclusion, the theoretical studies indicate different approaches to ensure quality in a given school/college/university. As it is observed from the explanation of the three theories, there is no perfect theory. Each theory has both positive and negative sides. The strengths of TQM theory, therefore, surpass the weaknesses and as a result the researcher found it fit to guide and conceptualize this study.

2.5 Mandate of HERQA in Ethiopian Higher Institutions

The mandate of HERQA include: the assurance of the relevance and quality of higher education in Ethiopia; the accreditation and pre-accreditation of degree programs in Ethiopian higher education institutions and providing information to stakeholders (HERQA, 2011). To carry out this mandate, a HERQA institutional quality audit proceeds through a number of stages. The initial action is a self evaluation carried out by the HEI to be audited (HERQA, 2011). The other action is by making a four day visit to the HEI. The evaluation is organized in accord with the ten guidelines issued by HERQA.

2.5.1 Quality Assurance guidelines of HERQA

The quality assurance guidelines of HERQA were formulated in 2003 with the aim of enhancing quality education both in private and public higher institutions in Ethiopia. Here let us see only four of them on which this study shall focus namely, the quality of academic staff; teaching, learning and assessment of students; infrastructure and learning resources; and management system.

The Quality of Academic Staff
Higher education institutions should provide opportunities and incentives for staff to develop their knowledge and skills in teaching diverse group of students and their understanding of learning process. For the quality of teaching and learning, improving academic staff should actively extend their knowledge and skills not only in their discipline of profession but also in their teaching ability (Abebe, 2006). This indicated that they needed to acquire, and develop knowledge and understanding of a wide range teaching and assessment methods and of the principles, which underline student learning, pedagogical training programs, help teaching staff to develop skills, techniques and methodologies that improve the current educational practice and introduce new ways of teaching, in view of quality enhancement in students’ learning.

Academic staff have always been described as one of the most crucial resources of higher education institution for educational programs (Assefa, 2002). Good teachers are skilled not only in instructional methods but also in evaluation and assessment practices that allow them to measure individual student learning progress so as to adapt activities according to student needs which include both performance assessment and assessment of factual Knowledge (Astin, 1994). Besides, the issue of teachers’ Professional development is the heart of quality in education. Teachers need to have pedagogical skills, organizational skills and motivational abilities that will help them to work with their students and colleagues. Instructors need to increase their profession by expanding their sound knowledge base as a reservoir (Lim, 2001).

Aschroft (2005) assured that the adequacy and strength of academic staff is usually expressed in the form of a desirable proportion of staff possessing masters degree and PhD qualification. This depicts that a staff member with higher academic qualification and
appropriate professional experience is likely to handle a particular study program better than one with lower qualification and shorter relevant professional experience. Therefore, the minimum teaching staff combination in higher education institutions offering degree courses should be 30% with PhD, 50% with masters Degree, and 20% with bachelors Degree (HERQA, 2008).

HERQA (2009) reported that one of the popular private university college the so-called Royal University College did not have enough copies of books and journals for teaching and learning process. The report added that the percentage of academic staff with a master’s degree qualification was 54% while the remaining 46% were first degree holders. Of the female academic staff, 2 had master’s degrees, the academic staff qualification mix was just above the 50% minimum requirement specified by the ministry of education. no member of staff had a doctorate. The ministry of education requires that at least 30% of the staffing should hold a doctorate. Does this rule of the minimum requirement for having at least 30% PhD holders applicable to public universities as well is not known. Therefore, there was a need here to investigate whether this rule and regulation is put into practice to maintain quality education in Ethiopian public universities.

**Quality of Teaching, Learning and Assessment**

Currently, different scholars noted the prevalence of methods of teaching in higher education institutions and urge the need for undertaking reform on the instructional practices (Tjeldvoll et al, 2005). In addition, the theory of Knowledge/epistemology determines the way in which knowledge is taught and learned (Murphy & Elizabeth, 1997). Although one may not be conscious of this connection as he/she goes about his/her work, as
Murphy’s further elaboration, a basic concept of knowledge always determines the type of classroom methodology one employs and the learning one considers effective.

Teaching methods are the means by which the teacher attempts to impart the designed learning experiences in a way that the learners understand and bring behavioral changes and it includes setting the objectives, selecting the content and procedure which will best achieve the objectives and evaluating the whole process (Firdissa, 2009). Firdissa further highlighted that the central focus and purpose is enhancing students’ performance when lecturers are using various methods of teaching. Hence, an educator’s teaching style can be conceptualized on a continuum ranging from teacher-centered to student-centered teaching spectrum. What kind of methods of teaching are the lecturers of Ethiopian public universities using was unknown.

Student assessment is also one of the most important elements of higher education. Outcomes of assessments have a profound effect on students’ careers. Student assessment should therefore be observed and be well organized. Clear regulation covering student absence, illness, re-assessment or other mitigating circumstances should be observed. All procedures should be clear and well known to students and staff and be followed since assessment is one of the ways through which a university could tell whether course/program objectives are being met or not, hence, high or low quality education (IUCEA, 2006).

Educational institutions as other institutions have the standard to be met by their outcomes. In the standard-driven education system, schools would teach to standards, students would say and work with standards in mind, achievement of the student of the standards would be assessed in a fair and transparent manner, and there would be positive consequences for students and the teachers who do well on the assessment (Dawit, 2006).
These standards are set by the MOE of many countries to express the curricula and the examination provision in their education system.

However, in terms of teaching, learning and assessment process, HERQA pointed out that the Royal University College did not have an examination review committees at department or faculty level. No robust and comprehensive checking procedures operated. It was left to the professional judgment of the instructor to decide if the questions and tasks set for assessment were appropriate and the marking and grading accurate and in line with the required standard. The HERQA team was also informed that some instructors did not conduct examinations according to the examination schedule issued by the office of the Registrar. This frustrated students very much. However, the academic Rules and Regulations (Article 2.7.3) stipulate that in all programs, instructors should give timely feedback to their students following an examination. However, according to the HERQA report, this did not happen in Royal University College.

Another study was done by Raju (2007) entitled ‘Assessing Students in Addis Ababa University: Indian and Ethiopian Faculty Members’ Perception and Reflections.’ The study was aimed at improving standards, removing the mistrust and developing the students’ skills in writing long answers. He found out that at the higher education level, like secondary school level students are tested and evaluated with objective questions. He recommended that students at the higher education level are expected to describe, explain, critically evaluate, creatively synthesize issues, ideas, or theoretical positions. He added that students in higher institutions are expected to develop scholarly pursuits and become researchers, and problem solvers in the social and administrative arena. Thus, is the other public universities free from such kinds of problems was unknown.
Quality of Infrastructure and Learning Resources

Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places (UNICEF, 2000). Therefore, infrastructure includes class rooms, study rooms, offices, toilet rooms, water and electricity service, etc. according to the Ministry of Education (2003), school facilities include water, latrines, clinic, library, pedagogical center and laboratories. These materials are required to be proportional to the number of lecturers and students in the public universities.

In explaining the importance of teaching and learning facilities, Williams (1986) states that the learning resource famine in Africa may be less news worthy than the food famine, but it may prove almost as destructive of Africa’s future. This indicates how much harmful is shortage of teaching and learning facilities in performing instructional activity. Thus good library, well-equipped laboratory etc enhance the quality of education offered in higher institution including the public universities of Ethiopia. That is why HERQA (2006) in its guidelines clearly explained that every higher education institution in the country must have sufficient and appropriate physical facilities and learning resources and financial capacity to ensure effective delivery of its programs. The current study was interested in finding out the adequacy and appropriateness of the learning resources in Ethiopian public universities.

Quality of University Management

According to Adesine (2004), management in general can be defined as the organization and mobilization of all human and material resources in any system for
effective achievement of the identified objectives of the system. In any organization including the public universities, effective management is considered to be a prerequisite for successful accomplishment of the organizational objectives.

In the university management system, the vice-chancellor; DVC Administrator; DVC Academics; DVC Finance; Deans and HODs are the key people to organize and mobilize the university’s human and material resources for the successful realization of the educational objectives so as to bring about quality education. This means that leadership is the key for organizational success. To carry out this responsibility, university vice-chancellors should be well qualified and experienced in related area. A good administrator/leader has multiplier effects on his/her teaching staff (Schiefelbein, 2002).

Appropriate and coherent appointment is very important for effective university management. The process of selection for the right post should be two sided offering the greatest possible opportunities for the success of future relationships to be judged. In other words, the correct appointment of university managers is one of the most effective ways of enhancing quality education. Since the promotion and subsequent career development of their staff is similarly dependent upon them, it is a responsibility, which carries great power (Phipson, 2000). Therefore, selecting good university managers could be highly rewarding. Many researchers such as Cohn and Rossmiller (2007) concluded that leadership is necessary to initiate and maintain quality in all level of education.

It is clear that excellence is the most appropriate goal for a higher institution. It is for the general benefit of society that higher institutions continually strive for excellence. When higher institutions become places of excellence they bring about development of excellent students/grandaunts. Excellent students must have excellent lecturers and administrators and
therefore reforms are needed in management of higher institutions for a better result (Nelson, Jack, Carlson & Palonsky, 2003).

As more emphasis is place on effective university management, the role of university managers will become even more critical (Schiefelbein, 2002). University managers are responsible for all activities that occur within their university campuses. They are expected to be instructional leaders, supervisors, disciplinarians, facilitators, evaluators and conflict managers among other responsibilities (Browne, 2003).

Regarding to governance and management, HERQA (2006) explicated in its guidelines that every HEI must have in place strong governance and management systems. It also stated that the governing body should have sufficient powers to assure institutional autonomy and integrity and the senior management team must have delegated responsibilities to enable actions consistent with the vision, mission and goals of the institution. Are the public universities fully autonomous and free from external pressure when they are making a decision? Do the academic staff and students participate in decision-making? Do the top managers of public universities delegate responsibilities for better service? How are they managing the resources? These and other issues related to management systems in Ethiopian public universities were unknown to the researcher. Thus, there was need to investigate the governance and management system of Ethiopian public universities.

Generally speaking, these guidelines of HERQA could also have been seen as the main factors that might affect quality in all levels of education. Therefore, there was need to investigate the quality and quantity of academic staff; teaching, learning and assessment of
students; infrastructure and learning resources; and management of the resources in order to enhance the quality of higher education in the country.

2.6 Accreditation Practices in Higher Institutions of Ethiopia

Definitions of accreditation vary like the definitions of quality. In Funk and Wagnalls New Encyclopedia (1983) it is stated as the granting of approved status to an academic institution, whereas the Australian Oxford Mini Dictionary (1986) defines accredited, somewhat tautologically, as holding credentials. The universal English Dictionary cites the Latin derivation of credere-to trust-and sees accredit as investing with credit, or sanctioning. The World Bank Dictionary (1978) defines accreditation as recognizing that a school, college, hospital or professional agency meets an official standard. This latter definition clearly identifies a major problem for accreditation: that is, the need to meet something designated as a standard which is official. Such a definition begs the question: what is official? It is evident that in terms of function, standards may provide a benchmark for training providers, industry, training bodies and educators, or state and federal authorities. Standards may also be applied in considering individuals for registration, certification and other forms of recognition of skill, for setting curricula and in assessment of various kinds. Thus, they might be linked to accreditation (Leisty, 2007).

Even if the idea of accreditation in higher institutions appeared in America, some of the basic concepts related to it have been adapted by different professional associations and government agencies internationally (Kozma, 2003). According to the European consortium for accreditation, accreditation is a formal and independent decision, indicating that an
institution of higher education and/or programmes offered meet certain standards thus, it refers to every formalized decision made by an appropriately recognized authority (EUCA, 2005). This shows that different countries follow different techniques to accredit their higher education institutions.

According to Ethiopian context, accreditation is the process of external quality review used in higher education to scrutinize Colleges, Universities, and higher education programmes for quality assurance and quality improvement as well as success results in accredited institution or program (HERQA, 2005). In Ethiopian higher education system, institutions have the responsibility of maintaining the quality of their institutions and their programs. However, following the vast expansion and explosion of the PHEIs, major challenges in terms of policy and strategic provisions, governance and leadership, access and equity, quality and relevance, institutional efficiency, research and community service, resource generation and mobilization came to the surface. To address these challenges the Ethiopian higher education proclamation of 2003 provided the establishment of autonomous legal body, HERQA to enhance the quality of higher education provisions. The government of Ethiopia, therefore, has decided that all public and private institutions seek accreditation (proclamation No. 351/2003, p.236).

The current accreditation process for both public and private higher institutions in Ethiopia is input based. Institutional quality audit will undoubtedly contribute in bringing paradigm shift from input based system to an input, process and output based accreditation system (Teshome, 2007). Hence, according to HERQA (2007), Pre- accreditation, accreditation and re-accreditation of private higher education institutions is coordinated and conducted by the accreditation agency which is composed of 5 senior experts and 2 experts.
**Pre-accreditation:** a one year permission given for the institutions to start offering degree programs on the basis of minimum requirements such as buildings, adequate facilities, admission of students, etc (HERQ, 2007). It is to be given only to the degree programs which have been assessed by the agency’s staff against the formal minimum requirements set by HERQA and up on the requests obtained by HEIs for offering degree programs.

**Accreditation:** constitutes the gradual shift in attention from the quality of input to programs to also encompasses the quality of educational process and the graduate output (Abebe, 2007:15). In Ethiopian case, the accreditation certificate is given by MOE and shall serve only for three years. Accreditation is based on quality audit. Depending on the level of the institute, accreditation gives the right to develop new courses.

**Re-accreditation:** a quality level performing that the program offered is in line with its objectives, is constituentely meet its goals in an effective way, and its programs are widely accepted after being measured against academic standards (HERQA, 2007). It is given for three years staring from the end of accreditation time. How the accreditation agency is conducting pre-accreditation, accreditation and re-accreditation practices is not known. Secondly, HERQA (2011) clearly explained that pre-accreditation, accreditation and Re-accreditation processes are done in Ethiopian private colleges and universities only and yet the government of Ethiopia (Proclamation Number 351/2003) has decided that all public and private institutions seek accreditation. Thus, the researcher here was interested in finding out why these exercises were not applicable to public universities for the sake of enhancing quality education.
2.7 Empirical Studies on Challenges in ensuring Quality Education in Higher Institutions

This section lays focus on empirical studies carried out in relation to the implementation of quality assurance guidelines and challenges facing higher learning institutions in attempting to implement the guidelines. The researcher tried to review the related literature based on the international, regional and local perspectives.

2.7.1 International Perspective

Leisyte (2007) carried out a research study on University Governance in England. The study aimed at finding the relationship between university governance and quality education. In collecting and analyzing data, mixed research method was used. The primary data sources to study university governance were questionnaires completed by national experts and interviews with stakeholders. The study found out that there is a significant relationship between good governance and quality education. The international center for higher education research (2008) reinforced this by saying that good university management is very important to organize and mobilize the university’s human and material resources for the successful realization of the mission, vision and educational goals and objectives, so as to bring about quality education. How was the actual educational administration and management system of Ethiopian public universities was not known.

In line with university management, Ong and Chan (2012) conducted a study on the transitional higher education and challenges for university governance in China.
Questionnaires and observation guide were used for data collection. The study focused on the development of transnational higher education in China over the last decade, as well as its implications for university governance. Major features of transnational higher education programmes in China were explored and a corresponding typology was presented. They found out that in the face of the fast expanding activities of transnational higher education, the common irregularities in programme operation, and the less effective and efficient mechanism of quality assurance were the main challenges for university governance in China. It was not known whether the Ethiopian public universities were having the problem of irregularities in programme operation or not. So, there was a need first and foremost to investigate the main challenges for Ethiopian public university governance and find out the possible solutions to the challenges to enhance quality of education provision.

A study was done by Ullah, Ajmal, and Rahman (2012) in Pakistan entitled ‘Analysis of Quality Indicators of Higher Education in Pakistan.’ The study was designed to assess quality indicators of higher education institutions of Pakistan. It was a descriptive study and conducted in twenty universities. Both public and private universities were equally taken in the study. A total of 100 administrators, 300 academicians and 1,000 students participated in the study. A questionnaire consisting of 14 items was used to collect data from the respondents. It was found that private universities lacked trained faculty members, equipped library, merit based admission policy, research and hostel facilities. The study also revealed that public universities were lacking equipped laboratories and multi-media use. These challenges required further investigation in the institutions for higher studies in Ethiopia to find out whether or not the Ethiopian public universities were facing the same problems.
2.7.2 Regional Perspective

Rosenstone (2004) asserts that in the developing countries as those of Africa, governments are still grappling with demands of survival. Due to a weak economic base countries of Africa are not able to fully exploit and advance their potential in agriculture, science and technology; industries and educational systems of countries of Africa depend on aid from the more developed countries and because the aid cannot fully cater for all sectors of human development, education still remains a long way from being satisfactorily developed. Consequently, the lack of political stability as characterized by numerous wars political strife and unrests had acted as impediment in the development of quality education in Africa.

In line with this, Muchie (2009) conducted a research entitled ‘Higher Education, research and Knowledge for African Integration: the challenges of Regional integration and its implication for Higher Education’. As it is indicated from the title of the research, the aim of this study was to find out the challenges of higher education that hinder regional integration in Africa. According to Muchie’s study, the challenges which most African public universities face in providing quality education include: Little investment and inadequate budgets set aside by governments to run universities; Competition for resources with other more popular sectors like health and agriculture; Competition with other institutions (like private colleges and universities) for good students and academic staff, Brain-drain to greener pastures, politics and other better paid jobs, poor staff incentive packages and retention schemes; Ageing and higher retirement rate of senior and experienced staff, with no succession plans; Few students with an interest in the faculty of
education; Pressure to produce more teachers or lecturers, and high dependence on external donors especially for research and innovation among others.

It was not known whether public universities in Ethiopia faced the same situation in relation to the provision of quality education. So there was a need to investigate the specific challenges or constraints that were responsible for failure to implement the quality assurance guidelines by HERQA in public universities in Ethiopia.

Similar challenges were identified in the study done in Rwanda entitled ‘Factors Affecting the Provision of Quality Education in public universities in Rwanda’ (Raphael, 2010). The study aimed at assessing the challenges of providing quality education in public universities of Rwanda and find out the possible solutions to the problem. Thus, the challenges that existed in public universities of Rwanda were identified and they included: poor admission procedure, the lack of effective and efficient reaching and learning methods, poor quality of infrastructures, and high student/teacher ratio.

All the challenges mentioned above had a negative impact on the quality of students’ outcomes in public universities of Rwanda and at the same time explained the low scores of students’ performance. This implies that higher institutions require quality staff, adequate infrastructures, adequate management and administrative practices among others in order to provide quality education. It was not known whether the public universities in Ethiopia adhered to similar practices. This was the reason why this study aimed at finding out whether the public universities of Ethiopia had all requirements of HERQA such as quality students and academic staff, management and administrative skilled, the teaching methods, just to mention a few, that could help in providing the quality education.
Another research was carried out in the same country in 2007 entitled ‘Education in Rwanda: presentation to the People Ambassador Programs Delegation’ (Shirley, 2008). This study was also called a ‘Joint Review of Education Sector’ (JRES). The goal of the JRES was to achieve Economic Development and Poverty Reduction Strategy though quality education. The study took time assess the primary and secondary sector and briefly mentioned the challenges in the higher education in Rwanda. The JRES mentioned the challenges in the tertiary education in Rwanda which included the gross enrolment rate in higher education, unpreparedness of secondary school graduates for tertiary education, limited equipment, very few qualified staff, and gender issues among staff and student all which comprise quality. Moreover, the JERS recommended the recognition, appreciation, incentives and support to motivate and retain qualified teachers in all educational subsectors. There was a need here to find out whether or not similar challenges existed in Ethiopian tertiary education.

In their Comparative study of current academic policies and programmes of public and private universities in Kenya, Ogula, Muchoki, Atheru, Akala, Ojore, Ndonga, and Onsongo (2002) acknowledged that the effectiveness of a university is indicated by the following aspects: Publications done by its academic staff; number of membership in professional bodies; percentages of academic staff with PhDs in the university; percentages of full-time and part-time lecturers in the institution, number of research papers published in referred journals; and the average number of articles per academic staff member in each of the last five years. Therefore, if these effectiveness indicators for university lecturers are fulfilled, it is a sign of qualified staff hence the institution can be classified among those that can provide quality teaching education to its graduates and have qualified teaching staff.
However, Ogula et. al (2002) found that these effectiveness indicators have been challenged in various ways. In the Kenyan context, academic staff experience the following problems: inadequate learning and teaching resources such as textbooks, laboratories equipment or chemicals, computer facilities, relevant information centers, over-enrolment of students, poor remuneration, poor training and lack of skills in curriculum development that are needed for the course planning, preparation and implementation, lack of facilities to try new programs so as to be able to evaluate their viability and feasibility, long bureaucracy process to approve new programs that discourages academic staff effort or initiatives. What about in the Ethiopian context? Were these academic resources such as adequate teaching learning materials, good libraries, good internet services and so forth available for Ethiopian lecturers of public universities so that they would have been able to make good research papers was not known. It was also important to investigate the quality of the academic staff members, their recent academic research papers published in referred journals, their percentage with PhDs, and student/lecture ratio in the public universities of Ethiopia.

Onsongo and Kadenyi (2009) also carried out a research in Kenya on the Implementation and management of part-time degree programmes in Kenyan Universities. They found that there are a number of challenges being experienced in the management and implementation of these programmes including inadequate physical facilities, inadequate human resources, and inadequate time for research by students and staff. It is undeniable fact that these shortages affect the quality of tertiary education. Even though this was part time Kenya, there was also a need here to assess the actual situation of the teaching learning materials, quality of academic staff, libraries, computer facilities and so forth in public universities of Ethiopia to assure quality.
A couple of years later, Mafa and Gudhlanga (2012) carried out a research entitled ‘copying with quality assurance challenges faced by university presidents in Zimbabwe.’ According to this study, the major challenges facing public university presidents in Zimbabwe are: financial constraints, shortage of lecturers, lack of internet facilities, community interferences and irregular visits by quality assurance officers. The purpose of this study was to examine ways on how university presidents could cope with these challenges in order to provide quality education. The study investigated possible opportunities at the disposal of public university presidents which could be utilized for the improvement of quality education.

The research design used was descriptive survey. Questionnaires, interview schedule and observations were used to obtain data. The findings of the study showed public university faced shortage of PhD holder lectures, devised university income generating projects to improve on financial problems and improvised science facilities. The researchers concluded that ways of coping with the challenges faced by public university presidents should step-up/improve fee collection so that they do not involve credit. They should also provide adequate and comprehensive information to financial sources.

Given expensive and productive land in most public universities, the study recommends that public university presidents should embark on horde-cultural farming where fast maturing farm products are produced to generate cumulatively more money and ensure self-sustenance of the universities in farm produce needs. The public university presidents needed support in form of finance, equipment and facilities from the government and other stakeholders in order to improve the quality of education in their universities. What were the specific challenges and problems facing Ethiopian public university presidents and how
could they curve these challenges in order to provide quality education in their respective universities were not known.

2.7.3 Local Perspective

Abebe (2006) conducted a study on the constraints that public universities are facing in ensuring quality education in Ethiopia. He pointed out that one of the main challenges of the Higher Education in Ethiopia is the workload of the staff and finding time to train them. The other challenge is to put into practice the knowledge, skills and ability that the university gradaunts have acquired during their studies in campus. Supporting this view, Teshome (2007) confirmed that the performance of university gradaunts in the work place, as well as their adaptability and leadership ability is not as much as expected and should be. He added that most graduates are good at the theoretical knowledge but poor in application of the knowledge they gained from the universities into the real world of work. There was a need to find out if the ministry of education had taken some measures in order to make the curriculum of higher education more practical so that the students might be more effective and efficient in their future responsibilities in the work places.

Tekeste (2001) did a research on the crisis of Ethiopian education and he pointed out that the imbalance between the resources for higher education and the number of students is one the most important factors that brought crisis of education. He added that the inability of the state to provide adequate financing for the proper implementation of the educational program is also the other challenge of the sector. It is a known fact that inadequate budget of the educational sector will cause inadequate teaching learning materials, poor management and poor infrastructure among others which can lead to poor quality education. Mona and
Tesfaye (2003) also reinforced the idea of Tekeste and stated that one hand, the expansion of the education sector, on the other hand the continued shortage of qualified lectures is the main reason for the crisis of education in Ethiopia. Thus, in Ethiopia, as one of the developing countries, a serious shortage of qualified and experienced lecturers had been one of the common problems in public universities when the countries added 15 more public universities in 2001. So here there was a need to assess the actual situation of the teaching learning materials, quality of academic staff, libraries, and computer facilities among others in public universities of Ethiopia to assure quality.

World Bank (2004) also carried out a research in certain selected Universities of Ethiopia and in its report entitled: “Higher Education Development for Ethiopia: pursuing the vision”, discusses about the implementation of an effective quality assurance capability. According to this document, the short comings of Ethiopian higher education are: it is conservative in its intellectual orientation, limited in its autonomy, shortage of experienced PhD holders, weak in its research output and poorly connected with the intellectual currents of the international higher educational community among others. The World Bank in this document showed its concern about the declining of educational quality in Ethiopia’s higher institutions. The World Bank highlighted that Ethiopia has to strengthen its research capability on higher education policy. Generally speaking, the document was very rich with good intentions which one only hope for its successful implementation. It was not known whether the recommendation of the World Bank was put into practice or the same problems did exist after eight years in Ethiopian higher institutions.

A study conducted by Gizaw (2003) on situational analysis of Ethiopian education used correlational and causal comparative research design while the sample was purposively
sampled from provincial and three performing academies. The researcher investigated that unstable educational policy, students’ lack of proficiency in English and shortage of qualified lecturers in higher institutions greatly contributed to the deterioration of the quality of education. Correlational is a type of research and not research design. This being a quantitative research study random sampling techniques as opposed to purposive sampling would have been sued to avoid bias. Data analysis was done using both qualitative and quantitative which again makes credibility of findings questionable since it was not a mixed design. The study would have been a mixed design from the start which the current study adopted.

Kedir (2006) also did a study on the unfolding trends and consequences of expanding higher education in Ethiopia, case study of Amhara region. The study was pure qualitative. The researcher collected data using questionnaires, interviews and document analysis. They found out that unplanned expansion led the public universities of Ethiopia to face inadequate teaching and learning facilities, teaching and nonteaching staff members and good management of the resources. The first method of data collection is more fit for a quantitative study hence the credibility of data presented is questionable. The current study used both quantitative and qualitative research designs to collect more credible data using different kinds of research instruments.

A study by Abebe (2006) on the constraints that public universities are facing in ensuring quality education in Ethiopia adopted descriptive survey design to get in-depth information, questionnaires and in-depth interviews to collect data and qualitatively analyzed data. The findings revealed that one of the main challenges of the Higher Education in Ethiopia is the workload of the staff and finding time to train them. The other
challenge is to put into practice the knowledge, skills and ability that the university
grandaunts have acquired during their studies in campus. Surveys do not gather in-depth
information but qualitative design do. The study also being purely quantitative would have
used purely quantitative methods of gathering data and analysis. The faulty of methodology
raises a point of concern on the credibility of data presented. The current study adopted a
mixed research design to enable obtain more credible data.

Just a couple of years ago, Girma (2010) conducted a study on an assessment of the
current status of quality of education in private higher education institutions: the case of
Mekelle. Descriptive survey was used to conduct their research. The findings of the study
showed that the educational qualification of instructors was below the required minimum
standard to give instruction at degree level. The study also revealed that physical location of
private higher institutions were not convenient for effective instructional undertaking due to
the noises of neighboring music shops, hotels, bars and sound of vehicles. Moreover, the
researcher found out that the leaders and managers were not proficient in creating positive
working environment and they were also less qualified in mobilizing resources to fulfill
educational facilities, in building decision, making capacity for teachers, and students. It
was not known how these issues in Ethiopian public universities were.

2.8 Critical Analysis of the Knowledge gap

Generally speaking, the government through the ministry of education has been taking
some actions such as establishing HERQA in 2003 in order to improve the quality of
education in higher institutions, sending some lecturers abroad for further study, organizing
workshops and seminars to enhance the method of teaching and trying to provide adequate teaching and learning facilities among others. However, researchers such as Teshome (2007) and Kedir (2008) found out recently that these measures which were taken by the government were not enough and failed to address the issue of quality in higher institution particularly in public universities. Why HERQA failed to address the problem was unknown. Therefore, there was a need to find out how the quality assurance guidelines of HERQA were implemented to ensure quality in public universities.

Secondly most of the studies reviewed focused on merely on the challenges of quality education but did not address the solutions to the challenges. The current study found out the possible remedies to curb the challenges. Moreover, most of the reviewed studies were purely quantitative in nature employing descriptive survey design. This hinders generation of more information and a basis for triangulation process in order to validate data collected. The current study, therefore, used both a quantitative and qualitative approach that were descriptive survey design and phenomenological theory approach respectively to identify, analyze and interpret data as well as generate in-depth information and validate data collected through triangulation process.

To sum up the empirical study, many researchers have done studies on the related topic of research. The empirical studies which were done in England, Pakistan, Kenya, Rwanda, Yemen and some selected universities of Ethiopia indicated that the quality of education was challenged by lack of adequate academic staff; poor teaching and learning facilities such as absence of standardized library, political instability, financial constraint and online learning materials among others. Particularly the recent research findings which were conducted in Ethiopia constantly showed poor performance and lack of creativity of the
grandaunts in the work place. As a result, they found out that there was still lack of quality education in higher institutions even after the establishment of HERQA. Therefore, the researcher was interested in investigating how HERQA quality assurance guidelines were implemented in the public universities to ensure quality education in Ethiopia and problems encountered in the process of implementing the guidelines and some possible solutions to these problems.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in this study. The areas under consideration included; research design and methodology, target population, sample and sampling procedure, research instruments, reliability and validity of instruments, instrument administration and data analysis techniques.

3.2 Research Design and Methodology

According to Kumar (2005), a research design is a procedural plan that is adopted by the researcher to answer research questions validly, objectively, accurately and economically. The function of research design is to help the researcher to conceptualize an operational plan to undertake the various tasks required to complete the study.

The researcher used both Quantitative and Qualitative research paradigms (mixed research method). Survey and naturalistic designs were employed respectively. In this study,
descriptive survey and phenomenology were used for both of them are appropriate and suitable for this study. Survey was used to gather systematically factual information necessary for decision making. It is an efficient method of collecting descriptive data regarding the characteristics of the population, the current practices, preliminary information for generating research questions. Survey design is also appropriate in obtaining large data for statistical analysis in determining population parameters (Orodho, 2004). The other reason is that the findings of the study can be generalized. In addition to this, this study also used naturalistic design since under naturalistic design phenomenology study was employed. The goal of a naturalistic study was to understand the phenomena being observed as it naturally occurred in the field and enabled the researcher to gather more in-depth information on variables under study that could not have been obtained by survey method alone.

In data collection, therefore, both survey and naturalistic designs (Mixed methods of research approach) were used to ensure the quantitative and qualitative data.

### 3.3 Target Population

According to Ogula (2005), target population refers to all people who possess the characteristics of interest. The target population of this study consisted of all quality auditors of HERQA, all Public University Presidents/Vice-Chancellors, all public university lecturers and all public university students. The rationale behind this selection is that this is the population which is closely associated with the implementation of HERQA quality assurance guidelines in public universities of Ethiopia. They, therefore, should be familiar with and possess knowledge about the problem of quality education in higher institutions of
the country and how the quality assurance guidelines are implemented to ensure quality education particularly in public universities.

3.4 Sample and Sampling Procedures

Franenkel and Wallen (2000) define a sample in a research as a sub-group of a population on which information obtained. Individuals have to be selected for study and sampling refers to the process of selection these individuals from a population. The sample comprised of 378 students (out of 3,785), 89 lecturers (out of 886), 6 public university presidents (out of 21), all the 12 quality assurance officers and 1 the director general of HERQA. In other words, the researcher had taken 10% of each respondent group. The rationale of this decision was that 10% of the accessible population was enough for descriptive studies (Mugenda & Mugenda, 2003). The total sample of this research was 486. Both probability and non-probability sampling were used to select the respondents.

3.4.1 Universities

Statistics from Ministry of Higher Education (2012) shows that there are 21 public universities which are located in nine administrative regions. Each administrative region has at least two public universities. The multi-stage random sampling was employed in selecting 3 administrative regions and zones in each region. According to Battaglia (2010), a multi-stage sample is one in which sampling is done sequentially across two or more hierarchical levels. He added that it is applied in big inquiries extending to considerable large geographical area, for instance, the entire country. The procedures which were followed to choose six public universities out of twenty one for the study were:
i. The researcher randomly selected 3 administrative regions using simple random sampling from the list of 9 administrative regions. The names of the nine administrative regions was written on papers, then folded and placed in the container. The container was shaken and thoroughly mixed and six papers were picked randomly one at a time. The administrative regions that were picked included Amara, Oromia and Debub Hizboch).

ii. Two zones which had public universities were randomly picked from each selected administrative region. In total, 6 zones from 3 administrative regions were picked to participate in the study. The procedure applied in selecting the three administrative regions was also applied in selecting the 6 zones. The zones that were picked included Wollo, Gojam, Shoa, Adama, Jimma and Gedeo.

iii. Six public universities were selected using simple random sampling from the list of all universities of the six chosen Zones. The names of all public universities in every selected zone were written each on separate piece of paper, then folded and placed in the container. The container was shaken and thoroughly mixed. Six public universities were picked randomly one at a time. The universities that were picked included Woldiya, Wollo, Awassa, Dilla, Adama and Debrebirhan universities.

According to Gay (1996), 30% can be considered as a good sample size of survey research. Basing on this argument the researcher sampled the 30% of the total public universities. The rationale for selecting six public universities was that they can be representative enough all the 21 public universities in Ethiopia.
3.4.2 Quality Assurance Officers (Quality Auditors)

Currently Higher Education Relevance and Quality Agency (HERQA) has 12 Quality Assurance Officers (Quality Auditors). All the Quality Assurance Officers of HERQA were taken for the study since they were few in number and were manageable. The researcher believed that the auditors might reveal some of the challenges that hinder to implement the HERQA Quality Assurance Guidelines in Public Universities.

3.4.3 Presidents/ Vice-Chancellors

Six Presidents/Vice-Chancellors of the public universities were automatically included in the study. The researcher believes that the University Presidents might be aware of the problem and can propose some possible solution to the problem for they are in a better position to know the challenges very well due to their administrative position and from their own experiences.

3.4.4 Students

The researcher stratified the university students on the basis of their gender. The rationale for such stratification was to ensure that different groups of the population (for example in this case both male and female students) are represented in the sample (Ogula, 2005). Ten percent of the total numbers of both male and female students of the sampled universities were selected using simple random sampling to participate in the study. As it is explained in sample and sampling procedures above, Mugenda and Mugenda (2003) vindicated that 10% of the accessible population is enough for descriptive studies. Thus, the total number of randomly selected students was 378. The researcher decided to sample different levels of students to assess how the HERQA Quality Assurance guidelines were
implemented in their respective universities, the main challenges experienced in the implementation and investigate the possible remedies to the problems.

3.4.5 Lecturers

Stratified random sampling technique was used to select lecturers to participate in the study. The lecturers were stratified on the basis of gender (male and female) in order to give equal chance to both. Lecturers are included in this study due to the merit of their profession and experience, because they know what is going on in their respective universities in regard to quality education. A total of eighty nine male and female lecturers from all the sampled universities were chosen (out of 886 sampled public university Lecturers which represent 10% of the total population of the selected public universities) by using simple random sampling technique. For descriptive studies, 10% of the accessible population is enough (Mugenda & Mugenda, 2003). This is shown in Table 2.

Table 2: Sampling Matrix

<table>
<thead>
<tr>
<th>University</th>
<th>M</th>
<th>F</th>
<th>Total population of students</th>
<th>Sample %</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woldiya</td>
<td>538</td>
<td>174</td>
<td>712</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>Wollo</td>
<td>561</td>
<td>192</td>
<td>553</td>
<td>10</td>
<td>75</td>
</tr>
<tr>
<td>Awassa</td>
<td>456</td>
<td>215</td>
<td>671</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>Dilla</td>
<td>203</td>
<td>154</td>
<td>174</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Adama</td>
<td>384</td>
<td>198</td>
<td>582</td>
<td>10</td>
<td>58</td>
</tr>
<tr>
<td>Debrebirhan</td>
<td>516</td>
<td>202</td>
<td>718</td>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,278</td>
<td>1,135</td>
<td>3,785</td>
<td>10</td>
<td>378</td>
</tr>
<tr>
<td><strong>Grand Total for students</strong></td>
<td></td>
<td></td>
<td><strong>3,785</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
<th>M</th>
<th>F</th>
<th>Total population of lecturers</th>
<th>Sample %</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woldiya</td>
<td>150</td>
<td>15</td>
<td>174</td>
<td>10</td>
<td>17</td>
</tr>
</tbody>
</table>
Wollo                      128   29    157    10   16
Awassa                     125   24    149    10   15
Dilla                      73    19    92     10   9
Adama                      119   18    137    10   14
Debrebirhan                137   40    177    10   18

Total                      566   320   886    10   89

Grand Total for Lecturers  886

Overall Sample Size 378+89+6 presidents+12 Quality Auditors+1 HERQA Director G.= 486

Source: Ethiopian Ministry of Education (2012)

3.5 Description of Research Instruments

The researcher used several research instruments to collect data in order to avoid the deficiency that springs from using one data collection method (Denzin, 1989). These included: questionnaires, interview guides, document analysis guide and observation guide. The reason was that generally speaking, these four research instruments enabled the researcher to collect data directly from members of a population. And particularly, questionnaires enabled the researcher to gather the accurate information within a short period of time, while interview guide allowed the glimpse of respondent’s gestures, tone of voice and thus revealed his/her feelings (Ogula, 2005). It also permitted the researcher to ask for elaboration of points that the respondent had not made clear among others.

3.5.1 Questionnaire for Lecturers and Students

According to Ogula (2005), a questionnaire is an important research instrument that enables a researcher to collect data directly from people. This research instrument helped the researcher to obtain valuable information directly from lecturers and students about the implementation of quality assurance guidelines in their respective universities.
Two different questionnaires were developed, one for the lecturers and the other for the students. These questionnaires consisted of both open ended and closed ended questions. The lecturers’ questionnaire had six sections. Section A consisted of five items, obtaining general information about the Lecturers (demographic information) and the Universities. Section B consisted of questions related to the quality and quantity of academic staff. Section C dealt with the quality of teaching, learning and assessment. Section D had questions that solicited information on quality of learning resources and how these resources are organized and managed. Section E consisted of questions that sought information related to the main challenges experienced in the implementation of the guidelines. Section F dealt with the possible remedies to the specified problems identified in the study.

The students’ questionnaire also had six sections as follows. Section A consisted of six items, obtaining the demographic information about the students regarding gender, age, year of study, program of study, their faculty and departments. Section B consisted of questions related to the quality and quantity of the academic staff. Section C dealt with the quality of teaching, learning and assessment. Section D solicited information on the quality of learning resources, infrastructure and management aspects. Section E consisted of questions related to the main challenges experienced in the implementation of the guidelines. Section F dealt with the possible remedies to the specified problems. Such responses were used to arrive at conclusions on the problems of implementing the Quality Assurance Guidelines of Public Universities in Ethiopia.
3.5.2 Interview guide for Presidents, Director General of HERQA and Quality Auditors

Interview guide is preferred as a device for data collection because it is a social encounter and respondents will be more willing to respond in a socially acceptable or desirable way (Cohen, Manion & Morrison, 2000). Interview gives a higher response rate in a natural setting and the researcher can probe respondents to express their views freely and openly. Interview guides was used in the study to collect in-depth information from university presidents and assurance officer.

The first interview guide was used first to gather information from the six sampled university presidents. Interview guide for the university presidents had eight sections. Section A solicited demographic information, section B asked questions related to quality and quantity of academic staff, Section C dealt with quality and quantity of teaching and learning resources, Section D asked questions about method of teaching, Section E had questions related to method of assessment while Section F had questions related to management of resources, Section G had questions related to the responsibility of HERQA in ensuring quality education while Section H dealt with the challenges and possible solutions to the implementation of HERQA Quality Assurance Guidelines in Ethiopian public universities.

Interview guide for the Director General of HERQA and Quality Assurance Officers had six sections as follows. Section A solicited information on the responsibility of HERQA in ensuring quality education in public universities while Section B sought information related to the academic qualification of the academic staff. Section C had questions on the method of teaching while Section D focused on the methods of assessment in public
universities. Section E had questions about the quality and quantity of the learning resources and how they are managed in different departments. The last section solicited information about the main challenges experienced in the implementation and ended up with asking to explain the possible solutions to the challenges so that the Quality Assurance Guidelines of HERQA will be put into practice effectively in order to improve the situation.

3.5.3 Document Analysis Guide

The researcher also used Document Analysis which is a social research method and an important research tool in its own right and is an invaluable part of most schemes of triangulation. Sarantakos (1996) stated that it is most unusual that any research study is carried out without employing some form of documentary method. Thus documents analysis guide helped the researcher to authenticate the information given by the respondents. Documents are written materials that can be read and are related to some aspect of the social world. Official documents are intended to be read as objective statements of fact but they are themselves produced (Miles and Huberman, 1994).

Documents broadly include any papers especially official ones, which provide more or less direct evidence of decisions transactions, status, thoughts, debates or actions (Gribbs, 2002). Documents such as letters, diaries, minutes of meetings membership lists, class lists and text books can very fruitful sources of data, depending on what one is looking for (Bryman, 2002).

In this study, documents were used to corroborate the data on the implementation of HERQA quality assurance guidelines. Among the documents which were analyzed include
past examination papers, list of lecturers and their academic qualification, list of the recent student enrollment, quality audit reports, examination results and strategic plans.

The document analysis guide was used to obtain information that might not have been written in the questionnaires, interviews or observation guide as far accuracy/exactness of information is concerned. For instance, the details on frequency/the number of times the public universities were visited or audited by quality auditors of HERQA, in some interviews the respondents exaggerated the number of times the universities were visited, but the documents showed a true reflection of the number of times the universities were visited.

3.5.4 Observation Guide

According to Bryman (2002) observation is fundamental to many activities, from army kit inspections to air traffic control. The intent behind this close involvement and association is to generate data through watching and listening to what people naturally do and say. Data are affected by the researcher. This reinforces Burgess (1982) view that the main instrument of data collection in participant observation is the researcher.

The scope of participant observer’s observations is constrained by the physical limits of the role and location (Waddington, 1992). From an unknown universe of events, the observer records only a small selection; thus it is important to select what is to be observed as one cannot manage to observe everything within this limited time. Lone observers are bound to be selective because of the impossibility of taking all information in; this is why multiple observers can sometimes be used. Lone observers are particularly susceptible to
focusing on the abnormal, aberrant and exceptional. There is also problem of personal perspective (Bryman, 2002). That is why it is very important to have observation guide.

The observation guide had items which helped the researcher to obtain valuable information about the quality and availability of the learning resources in the sampled public universities in Ethiopia. The researcher utilized observation guide to record what was observed during data collection. The use of the observation guide helped the researcher to countercheck the authenticity of the information gathered from questionnaires and interview guide and document analysis guide.

In this study, the researcher observed the quality and quantity of the teaching and learning facilities, classroom teaching activities, methods of assessing students, management system of the resources and lastly the learning environment.

3.5.5 Validity of the Research Instruments

Mugenda & Mugenda (2003) states that validity is the degree to which results from the analysis of data actually represents the phenomena under study. Validity is the quality of data gathering instrument or procedure that enables it to measure what is purported to measure (Best and Kahn, 2003).

The researcher ensured that the content in the instruments were relevant to the research questions and the topic under study and that the variables used in the study were appropriate and the criteria in which the instruments were selected and used. In order to check the content and face validity of the questionnaires, the instruments were given to the three research supervisors and three other experts from the Quality Assurance officers of HERQA and were asked to assess the relevance and validity of the instruments. Their
suggestions on the improvement of the tools were considered and included when writing the instruments.

According to Nachmias and Nachmias (1996), content validity is the degree to which the sample test/instrument items represent the content that the instrument is designed for, while face validity is the degree to which an instrument appears to measure what is supposed to measure. These were used to validate the different instruments and greatly helped the researcher in eliminating contradiction, ambiguity, misunderstanding and overlaps (Ogula, 2005).

3.5.6 Pilot Testing of the Research Instruments

Collins (2001) argued that survey questionnaires, which are a type of measuring instrument, can and should be tested to ensure they meet their purpose. Traditionally, survey researchers have been pre-occupied with standardizing data collection instruments and procedures such as question wording and have assumed that experience in questionnaire design, coupled with pilot testing of questionnaires, will then ensure valid and reliable results. However, implicit in the notion of standardization are the assumptions that respondents are able to understand the questions being asked, that questions are understood in the same way by all respondents, and that respondents are willing and able to answer such questions.

In this study, the researcher pre-tested the research instruments. In pre-testing of the research instruments, 5 lecturers and 10 students from one of the public universities not included in the sample of this study were selected. Each lecturer and student was asked to fill the questionnaire. This helped the researcher to identify the problems in the
questionnaire such as confusing questions, incorrectly phrased questions and other misconceptions. Pre-testing helped the researcher to re-organize and furnish the questions so as to have valid and reliable responses from the respondents.

3.5.7 Reliability of the Research Instruments

According to Stringer (2008), reliability is estimated by measures of the extent to which similar result may be expected from similar sample within the population studied across different contexts and at different times. He further adds that reliability focuses on stability of results across time, setting and samples.

The Test-Retest procedure outlined in Gay (1996) was used to estimate the degree to which the same result could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the research instruments. Table 3 below shows the results of the test-retest procedure that was done to determine the Pearson Correlation Coefficient of the questionnaires and the mean/average correlation coefficient.

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Pearson Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students #</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0.810</td>
</tr>
<tr>
<td>2</td>
<td>0.835</td>
</tr>
<tr>
<td>3</td>
<td>0.800</td>
</tr>
<tr>
<td>4</td>
<td>0.820</td>
</tr>
<tr>
<td>5</td>
<td>0.831</td>
</tr>
<tr>
<td>Students Average</td>
<td><strong>0.819</strong></td>
</tr>
<tr>
<td>Lecturers #</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0.809</td>
</tr>
<tr>
<td>2</td>
<td>0.801</td>
</tr>
</tbody>
</table>
Five students and three lecturers from a university outside the study sample were subjected to answer the questions and the information was scored. After a period of two weeks, the same tools were administered to the same group of respondents and obtained the second scored. The responses of the two tests were correlated and the Pearson Product Moment Correlation Coefficient was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instruments were administered. The correlation coefficient determined whether the instrument is reliable.

The reliability of a standardized test/research questions is usually expressed as a correlation co-efficient which measures the strength of association between variables. Such coefficient vary between 0.00 and 1.00 with the former showing that there is no reliability as the later shows perfect reliability respectively which is very difficult to achieve in practice. Thus, the researcher checked whether or not the responses of the two tests were similar using Pearson product moment correction coefficient. Indeed the responses of the two tests were very similar. The questionnaires were accepted at a correlation coefficient of 0.81 of which according to Orodho (2005) a correlation coefficient (r) of about 0.81 can be considered high enough to judge the reliability of the instruments.

3.5.8 Credibility

Guba and Lincoln (1989) identify credibility as the criterion in qualitative research that parallels validity. In qualitative research, the credibility test asks if there is a
correspondence between the way the respondents actually perceive social constructs and the way the researcher portrays their viewpoints (Mertens, 1998). A member check is the most important criteria in establishing credibility. Mertens added that the researcher must verify with the respondents’ constructions that are developing as a result of data collected and analyzed. At the end of each interview (during data collection), the researcher summarized what had been said and asked the interviewees if the summary accurately reflected their positions. The analyzed data and interpretation of research reports were also sent to the interviewees for comments.

3.5.9 Dependability

Dependability measures the quality and appropriateness of the inquiry process (Mertens, 1998). It aims at finding out whether multiple researches using a particular qualitative instrument for example interview guide reach similar interpretations and whether repeated examinations produce similar observation. In this study, the researcher tested whether the same interview guide gives similar information when used by different researchers and when it is repeated after a time gap. To do this, the researcher interviewed a public university president not included in the sample of this study and after two weeks the researcher asked one of the lecturers to interview the same person using the same interview guide and then he checked to what extent the proposed interview guide had given the same information.
3.6 Data Collection Procedures

The researcher got clearance from CUEA first, and then a research permit was obtained from the Ministry of Education of Ethiopia. Permission to carry out the study was sought from education office to carry out the research in public universities of the country. The researcher then visited the sampled universities to ask university presidents or the concerned body to allow the researcher to carry out research. The researcher also established contacts with the six university presidents of the sampled higher institutions. The deans and heads of departments of each sampled university assisted the researcher in the process of making links with the other students and lecturers of their universities.

Through the assistance of the deans and head of departments, the researcher administered the questionnaires to the selected student and lecturer respondents and collected the questionnaires once they had been filled. Face to face interview was conducted on the same day with respective university presidents and the researcher recorded the responses of the presidents accurately. After collecting data from the six sampled public universities, the researcher finally interviewed the director general and quality assurance officers of HERQA.

The researcher then carried out an observation of the real situation in the natural setting. The researcher walked into classrooms and offices to assess whether or not the resources were adequately available. Moreover, the researcher observed classroom teaching and method of assessing the students. General observation of the university compound was also crucial so as to know the real situation of public universities.
Finally, the researcher analyzed different documents and summarized the information obtained from the documents. These documents included the quality audit reports, strategic plans, list of lecturers and their academic qualification, list of the recent enrollment, past papers and examination result of the students. All these documents provided essential information that enabled the researcher to determine whether the quality assurance guidelines were fully implemented.

3.7. Data Analysis Techniques

According to Bryman (2002), data analysis can be defined as the process of bringing order to the data, organizing what is there into patterns, categories and descriptive units and looking for the relationship between them. He further adds that data analysis as involving three sub-processes; data reduction (selecting units of the data from the total universe of data), data display (assembling the information in some format), and conclusion drawing (interpretation of the findings).

The analysis of the data was based on the research questions. The collected data was analyzed using both the qualitative and quantitative procedures. For quantitative data obtained from closed ended questions, the researcher categorized the instruments into homogenous groups, coded the quantitative data and summarized it using descriptive statistics such as frequencies and percentages with the help of SPSS, for windows version 16. This was presented using frequency tables and graphical representations.

The qualitative data from interview guide, document analysis guide and observation guide was transcribed. Responses from different participants and data which were obtained from different documents were compared and trends and patterns in the responses were
established. Narratives, direct quotations, interpretive reports as well as excerpts were written down to depict the situation as it was on the ground.

Finally, the research findings were presented systematically and were discussed objectively. All the data was strictly interpreted in relation to the research questions and conclusions were drawn from the findings. Last but not the least, recommendations were made and areas of further research were suggested.

3.8 Ethical Consideration in this Research

According to Blackburn (2001), ethics in research is usually put in place to control the relationship between the researchers and participants, and between the researchers and fields they wish to study. Ethical issues in research refer to right or wrong decisions that may affect the participants of the study and so should be taken care of so as avoid harming or hurting the participants.

The researcher took care of the ethical issues in the study by ensuring that permission from the relevant authorities before embarking on the study. For instance, the researcher gained entry permit to the research site. The researcher also ensured that the principle of voluntary participation which requires that people are not coerced into participating in research was strictly adhere to. Closely related to the notion of voluntary participation is the requirement of informed consent. Essentially, this means that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate (Michael, 1999).
Since ethical standards also requires that researcher does not put participants in a situation where they could have been at risk of both physical and psychological harm as result of their participation (Kombo & Tromp, 2009), all information gathered from the respondents was treated with strict confidence. There were two standards that were applied to help protect the privacy of research participants. First and for most, the researcher guaranteed the participants’ confidentiality: they were assured that identifying information was made available to anyone who was not directly involved in the study. The stricter standard is the principle of anonymity, a stronger guarantee of privacy, which essentially meant that the participant will remain anonymous throughout the study. Thus, there was a healthy relationship between the researcher and research participants.

The researcher also avoided subjective and biased interpretation of evidence. Last but not the least, all related information from other scholarly written sources were dully acknowledged and referenced. The researcher believed this was important to avoid the problem of plagiarism.

CHAPTER FOUR
PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter deals with data analysis, presentation and discussion of the findings on the Assessment of the Implementation of Higher Education Quality Assurance Guidelines in Ethiopian Public Universities. Data was collected from public university presidents, lecturers, students and quality assurance officers. Questionnaires were administered to 378 students and 89 lecturers. An interview guide was also used to get in-depth information from 6 public university presidents and 12 quality assurance officers of HERQA.

4.1.1 The Number of Respondents of the Study

The target respondents of this research were lecturers, students, public university presidents and quality assurance officers of HERQA. Table 4 shows the expected and actual respondents who participated in the study.

Table 4: Questionnaire Return Rate
<table>
<thead>
<tr>
<th>Category</th>
<th>Expected Respondents</th>
<th>Actual Respondents</th>
<th>Percentage</th>
<th>Sample Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>University presidents</td>
<td>6</td>
<td>6</td>
<td>100</td>
<td>Purposeful</td>
</tr>
<tr>
<td>Lecturers</td>
<td>89</td>
<td>81</td>
<td>91</td>
<td>Stratification/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Simple random</td>
</tr>
<tr>
<td>Students</td>
<td>378</td>
<td>367</td>
<td>97</td>
<td>Stratification/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Simple random</td>
</tr>
<tr>
<td>Quality Auditors</td>
<td>12</td>
<td>12</td>
<td>100</td>
<td>Purposeful</td>
</tr>
<tr>
<td>HERQA President</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>Purposeful</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>485</strong></td>
<td><strong>474</strong></td>
<td><strong>97.7</strong></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from Table 4, all (six) public university presidents agreed to take part in the research. Eighty nine lecturers were expected to participate but 81 did, which amounts to 91%. The targeted number of students was 378 and those who returned the questionnaire were 367, which was 97%. All the targeted quality assurance officers and the director general of HERQA made themselves available for the research which was 100%. Generally, the respondents were ready to participate in giving information required by the researcher.

### 4.2 Demographic information of respondents

Background information of respondents is important for the purpose of profiling respondents and providing context for explaining differences in responses among different respondents.

#### 4.2.1 Demographic Information of University Presidents

82
The study sought to establish demographic information of university presidents. The university presidents were important in the study since they were the custodians of their universities. The information collected about the university presidents concerns their gender, education and experience.

Six public university presidents participated in the study, all of whom were male. None of them reported that the government is working hard to promote the hiring of female lecturers as university presidents. This shows that males dominated headship in Ethiopian public universities. It may also be that the problem of gender inequality, with reference to the issue of taking part in university administration, persisted simply because there were few female lecturers who were ready to take on this challenge. This implied that females lack role models and may be the reason for a low level of motivation.

The researcher inquired about the education level of the university presidents. The responses were categorized into three groups, namely PhD, Masters Degree and Bachelors Degree. The responses are summarized in Figure 3.
The findings above in Figure 3 indicate that the majority 83.3% of the university presidents were PhD holders, while only one was a Masters Degree holder. None of the university presidents holds only a Bachelors Degree. This is an indication that the government has determined its best to promote lecturers who are PhD holders to manage public universities.

However, there was only one public university president in the study who had specialized in educational administration and planning; the rest were from other faculties. This is most likely to affect the quality of services they give, because presidents of higher learning institutions should have the necessary administrative knowledge and skills to manage the human, material and financial resources effectively and efficiently in their respective institutions. This concurs with Abebe (2006) who contended that university
managers should have knowledge on how to administer their universities so as to achieve the predetermined institutional goals and objectives.

The public university presidents were also asked about their years of experience as the presidents of their universities. The responses were categorized into four groups, as shown below.

Table 5: Distribution of Public University Presidents by their Administrative Experience

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>Number of University Presidents</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>2-3</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>4-5</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>5+</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5 shows that the majority 66.7% of public university presidents had from 2-3 years of experience only. None of them had above five years of experience as a president of a public university. This indicates that, with the rapid increase in public universities more lecturers might have been promoted recently to the position of university president without adequate experience in the field. This itself can be a great challenge in the implementation of the quality assurance guidelines of HERQA in Ethiopian public universities, the result of which may be due to inadequate experience and skills in managing higher institutions.
4.2.2 Demographic Information of Quality Assurance Officers

Quality assurance officers play a vital role in controlling, reporting and taking action on the implementation of quality assurance guidelines in higher institutions in Ethiopia. The demographic information collected in this study about quality assurance officers includes their gender, education and experience.

Twelve quality assurance officers (quality auditors) participated in the study, and all were male. This might be due stereotypical believes about women. Many people may still believe that good auditing cannot be done by women because they are so motherly and can get scared to make tough decisions. But this was in disagreement with Shirley (2008) who asserted that female auditors can carry out their responsibility sincerely and carefully than male auditors who are often known by bribery and corruption.

The director general of HERQA was a PhD holder and the rest were Masters holders with more than five years of experience. This shows that the officers are well qualified to function in their positions as auditors. However, the researcher found quality auditors to be few in number and insufficient to reach all public and private universities in the country in good time. Moreover, their vehicles were only three in number and one of them was very old and thus could not go outside Addis Ababa. Thus, inadequate transportation became another obstacle to travelling throughout the whole country in order to visit public universities in good time. Some of the public universities are more than 800 km away from HERQA headquarters, which is based in Addis Ababa.
4.2.3 Demographic Information of Lecturers

Lecturers play a great role in the teaching and learning process in public universities. The researcher considered it important to give their information not only about the teaching and learning process but also about students they teach. The demographic information of lecturers who participated in this study included: gender, age, level of education and teaching experience, as shown in Table 6 below.
<table>
<thead>
<tr>
<th>Demographic information</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>76</td>
<td>93.8</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>6.2</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 25</td>
<td>7</td>
<td>8.6</td>
</tr>
<tr>
<td>26-30</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>31-35</td>
<td>28</td>
<td>34.6</td>
</tr>
<tr>
<td>36-40</td>
<td>7</td>
<td>8.6</td>
</tr>
<tr>
<td>41-45</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>46-50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>51-55</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Professional qualification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First/Bachelor Degree</td>
<td>9</td>
<td>11.1</td>
</tr>
<tr>
<td>MA</td>
<td>72</td>
<td>88.9</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Years of experience as a lecturer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 2 years</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>32</td>
<td>39.5</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>16 to 20 years</td>
<td>3</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Where \( n \) is the total sample population and \( f \) is the frequency

Lecturers were asked to indicate their gender. The gender of the lecturers was of interest to the assessment because there has been a call to equalization of opportunities (gender equity) in all spheres of life, lecturing in higher institutions being one of them. This is in line
with the requirements of the international standards like the Millennium Development Goals to which Ethiopia is signatory too. The findings show that there is an unequal gender distribution of lecturers in Ethiopian public universities.

As shown in Table 4.3, the majority 93.8% of the lecturers who participated in this study were males, while the rest 6.2% were females. According to the report of MoE in Ethiopia (2012), the total number of lecturers is 7,704, of which and out of 7,088 are male lecturers, which amounts 92%, while 616 are females, which is equal to 8%. In Ethiopian Public Universities, therefore, male lecturers were far greater than females. This could reflect the past trend of educating more males in the society. With the recent developments and awareness, there is an increasing positive response to the approach of educating both female and male children in families, and girls’ participation, especially in all levels of education, has tremendously increased in recent times.

However, most of the female students drop out of secondary school before they complete their studies for different reasons, and most of the time, the remaining few female student do not score good results at the Ethiopian Secondary School Leaving Certificate Examination (ESLCE), and as a result they are not admitted to higher education. Thus, the number of female students highly decreases from one level of education to the other. This reduces the likelihood of being able to get good number of female lecturers in Ethiopian public universities in the near future.

The lecturers were also asked to indicate their professional qualifications. The reason is that professional qualifications can help in enhancing quality education. The answers were categorized into: PhD, Masters and First (Bachelor) Degree. Majority 88.9% of the lecturers were Masters Degree holders. Only 11.1% held only a first degree. There was not a single
PhD holder among the lecturers in the six sampled universities. This finding of no PhD degree holders concurs with the report of MOE in 2010/11 academic year. According to this report, only 8.7% of the total number of public university lecturers in Ethiopia held PhD degree. The report mentioned the percentage of first degree holders of some public universities such as Hawassa (40.7%), Adama (43.4%), Haremia (42.6%), Jima (49.5%), Bahirdar (56.8%), Arba-Minch (58%) and Mekele (50.3%) among others. This proves that the number of first degree holders was greater than MA holders in 2006/07 academic year. But the findings of this study show that the number of MA holders has increased with time. This might be due to some staff development programs that have been implemented for the last seven years.

According to HERQA Quality Assurance Guidelines (2008), the percentage of lecturers in higher institutions whose professional qualification is only a first degree should be less than 20%. There should be 50% holding a second degree (MA) and 30% who are PhD holders, but this has not been implemented due to shortage of lecturers. This was an indication that the country was still lagging behind in regard to qualified personnel in the public universities and this could highly affect the quality of higher education.

Moreover, each lecturer was to write the number of years he/she worked as a lecturer. As Table 4.3 shows, the majority 42% of them had below two years of experience and another good number of them 39.5% had 3-5 years experience in the teaching profession. Those who had above 6 years of experience were only 18.5%. The reason for the majority being in the 1-5 year category 81.5% might be due to the recent expansion of 13 universities in different parts of the county. This was a clear indication that most of the lecturers were recent graduates with a Masters Degree. Thus, the lecturers lacked sound experience in
teaching in higher institutions, and this can be another factor for the declining of quality education in Ethiopian public universities.

The lecturers were also asked to indicate their ages. The findings show that the majority 42% of lecturers were between the ages of 26 and 30 years, 8.6% of them were below 25, 34.6% of them were between 31 to 35, 8.6% were between 36 to 40, 4.5% were between 41 to 45, nobody was between 46 to 50 and only 1.2% were between the ages of 51 and 55. This was another good indicator that the majority of the lecturers were at an appropriate age for undertaking further studies. It would therefore be good if the government would motivate these individuals by providing scholarships and incentives so that most of the MA holder lecturers would be able to pursue their doctoral studies for the sake of developing better quality in tertiary education in Ethiopia.

4.2.4 Demographic Information of Students

Students were also important respondents in sharing their experience of the situation in the implementation of quality assurance guidelines in Ethiopian public universities. The demographic information of students who participated in this study included: gender, age, year of study, program of study and their faculties as shown in Table 7 below.
Table 7: Demographic Information of Student Participants

\( n = 367 \)

<table>
<thead>
<tr>
<th>Students’ Demographic Information</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>277</td>
<td>75.5</td>
</tr>
<tr>
<td>Female</td>
<td>90</td>
<td>24.5</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 20</td>
<td>60</td>
<td>16.3</td>
</tr>
<tr>
<td>20-25</td>
<td>281</td>
<td>76.6</td>
</tr>
<tr>
<td>26-30</td>
<td>17</td>
<td>4.6</td>
</tr>
<tr>
<td>31-35</td>
<td>8</td>
<td>2.2</td>
</tr>
<tr>
<td>36-40</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Year of Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First year</td>
<td>94</td>
<td>25.6</td>
</tr>
<tr>
<td>Second year</td>
<td>93</td>
<td>25.3</td>
</tr>
<tr>
<td>Third year</td>
<td>97</td>
<td>26.4</td>
</tr>
<tr>
<td>Fourth year</td>
<td>83</td>
<td>22.6</td>
</tr>
<tr>
<td><strong>Program of Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>344</td>
<td>93.7</td>
</tr>
<tr>
<td>MA</td>
<td>23</td>
<td>6.3</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Economics</td>
<td>43</td>
<td>11.7</td>
</tr>
<tr>
<td>Public Health</td>
<td>27</td>
<td>7.4</td>
</tr>
<tr>
<td>Education</td>
<td>45</td>
<td>12.3</td>
</tr>
<tr>
<td>Humanity and Social Science</td>
<td>68</td>
<td>18.5</td>
</tr>
<tr>
<td>Technology</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Natural Science and Information</td>
<td>61</td>
<td>16.6</td>
</tr>
<tr>
<td>Medical Science</td>
<td>13</td>
<td>3.5</td>
</tr>
<tr>
<td>Law</td>
<td>46</td>
<td>12.5</td>
</tr>
<tr>
<td>Agriculture</td>
<td>20</td>
<td>5.4</td>
</tr>
</tbody>
</table>

As shown in Table 7 above, 75.5% of the respondents were males while 24.5% were females. The reason was that the number of male students was greater than female students.
in the selected public universities. From this, it can be deduced that girls’ participation in tertiary education is less than that of boys, and this is due to several factors in the country.

Four of the university presidents, when interviewed, stated that, in most public universities, the number of male students is greater than the number of female students. The reason which was given by the university presidents was that majority of female students did not perform well in the national exams and as a result they did not qualify for higher education. They also added that the number of female students declined gradually from primary school to secondary school and from secondary school to the tertiary level. This reality seemed to be reflected in the lower number of female students enrolled in public universities.

When we compared the number of girls enrolled in public universities between 2007 and 2011, we could see that there was an improvement in the enrollment of girls in tertiary education. According to MOE (2011), the number of boys enrolled in percentage was 74% while girls were 26%, a difference of 48%. In 2007, the percentage of boys was 73%, while girls were 27%, a difference of 46%. Therefore, there was very little improvement of enrollment of girls in nationwide.

The students were also asked to indicate their ages. Table 4.4 shows that the majority of students 76.6% were between the ages of 20 and 25 while the minority 16.3% were under 20, those 26-30 years were 4.6%, and 2.2% were between 31 to 35 years. Only one student was in the 36-40 age category, and no one was above 40 years of age. This gives an indication that the majority of the respondents attend their tertiary level education at the expected age group. According to the education policy of Ethiopia, the primary school entrance age is 7 and the student is supposed to pass through 8 of years primary school and
4 of years secondary school before he/she joins higher education, which takes 3-5 years, based on the program he/she takes in the university. With the simple calculation of the above mentioned primary school entrance age and the number of years a student stays in primary and secondary school, the university entrance age is 19.

**4.3 Quality and Quantity of Lecturers**

The achievement of quality education presupposes having qualified, well-experienced and committed lecturers. In other words, the quality of training, the relevance of research output and the provision of services to the wider community is directly related to the quality of the academic staff of any university. The core staffs of the university constitute an indispensable resource in producing qualified professionals in various areas who are competent and responsive to the needs of society. They need to be appropriately qualified, sufficiently knowledgeable and adequately skilled to provide quality and relevant education. They also need to be present in sufficient numbers and to be well matched to the courses they teach.

The first research question of the study was to assess the quality and quantity of the academic staff in Ethiopian public universities. In answer to this question, lecturers reported that there were 11.1% first degree holder lecturers, 88.9% holding an MA, and none who were PhD holders among the lecturers in the sampled universities. In another study, the PhD holders were found to be less than 5% in most public universities in Ethiopia (Teshome, 2007). Thus, it was investigated that majority of the public university lecturers in Ethiopia were MA and first degree holders.
The researcher also observed that the majority of the PhD holders in the sampled universities were Indian or Pilipino. In one of the six sampled universities, for example, there was no a single PhD holder in the entire university and the justification of the president for this was that the university was newly established, being only two years old. That is why only five public universities out of twenty-one universities, namely Addis Ababa University, Bahirdar University, Mekele University Haremia University and Gondar University, were able to offer a PhD program. There was no private higher institution that could offer a PhD program in the country. This showed that the country was facing a great problem in terms of getting highly qualified personnel in higher institutions.

Moreover, teaching experience was lacking in the case of some lecturers, especially those who were new in their field. From the demographic information, it was revealed that the majority 74% of the lecturers had only the experience of 1-5 years. A few lecturers 16% had worked for more than 5 years. This was a clear indication that most of the lecturers were recent graduates with MA degree from higher institutions.

Another challenge had been that, in addition to the fact that most of the lecturers lack skills and experience, in most cases, they were few and they did not suffice to answer the needs of the students enrolled. In order to determine the quality and quantity of the academic staff in the public universities, lecturers and students were asked to indicate the extent to which they agreed or disagreed with certain statements. The statements and their responses were shown in Table 8.
Table 8: Students’ and Lecturers’ Level of Agreement/Disagreement on the Quality and Quantity of Academic Staff

As shown in Table 8, the majority 37.6% of the students and 49.4% of the lecturers strongly agreed that academic staff members in their universities exhibit mastery of their subjects; 11.7% of the students and 11.1% of the lecturers agreed, 27% of the students and 27.2% of the lecturers were undecided, 15.8% of the students and 11.1% of the lecturers disagreed and 7.9% of the students and only 1.2% strongly disagreed with the statement.
The majority 28.1% of the students and 30.9% of the lecturers also strongly agree that the academic staff members are not enough in number to lecture effectively.

However, students and lecturers had different attitudes concerning the preparation of academic staff, the presentation of detailed course outlines and continuous assessment testing. The majority 55% of the students felt that most of the lecturers did not have adequate preparation, they do not present detailed course outlines with clear objectives and did not carry out continuous assessment testing regularly while the majority 60.5% of the lecturers oppose these views of the students. Most lecturers here tried to defend themselves that they are performing their task properly.

It is clearly stated in the guideline that each lecturer must present a detailed course outline with clear objective for each unit and must regularly carry out Continuous Assessment Test (CAT) in order to assist students before they take the final exams. But this was not happening in several cases as many students clearly explained in both closed ended and open ended questions. One of the main reasons which has clearly come out from responses of the students was that lecturers were doing some other jobs, for example, teaching in private colleges and universities, doing private business and others. This means that many lecturers were involved in many things to overcome the challenge of their financial problems and as a result, many of them did not have adequate time to prepare detailed course outline and administer CAT, for these tasks are time consuming and very demanding if they are to be seriously done.

All the six public university presidents agreed that the number of lecturers varied from one public university to another and from one faculty to another and that it was below the university staff ceiling. Majority 66.7% of the public university presidents reported that the
shortage of lecturers is alarming, generally in the faculty of science particularly in the
department of engineering. The findings showed that the average student/staff ratio in the
sampled universities was 1:29 which is significantly greater than the policy target of 1:20, as
specified in the HERQA quality assurance guidelines (HERQA, 2008). The findings were
consistent with those of Raphael (2010), who pointed out that there was an inadequate
number of qualified lecturers, and this was one of the big challenges in ensuring quality
education in higher institutions.

The director general of HERQA, when interviewed, also shared the sentiment that there
was an unfortunate shortage of qualified lecturers. He remarked:

There is a high student-staff ratio in many public universities in Ethiopia due to
increased student enrollment. Some universities have a shortage of lecturers because
lecturers are not willing to go where there is no housing (accommodation), and they
cannot access internet service, and other services that do not exist yet in small cities.

The other main reason is brain drain. Many educated Ethiopians have left their
country for many reasons.

Thus, most of the public universities in Ethiopia are under-staffed. Interview data
gathered from university presidents and quality auditors, combined with observation on the
part of the researcher reinforced the statistical evidence that class sizes tend to be very large.
This is true particularly in the faculties of the Humanities and Social Sciences, Medical and
Health Sciences, Business and Economics.

One of the lecturers, in answer to the open ended question, explained clearly that the
MOE gave the instruction to have only 50 students per class in faculties such as the
Humanities and Social Sciences and to admit fewer students in faculties such as the Natural Sciences, but later this idea was changed and universities were ordered to receive more than 90 fresh students in every class. He further elaborated that this had become a headache for many lecturers, as they were expected to assist university students and perform their duties properly. From this it can be concluded that most of the faculties in public universities do not have an adequate numbers of lecturers.

The sampled lecturers were also asked to indicate their views on the availability of adequate time to assist students. About 52% of the respondents confirmed that they don’t have enough time to help their students. The rationale given by some lecturers include: the high Student-lecturer ratio, having to teach so many courses per semester, the tough cost of living, and the staff felt need to simultaneously work in other jobs such as teaching in private colleges and developing their own private businesses.

One of the HERQA officers was also very concerned about the issue of the high Teacher-Student ratio, but he said that the government is working hard to solve the shortage. He was very optimistic, and he said in this academic year already the government has 750 MA holder lecturers yet to allocate to the 21 public universities. Experience shows that not all the lecturers allocated to public universities report to these universities, some report to do other activities, and some leave the country for a better salary.

The researcher noted that the issue of Teacher-Student ratio was a serious issue and could have been addressed properly in order to offer quality education in Ethiopian public universities. The reason was that lecturers were suffering out of fatigue and were over stretched by so many classes. This might have most likely affected the quality of the teaching and learning process, because lecturers cannot instruct their learners effectively if
they are overwhelmed by a big number of students. This finding concurs with that of Kedir (2008) who argued that high Teacher-Student ratio has a negative impact on teachers’ motivation and engagement, and eventually may lead to poor performance of students. The Ethiopian public universities would have increased the number of their staff in those areas critically understaffed so that each student would have got much attention and academic assistance from his/her lecturers. There was also a need to make sure that public universities had adequate and qualified lecturers before they embarked on offering new courses. This could have helped public universities to meet excellence and achieve their predetermined goals and objectives.

Moreover, the researcher asked both the students and lecturers if they have experienced many cases of academic staff turnover in their universities. Majority of 76.5% of the lecturers and 55.3% the students confirmed that there is high academic staff turnover for different reasons. One of the quality assurance officers elaborated more saying that many lecturers are flocking to cities where they are able to teach in private colleges and universities part time. He further explained that there are also cases of academic staff leaving their teaching profession totally in some public universities. Studies show that academic staff turnover is one of the factors that can affect the students’ achievement. When good lecturers leave universities, overall morale of students suffers, leading to lower their achievement. This was in agreement with the findings of Abebe (2006) who contended that teachers’ academic staff turnover affects the performance of students.

The researcher also requested that lecturers choose what they felt was the strongest factor leading academic staff to change their teaching profession. Here below are their responses.
According to Figure 4 out of 81 sampled lecturers, the majority 53% pointed out that insufficient, or the lack of motivating salaries and incentives was the strongest factor leading to academic staff turnover in Ethiopia, while 16% of the respondents felt that the lack of adequate teaching and learning materials, as well as the inconvenient working places were the root causes of academic staff turnover. The other causes were: unclear policies regarding further study, stress due to overloaded classes and the lack of a proper induction process.

The monthly salary for first degree holder lecturers in Ethiopia is 3,800 Birr (217 US Dollars), while second degree (MA) holders and PhD holders are paid 4,605 (263 US Dollars) and 5,143 (294 US Dollars) respectively. This shows that Ethiopian higher institution lecturers are among the most poorly paid instructors in the world. This and other related factors have forced Ethiopian lecturers either to change their teaching profession or leave their beloved country for better paid jobs.
The other frustrating aspect could be the system of payment. Although the Commercial Bank of Ethiopia has opened branches in most of the Ethiopian public university campuses to improve the situation, the researcher observed that the Commercial Bank had very few personnel, at such a bank visited, and had only one window for service, which the researcher found very poor service. One of the lecturers said that the queue was usually very long at the end of the month when salaries were paid. The researcher suggests that personnel and offices of Commercial Bank be increased and some other private banks to be invited to operate in Ethiopian public universities. Taking these measures could enhance the quality of the service and might solve the problem of the long queue that frustrates many lecturers.

Generally speaking retaining good academic staff is paramount in higher institutions. The logical reason for this is that academic staff and quality of education have a strong correlation. In other words quality education depends on the competence and technical knowhow of academic staff. The rational being that good academic staff plays a vital role in providing quality education. That was why Ethiopian public universities could have worked on retaining their teaching staff so that they would have maintained and improved their quality of education. For example, public universities could have remunerated better salary and enhanced incentives in order to retain good academic staff and promote quality teaching. The findings concur with that of Raphael (2010) who contended that instructors of higher institutions should be paid well so that they will be motivated to lecture and remain in their respective universities.

With regard to staff professional development, the researcher wanted to find out whether there were professional development plans or not in public universities in Ethiopia that could motivate lecturers to work hard. HERQA (2008) in its Quality Assurance Guidelines
explains clearly that each higher institution must have staff development programmes in
order to enhance quality education. Most of the university presidents and quality assurance
officers indicated that there were some professional development programs in Ethiopian
public universities. For example, it was explained that there were programmes for some
capable lecturers who are MA holders could be enrolled in to study for PhD degrees abroad,
and there were also in-service programmes for lecturers every term of the academic year.

However, the majority 83.3% of the lecturers disagreed with the statement that their
universities encouraged and supported staff members to go for professional development
courses. The findings concur with that of Ellis (1994) who argued that lecturers are
primarily motivated by intrinsic rewards such as self-respect, responsibility and a sense of
accomplishment. Thus, university presidents can boost morale and motivate lecturers to
excel by means of participatory governance, in-service education, and systematic and
supportive evaluation. The findings indicate that very little has been done up to the present
time to develop lecturers professionally. Motivation is lacking among lecturers in most
public universities, and consequently lecturers are not effectively improving the quality of
education.

The findings of the study show that there was a big problem both with the quantity and
the quality of lecturers in Ethiopian public universities. There was a relatively small pool of
lecturers and majority of them were either MA or first degree holders who were lacking in
experience, since the majority were new to lecturing in higher institutions. Professional
development to improve the method of teaching was also lacking. If Ethiopian public
universities are to achieve quality education, the government has to take measures to ensure
that the quality of lecturers is also improved. Lecturers are the single most important
element when it comes to fostering student achievement. Quality on the part of lecturers is a critical factor in the determination of how much students well-learn from year to year (Center for American Progress, 2005).

Similarly, HERQA (2008) explains that the quality of an educational program depends strongly on the quality of the staff who provide teaching and student support. It further elaborates in its guidelines that higher learning institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have the necessary level of competence. According to the guidelines of HERQA, every HEI must have sufficient and appropriate staff to ensure effective implementation of its programmes. However, most of the public universities if not all had no sufficient and competent lecturers due to different reasons. That is why the implementation of this guideline was surrounded by a number of problems and challenges.

The researcher found out that neither the government nor the public university presidents can produce many PhD holder lecturers overnight. Therefore, it was observed the need of having continuous academic staff development programmes. It would have been good if the government through the MoE developed some programmes to train more lecturers so as to bring the PhD level by encouraging and supporting the first degree (teaching assistants) and MA holders through offering scholarships for studies both within Ethiopia and abroad. There were many lecturers who wish to continue their further study, but were constrained by financial problems. The continuous academic staff development programmes could have helped Ethiopian public universities to enhance the quality and quantity of the academic staff and eventually this might have boosted the quality of higher education in the country. The importance of continuous academic staff development
program was reinforced by Kedire (2009) who vindicated that staff development program plays a significant role in enhancing the quality and quantity of the academic staff.

4.4 The Quality of Teaching and Learning, and the Assessment of Students

This section presents the findings on the quality of teaching and learning, and the assessment of students in Ethiopian public universities. HERQA believes that the teaching and assessment methodology lecturers use in the classrooms and outside the classrooms is one of the main determinants regarding the quality of education at every level in general and particularly at the level of higher education. The guidelines clearly explain that every institution of higher education, including each public university, must employ appropriate teaching, learning and assessment methods to ensure effective implementation of its programs. Let us see now the methods of teaching and assessment of students in Ethiopian public universities as viewed by the respondents.

4.4.1 Methods of Teaching

A teaching method comprises the principles and methods used for instruction. Scholars such as Ogula and Onsongo (2009) mentioned some methods of teaching in higher learning institutions such as small group discussion, the lecture method, panel discussion, presentation of term papers, debate, drama (role playing), and reading assignments in journals, periodicals, Newspaper, etc. Lecturers were asked to rank the methods of teaching which are being used in their class or university. The responses were summarized as follows:
Table 9: Lecturers’ and Students’ Responses on the Methods of Teaching

<table>
<thead>
<tr>
<th>Method of teaching</th>
<th>Lecturers (n=81)</th>
<th>Students (n=367)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never used</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Small group discussion</td>
<td>L 10</td>
<td>12.3</td>
</tr>
<tr>
<td></td>
<td>S 46</td>
<td>12.5</td>
</tr>
<tr>
<td>Lecture method</td>
<td>L 0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>S 12</td>
<td>3.3</td>
</tr>
<tr>
<td>Panel discussion</td>
<td>L 43</td>
<td>53.1</td>
</tr>
<tr>
<td></td>
<td>S 224</td>
<td>61.1</td>
</tr>
<tr>
<td>Presentation of term papers</td>
<td>L 8</td>
<td>9.9</td>
</tr>
<tr>
<td></td>
<td>S 40</td>
<td>10.9</td>
</tr>
<tr>
<td>Debate</td>
<td>L 32</td>
<td>39.5</td>
</tr>
<tr>
<td></td>
<td>S 191</td>
<td>52</td>
</tr>
<tr>
<td>Drama, role playing</td>
<td>L 64</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>S 298</td>
<td>81.2</td>
</tr>
<tr>
<td>Reading assignments in journals, periodicals, etc.</td>
<td>L 19</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>S 185</td>
<td>50.4</td>
</tr>
</tbody>
</table>

Key:

L- Lecturers

S- Students

Based on the above illustration, it can be said that the lecture method, according to the majority 75% of the lecturers and 80.9% of students, is the only method which was often
used in the classrooms. According to 65.4% of the lecturers and 75.7% of the students, small group discussion and presentation of term papers are sometimes used as secondary methods of teaching university students in the public universities of Ethiopia.

However, lecturers and students had different views on the other three methods of teaching, namely debate, drama and reading assignments in journals, periodicals, Newspapers, etc. The majority 61% of the students indicated that the above mentioned methods of teaching were never used in the classroom, while most 55% of the lecturers agreed that debate and reading assignments are sometimes used as a method of teaching. This clearly shows that the teaching and learning process in Ethiopian public universities is inadequately student-centered.

The findings show that the teaching and learning process at the sampled universities was dominated by the lecture method. But other interactive methods of teaching such as small group discussion, reading assignments in journals and panel discussion among others were not much used in the public universities. This deprived the students from getting the opinions of other students. Lecturer method is teacher-centered approach and does not help students to participate actively and explain their ideas in the class nor help them to develop their creative skills. This was in agreement with Ogula and Onsongo (2009) who advocated for using student-centered method of teaching in which learners can be fully participated and may also express their ideas freely.

The lecturers were asked why they were using the lecture method most often and not eliciting the active participation of the students by using other methods of teaching such as small group discussion, the presentation of term papers, debates, panel discussions, etc. One of them said:
…the number of students is ever increasing in our university. It is almost impossible to give a chance for each and every student to present his/her term paper in class, or even to make group discussion occur often. If we do so, we cannot complete the course outline. The government should control the class size, especially that of the first year students in some faculties such as the faculties of the humanities, the Social Sciences, Business, Economics, and Law.

The researcher also posted the same question to the six public university presidents during their interview sessions, and one of them said:

…you know! Most of the junior lecturers who make up the majority of the academic staff are not educationalists by profession and are not familiar with active learning approaches. The other reason is that the students are not able to cope with the demands of higher education. Their communication in English is inadequate and they cannot present their term papers in the language in which they are not comfortable. Anyway the method of teaching is another big problem that has led us to having a poor quality of higher education.

A good number of the public university presidents concurred with the idea of the lecturers that active learning processes were demanding in terms of time and make it difficult for the lectures to cover all the topics in a course outline within the time available in a semester. The researcher found out that the domination of lecture method also extended to laboratory work.

Based on the explanations offered above, the reasons for using lecture method most often as a method of teaching fall into two areas. One was the number of students in a class
in relation to the size of the classrooms. The other one was that substantial number of lecturers lacked knowledge of pedagogical training. The problem of having large class-size confirms the earlier findings from general director of HERQA and quality auditors. The demographic information of the lecturers also showed that many members of staff were recent graduates and had little experience in teaching. This indicates the issue of class-size and inadequate method of teaching were some the serious problems that affected the quality of teaching in Ethiopian public universities. The findings concur with that of Dale (2003) who pointed out that getting small class-size and good method of teaching are key in order to enhance quality education in higher institutions.

The researcher further asked the presidents if their universities organize some workshops and seminars to upgrade and introduce new methods of teaching to the lecturers. All of them underlined the fact that they do organize some programs in their universities and even send lecturers to attend some seminars and workshops in Addis Ababa, but there is poor participation on the side of the lecturers.

However, most 75% of the lecturers rejected the idea of the public university presidents and argued that their universities had no clear policy on teaching and learning and failed to give them guidance in their approach to teaching. They added that there were no guidelines for the development of teaching material in their universities. The researcher believes that failing to provide lecturers a proper guidance in their teaching approach and absence of clear guidelines for the development of teaching materials may affect the teaching and learning process and most likely can lead to poor performance of students. It was the responsibility of the Deans and Head of Departments (HODs) of different faculties and departments to give lecturers guidance in their approach to teaching.
On the other hand, both the lecturers and presidents said they believed that the learner-centered approach should be applied in higher learning institutions instead of the teacher-centered approach. As it was explained earlier, a student-centered approach enables students to express their ideas and understand concepts better. The key to accomplishing this is a small class size which is easily manageable. The universities should also organize additional seminars and workshops on effective methods of teaching, and some incentives should be given to the participants in order to get a good number of attendees.

**4.4.2 Methods of Assessment**

A method of assessment is a way of providing evidence that students’ knowledge and learning match the aims of a course. Methods of assessing students in institutions of higher learning include term paper presentations, forums, oral exams, written exams and project/small research projects among others (Ogula and Osongo, 2009). Both students and lecturers were asked to give their views about the methods of assessment that are often used in Ethiopian public universities. The responses were as follows:
Table 10: Lecturers’ and Students’ Responses on the Methods of Assessing Students

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>Never used</th>
<th>Sometimes</th>
<th>Often used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td>Term paper presentations</td>
<td>L 2</td>
<td>58</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>S 32</td>
<td>239</td>
<td>96</td>
</tr>
<tr>
<td>Forums</td>
<td>L 63</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>S 266</td>
<td>95</td>
<td>6</td>
</tr>
<tr>
<td>Oral exams</td>
<td>L 56</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>S 291</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>Written exams</td>
<td>L 1</td>
<td>2</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>S 4</td>
<td>34</td>
<td>329</td>
</tr>
<tr>
<td>Project/Small researches</td>
<td>L 9</td>
<td>58</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>S 86</td>
<td>210</td>
<td>71</td>
</tr>
</tbody>
</table>

Key:

L- Lecturers

S- Students

As shown in the Table 10, the majority 96.3% of the lecturers and 89.6% of the students said that the method of assessment most often used in their universities is doing written exams. But other methods of assessment such as term paper presentations, forums, oral exams and making small researches or projects were not adequately used in Ethiopian public universities. Using different methods of assessing students would help the lecturers to see whether the student has acquired the necessary knowledge and skills. Such practical
assessment lacked even in practical oriental fields like Agriculture. And this might have negatively affected the quality of education in Ethiopian public universities.

In regard to internal assessment, the findings show that each faculty had a different approach to assessment. Most 75% of the faculties did not use continuous assessment test (CAT). Students had terminal and annual exams. Lecturers would just use a question and answer method in class and assume that students had understood the lesson. Some lecturers verified that they avoided giving many assignments and tests to students because they did not have enough time to mark the scripts. The study found that most of the lecturers had been given some administrative activities and so they spent much more time in administration than in teaching.

Thus, the findings show that CATs were not used in most faculties of the sampled universities. And yet CAT ought to help lecturers determine the progress of their students rather than waiting for the coming of the final examination. However, this was not happening in Ethiopian public universities and this may have its own negative impact on the performances of students. This finding concurs with Dawit (2006) who asserted that lecturers need to use CATs as much as possible in order to assist learners to improve their performance and eventually to enhance quality education.

The researcher also solicited the views of the lecturers on the involvement of external examiners in the moderation of examination questions and results in Ethiopian public universities. Lecturers’ responses to these questions are summarized in Table 11.
Table 11: Lecturers’ level of Agreement/Disagreement on the Involvement of External Examiners

\[ n=81 \]

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My university involves external examiners in the moderation of examination questions.</td>
<td>2</td>
<td>2.5</td>
<td>12</td>
<td>10</td>
<td>12.3</td>
</tr>
<tr>
<td>My university involves external examiners in the moderation of examination results.</td>
<td>5</td>
<td>6.2</td>
<td>5</td>
<td>6</td>
<td>7.4</td>
</tr>
</tbody>
</table>

According to Table 11, out of 81 sampled lecturers, the greatest number 47.5% of them strongly agreed and 27.7% of them were of the opinion that their universities neither involved external examiners in the moderation of the examination questions nor the moderation of examination results. The researcher learned from open ended questions that most of the public universities do not have even internal examination committees in place who have the responsibility to develop and grade examinations.

However, the researcher was informed that, in some cases, exams were prepared at the department level and answer keys were also agreed upon by the Department Academic Council (DAC). The DAC decided what the balance between objective and subjective types of questions should be, and the tradition had been to make most questions objective, primarily because such an approach was less demanding for the lecturer. Papers and examinations of students were always marked by a single member of the teaching staff and as the universities lacked explicit marking criteria which would guarantee that there was a
consistent marking and making judgments about quality, there was no procedure for checking against bias.

The researcher also learned that, while some lecturers at the beginning of a course inform students of how they would be assessed, others did not. On top of this, students were not well informed about the grading system of the university and the level of attainment they must demonstrate to get a particular grade. It is also understood that only in some instances are students allowed to see their exam results and receive feedback before they are submitted to the registrar.

The researcher was of the view that public universities in Ethiopia generally lack transparent systems that ensure that students were being graded fairly and consistently. Hence, students were at risk of being exploited in return for good grades or penalized for some non-academic reasons. While students could appeal when they felt they had been graded unfairly, this was open to being seen as an additional obstacle to fairness rather than a mechanism that guarantees it.

The researcher has therefore come to the observation that Ethiopian public universities needed to develop and disseminate a clear assessment policy, cease to use norm referenced assessments, and establish transparent and robust mechanisms to ensure that students were graded fairly and in relation to course objectives. Objectives needed to be set and practices needed to be established that support the continuity of standards. Moreover, the researcher observed the need of ensuring that all examinations are approved by a competent committee and having external examiners in order to moderate both exams and results especially in the postgraduate studies. This might have helped public universities to be more fair and transparent in setting exams and marking of student assessment.
4.5 Quality and Quantity of Learning Resources

The achievement of quality education presupposes the availability of teaching and learning resources. The Library, for example, is very important as a center for learning. Lecturers and students were asked to indicate their level of agreement of disagreement on the availability of the library, lecture halls, furniture, computer labs, course outlines, recommended textbooks for the course, textbooks for further reading, relevant journal and other periodicals and internet facilities on campus. The research findings show that the Ethiopian public universities were facing some challenges. Tables 12 and 13 show the lecturers’ responses on the availability of learning resources.
Table 12: Lecturers’ responses on the availability of learning resources

<table>
<thead>
<tr>
<th>Resources Available</th>
<th>Highly Available</th>
<th>Unavailable</th>
<th>Available</th>
<th>Highly Available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Lecture Halls</td>
<td>1</td>
<td>1.2</td>
<td>18</td>
<td>22.2</td>
</tr>
<tr>
<td>Furniture</td>
<td>4</td>
<td>4.9</td>
<td>40</td>
<td>49.4</td>
</tr>
<tr>
<td>Computer labs</td>
<td>21</td>
<td>25.9</td>
<td>41</td>
<td>50.6</td>
</tr>
<tr>
<td>Recommended textbooks</td>
<td>14</td>
<td>17.3</td>
<td>33</td>
<td>40.7</td>
</tr>
<tr>
<td>Textbooks for further reading</td>
<td>8</td>
<td>9.9</td>
<td>40</td>
<td>49.4</td>
</tr>
<tr>
<td>Relevant journals</td>
<td>21</td>
<td>25.9</td>
<td>51</td>
<td>63</td>
</tr>
<tr>
<td>internet facilities</td>
<td>20</td>
<td>24.7</td>
<td>37</td>
<td>45.7</td>
</tr>
</tbody>
</table>

Table 13: Students responses on the availability of learning resources

<table>
<thead>
<tr>
<th>Resources Available</th>
<th>Highly Available</th>
<th>Unavailable</th>
<th>Available</th>
<th>Highly Available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Library</td>
<td>28</td>
<td>7.6</td>
<td>58</td>
<td>15.8</td>
</tr>
<tr>
<td>Lecture Halls</td>
<td>13</td>
<td>3.5</td>
<td>87</td>
<td>23.7</td>
</tr>
<tr>
<td>Furniture</td>
<td>34</td>
<td>9.3</td>
<td>165</td>
<td>45</td>
</tr>
<tr>
<td>Computer labs</td>
<td>101</td>
<td>27.5</td>
<td>153</td>
<td>41.7</td>
</tr>
<tr>
<td>Recommended textbooks</td>
<td>70</td>
<td>19.1</td>
<td>145</td>
<td>39.5</td>
</tr>
<tr>
<td>Textbooks for further reading</td>
<td>41</td>
<td>11.2</td>
<td>170</td>
<td>46.3</td>
</tr>
<tr>
<td>Relevant journals</td>
<td>76</td>
<td>20.7</td>
<td>141</td>
<td>38.4</td>
</tr>
<tr>
<td>internet facilities</td>
<td>164</td>
<td>44.7</td>
<td>113</td>
<td>30.8</td>
</tr>
</tbody>
</table>
As shown Table 12 and Table 13, the majority 76.5% of the lecturers admitted lecture halls were available in their respective universities. However, approximately 54% of both lecturers and students confirmed that their universities are not furnished properly. Others (58% of lecturers and 58.6% of students) expressed their agreement on the unavailability of recommended text books while 70.4% of lecturers and 75.5% of students overwhelmingly agreed that there are no internet facilities on their campuses. A good number of lecturers and students also showed their agreement on the unavailability of computer labs, textbooks, relevant journals and other periodicals in their respective learning institutions.

Though the government had planned to support the public universities with library and some other resources, these had not been implemented. There were enormous challenges related to library needs and availing reading materials, internet services and other resources in Ethiopian public universities. The research findings shown in Tables 4.9 and 4.10 indicate that none of the sampled universities had a fully equipped and standardized library.

The researcher also observed that in most of these universities, libraries contained a high proportion of very old and irrelevant books. The researcher was told by the university presidents that most of the old books had been donated from abroad.

One of the university presidents, during the interview, clearly said:
Our university is only two years old. We don’t for example have laboratories at all. We are taking science students to the nearby university to get laboratory service for the time being. We have bought many books, costing more than 50,000 Ethiopian birr (8,000 US Dollars), but we don’t yet have good and well trained librarians and enough shelves to put all the reading materials on. The other problem is that we remind the lecturers and students to list all the books they are looking for in our library, but most of them don’t give our request much attention and don’t seem to care about it. They just complain that our library is poorly supplied with books. We need to work hand in hand in this matter.

Yes indeed much was not expected from the newly set up university. But the basic needs like laboratories would have been available especially for science students. It was very costly to take and bring students from one university to another since most of them were very far from each other. Secondly, students got tired and were not able to attend classes attentively. The researcher also observed that most of the newly built universities had no well trained librarians who could assist students to find books easily. The newly constructed libraries did not have sufficient shelves where librarians could arrange all books. Most of the books and other reading materials were either packed in cartons or locked in one of the lecture rooms or both. The lecturers needed to cooperate with the university management bodies by listing some recommended books, but this does not happen in Ethiopian public universities. This would have helped public universities to provide better service.

In the open ended question session with students, one of them pointed out that the circulation system of their university was the greatest problem. He said:
Books are circulated on the basis of friendship. Students inform each other before they return borrowed books and agree to exchange and renew them with a new time of return. Some students connive to misshelve books so that only they can locate them at any time. Anyway, we are facing a lot of problems in terms of getting good books. They are also few in number. Our library is full of old donated books. The other problem is also that some of our librarians are either uncooperative or very corrupted or both. They keep some recommended textbooks apart for the use of only those students who give them a bribe.

First of all, it is up to the university librarians to introduce good circulation system of books. In this case students had also a role to play. They needed to be sincere and fair in returning the borrowed books on time. They would have avoided misplacing books. This is not ethical at all. At the same time librarians could have controlled students not to misbehave in misplacing the books and the necessary measure would have been taken to solve the problem. However, this is not happening in Ethiopian public universities. Librarian themselves were not free from corruption. This and other complicated problems aggravated the situation.

Research findings also revealed that, in the public universities, there was no good laboratory for science subjects. Both the lecturers and the students expressed this challenge in their responses. The public university presidents also expressed their feelings during the interview that public universities did not have enough chemicals for experiments. According to them, the faculty of the sciences and Public Health were the most affected faculties in terms of learning resources. The researcher believes that both faculties of Natural Science
and Public Health have a lot of practical classes. That is why they need to be well equipped with computer labs, chemicals and up-to-date books in order to make good and scientific experiments and enhance the quality of teaching and learning process.

Again, both lecturers and students were asked to respond ‘yes’ or ‘no’ to the question of whether or not their universities had enough in terms of material and human resources to implement the quality assurance guidelines of HERQA. The responses indicate that 80% said ‘no’ and 20% said ‘yes’. Thus, both of them admitted that their university was not well-equipped in terms of material and human resources. Some of the reasons mentioned were that most of the books were old, there was no reliable wireless Internet service, there was no sufficient lab, there was no competent personnel, and among other things.

Through observation, the researcher was able to see the inadequacies of the learning facilities. No university was found to have a modern learning resource centre, offices were few, and lecturers were overcrowded in one office. Chairs in offices were few and when a visitor came, other lecturers had to give their chairs. In order to achieve quality education, we need facilities and enough resources to help the lecturers teach properly what they are supposed to teach and students learn properly what they are supposed to learn. Teshome (2007) added that other factors affecting quality are learning facilities such as more buildings, better classrooms, laboratories, libraries, offices for lecturers and administrative staff, toilets, and water supply.

So far, the government had not been able to increase its capacitation grant for resources in public universities and the libraries which were not fully-equipped. Four universities were found to have wireless internet service, but their network was so poor that both the lecturers and the students complained that it was out of order most of the time. They added that the
wireless service worked in some selected areas and one needed to be patient to get connected all the time. The other two universities of the six sampled universities did not have any wireless Internet service at all.

Based on the findings of the study, it can therefore be said that there are inadequate copies of recommended or core textbooks, and what existed in the way of furniture, computer labs, relevant journals and good Internet facilities on campus in Ethiopian public universities was inadequate. This highly contradicts with the requirement of HERQA Quality Assurance Guidelines which clearly states that every HEI must have sufficient and appropriate physical facilities and learning resources to ensure effective delivery of its programs.

The importance of adequate physical facilities and learning resources cannot be over emphasized. For instance, Ogula (2002) noted that the ineffectiveness of higher learning is due to inadequate learning and teaching materials such as textbooks, laboratory equipment or chemicals, poor computer facilities and the fact that relevant information centers are poor or non-existent. Thus, HERQA was hard-pressed to maintain and improve the quality of education as a result of serious shortages of different kinds; such constraints made it very, very difficult to move forward. Accordingly, the researcher found it necessary to make all the necessary learning facilities available adequately for effective teaching and learning in Ethiopian public universities.

Additionally, the researcher felt that Ethiopian public universities could have evaluated the quality and quantity of their learning resources continually against private universities or other public universities of neighbor countries and revised their strategies on a regular basis.
According to Amanuel (2009), this kind of comparison of different higher institutions will enable to bring change and gain new ideas for improvement.

4.6 Management of Learning Resources

It is the role of the university management to encourage the pursuit of excellence in teaching and learning. To do this, the head of each university needs to establish and maintain a suitable university organizational and committee structure, and consult with relevant committees and staff. For example, a public university in Ethiopia was headed by a president who was assisted by three vice presidents. One vice-president was responsible for the Academic and Research Office, another for the Business and Development Office, while the third was responsible for the Administration Office. The purpose of this structure was nothing other than to ensure that its scarce resources were used properly, its strategic plan was implemented, accomplishing its mission and realizing its vision.

According to the Quality Assurance guidelines of HERQA, every higher education institution must have in place strong governance and management systems. The governing body should have sufficient power to ensure that institutional autonomy is maintained and integrity and the senior management team must delegate responsibilities such that actions consistent with the vision, mission and goals of the institution take place (HERQA, 2008).

To know how the public universities of Ethiopia were realizing these guidelines, the researcher asked both students and lecturers to indicate their level of satisfaction/dissatisfaction with the shared responsibilities and structure for quality assurance implementation, staff involvement in quality assurance practice and leadership commitment for quality improvement in their universities. The reason for asking such kinds
of questions was that proper implementation of HERQA quality assurance guidelines could lead to student and lecturer satisfaction with the services that were offered. The five point Likert scale was used; lecturers and students showed their level of satisfaction and dissatisfaction as follows: Very Dissatisfied (VD), Dissatisfied (D), Undecided (U), Satisfied (S), or Very Satisfied (VS).

Table 14: Lecturers’ and Students’ Level of Satisfaction/Dissatisfaction on the
Shared Responsibilities and Structure

<table>
<thead>
<tr>
<th>Statement of Satisfaction</th>
<th>VD</th>
<th></th>
<th>D</th>
<th></th>
<th>U</th>
<th></th>
<th>S</th>
<th></th>
<th>VS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Shared responsibilities &amp; structures for quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assurance implementation</td>
<td>L</td>
<td>14</td>
<td>17.3</td>
<td>34</td>
<td>42</td>
<td>22</td>
<td>27.2</td>
<td>7</td>
<td>8.6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>91</td>
<td>24.8</td>
<td>104</td>
<td>28.3</td>
<td>88</td>
<td>24</td>
<td>63</td>
<td>17.2</td>
<td>21</td>
</tr>
<tr>
<td>Staff involvement in quality assurance practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>12</td>
<td>14.8</td>
<td>31</td>
<td>38.3</td>
<td>18</td>
<td>22.2</td>
<td>16</td>
<td>19.8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>77</td>
<td>21</td>
<td>109</td>
<td>29.7</td>
<td>104</td>
<td>28.3</td>
<td>65</td>
<td>17.7</td>
<td>12</td>
</tr>
<tr>
<td>Leadership commitment for quality improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>23</td>
<td>28.4</td>
<td>34</td>
<td>42</td>
<td>14</td>
<td>17.3</td>
<td>9</td>
<td>11.1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>91</td>
<td>24.8</td>
<td>101</td>
<td>27.5</td>
<td>95</td>
<td>25.9</td>
<td>70</td>
<td>19.1</td>
<td>10</td>
</tr>
</tbody>
</table>

Key:
L- Lecturers
S- Students
As shown in Table 14, 17.3% the lecturers and 24.8% students were very dissatisfied, a large number of about 42% of the lecturers and 28.3% of students were dissatisfied with the shared responsibilities and structures for quality assurance implementation. Similarly, 14.8% of the lecturers and 21% students were very dissatisfied, the greatest number 38.3% of the lecturers and 29.7% of students were dissatisfied with the staff involvement in quality assurance practice. Finally, 28.4% of the lecturers and 24.8% students were very dissatisfied, the greatest number 42% of the lecturers and 27.5% of students were dissatisfied with the leadership commitment for quality improvement. This was a clear indication that most of the public universities in Ethiopia did not have in place strong governance and management systems and the senior management teams did not delegate responsibilities. This might be an impediment when it comes to making decisions quickly, which in turn could affect the achievement of their educational goals and objectives.

The researcher observed that public universities in Ethiopia could have used decentralized management system and could have delegated responsibilities in order to take immediate action in the case of the absence of the senior manager instead of waiting his/her coming. The rational being that the senior manager can waste a lot of time, effort and money in correcting mistakes if he/she does not delegate others in his/her absence so that the delegated body will be able to take action freely as the problems occur. This finding is in agreement with Okumbe (2007) who asserts that educational managers should delegate responsibilities for the good of their institution.

Moreover, the researcher sought to find out how the learning resources were managed, and students were involved in assessing the teaching learning process. The five
point Likert scale was used: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD). The results are presented in Table 15.

Table 15: Students’ and Lecturers’ Level of Agreement/Disagreement on Management of Resources

<table>
<thead>
<tr>
<th>My university</th>
<th>SD</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages the learning resources properly</td>
<td>S</td>
<td>90</td>
<td>24.5</td>
<td>93</td>
<td>25.3</td>
<td>86</td>
<td>23.4</td>
<td>81</td>
<td>22.1</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>28</td>
<td>34.6</td>
<td>21</td>
<td>25.9</td>
<td>10</td>
<td>12.3</td>
<td>14</td>
<td>17.3</td>
</tr>
<tr>
<td>Ensures that there are sufficient resources before approving a new program</td>
<td>S</td>
<td>98</td>
<td>26.7</td>
<td>111</td>
<td>30.2</td>
<td>82</td>
<td>22.3</td>
<td>65</td>
<td>17.7</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>35</td>
<td>43.2</td>
<td>26</td>
<td>32.1</td>
<td>11</td>
<td>13.6</td>
<td>8</td>
<td>9.9</td>
</tr>
<tr>
<td>Involves students in evaluating the teaching and learning process and their views are considered</td>
<td>S</td>
<td>94</td>
<td>25.6</td>
<td>93</td>
<td>25.3</td>
<td>69</td>
<td>18.8</td>
<td>91</td>
<td>24.8</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>35</td>
<td>43.2</td>
<td>20</td>
<td>24.7</td>
<td>17</td>
<td>21</td>
<td>5</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Key:

S- Students

L- Lecturers

As can be seen from Table 15, the majority 49.8% of the students and 60.5% lecturers disagreed with the statement that their universities manage the learning resources properly.
Moreover, 56.9% of students and 75.3% of lecturers disagreed to some extent with the statement that their universities ensure that there are sufficient learning resources before approving new programs or admitting additional students to existing programs. This might have been one of the causes of having large class sizes in some departments. To enhance quality education, management of the public universities should check and see first that there are enough human, material, and financial resources in their universities before starting new programs or admitting more students to existing programs.

Finally, the researcher sought to know whether public universities involved students in discussions on academic issues. The majority 50.9% of the students and 67.9% the lecturers revealed that public universities did not involve their students in evaluating the teaching and learning process, and students’ views were not considered. This may make it hard for the leadership in public universities to understand the problems of students in their teaching and learning process and ultimately affect the quality of education that such universities are providing.

The researcher used other research instruments such as an observation guide, a document analysis guide and an interview guide to cross check the ideas of the students and lecturers in regard to the management of learning resources in Ethiopian public universities. Through observation and interviews with HERQA officers, it was found that there were some 33% university presidents who were very well organized despite the many challenges they were facing. They delegated their administrative responsibilities to their deputies when absent, had clear job descriptions, kept a university calendar, followed a daily routine and time tables, ensured university discipline, had university economic projects, conducted
community service programs and were trying to maintain positive relationships with those in the surrounding community.

Through observation, the researcher was able to see in those universities important documentation and various university plans. However, the rest of the universities in the study 67% had no clear university organizational structures. There was a need for all universities to have an academic calendar and a clear division of duties. It was not a good practice to alter the academic calendar and undertake other activities outside class.

The heads of universities are mainly expected to manage the human resource issues, including the recruitment and selection of staff, staff appraisal (by conducting annual reviews for relevant staff), performance management issues and staff grievances. Through observation and conducting interviews with various university presidents, it was found that the management system of some public universities in Ethiopia was very good in terms of the implementation of the quality assurance guidelines of HERQA. The presidents in these universities provided internal supervision of lecturers to ensure that lecturers lectured according to the course outlines and stayed within the time limits. They also inspected and evaluated teaching and learning strategies, students’ activities, the content of the course outline of each unit, the availability of recommended textbooks, and carried out students’ assessments and so on. The researcher observed this clearly taking place in two of the six public universities analyzed.

The presidents of these universities had written reports as evidence of what they do while evaluating deans, heads of departments, and lecturers. Lecturers were being given feedback according to their performance. The finding is in line with Luthan (1985) who argued that appraisal of performance of the individual against the set targets is important. He
further elaborated that an appraisal and feedback system is an important part of goal setting theory so as to retain excellent and well experienced lecturers in Ethiopian public universities. The individual is thereby given feedback on his/her performance and provided with suitable rewards and motivation.

Four universities did not show clearly that there is proper academic leadership. The presidents of those universities were not able to put down clear policies for promotion of their teaching and non-teaching staff; there was no evidence of regular training of lecturers on effective teaching and assessment methods and techniques, nor was there visible involvement of students and lecturers in academic issues. Assuming that the researcher was a quality auditor, one lecturer whispered, “Tell the university president to be more active in academic matters. We do not have enough recommended textbooks for courses.” This was an indication of the fact that majority 66.6% of university presidents were not committed to academic leadership. The researcher believes that no one works in a perfect environment. That is why the university managers must use the scarce human, material and financial resources effectively and efficiently to minimize the problem of shortages in their universities.

Again, the researcher wanted to know about the infrastructure management in public universities. Through observation and interviews with the university presidents, it was found that there were few university presidents 33.4% who were doing well in ensuring that public universities they were leading had good campus buildings. It was observed that four public universities had inadequate buildings, though two had quality buildings. There have unfortunately been some challenges in some public universities whereby some buildings
built properly were built in a hurry due to the pressure of many students, and were not built properly. It would have been better if the government focused on the proper planning, finishing and furnishing of the newly constructed public universities before starting to build many other ones. In other words, the construction of new public universities would have been done phase by phase instead of building many universities at once in order to avoid the unforeseen financial constraints that can eventually make it very difficult to complete construction and furnish them properly.

Four of the universities had adequately faced the challenge of maintaining general cleanliness and providing for the upkeep of the buildings and environment. Observation showed that, to maintain a good environment of a university, one needs commitment and creativity. Two public universities were very attractive due to the initiatives of their university presidents in cooperation with the staff. The other four universities had unattractive campuses without flower beds and with very few trees, campuses that were dusty and prone to soil erosion. This gives an indication of the fact that there are university presidents who have not done well in infrastructure and environment management. This finding implied that there was no conducive learning environment in most Ethiopian public universities and this could be another obstacle to providing quality higher education in the country.

Generally, the researcher found out that five of the sampled presidents of public universities were not administrators by profession and thus had not had the benefit of lengthy training or even workshops provided to them on various management issues. Otula (2007) has argued that many lecturers find themselves in management positions when they have not been prepared and equipped with the requisite skills to coordinate academics and
use and develop human, financial, and physical facility resources well. This, he said, leads to serious lapses that are ultimately reflected in poor academic performance, run down physical facilities, discontent among students, and lecturers, and so on. For the university presidents to be effective in their role and implement the quality assurance guidelines of HERQA, the government must respond to this immediate need by providing training, seminars, conferences and sensitization.

In order to collect data on the level of quality assurance implementation in the Ethiopian public universities, the researcher asked both lecturers and students to indicate the extent to which the four quality assurance guidelines of HERQA were being implemented at their universities. Their responses to this question were summarized in Table 16.

**Table 16: Lecturers’ and Students’ Views on the Implementation of the Four Quality Assurance Guidelines**

<table>
<thead>
<tr>
<th>Quality Assurance Guidelines</th>
<th>n of Lecturers= 81</th>
<th>n of Students= 367</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>To some extent</td>
</tr>
<tr>
<td>Adequate and qualified personnel</td>
<td>L 28</td>
<td>34.6</td>
</tr>
<tr>
<td></td>
<td>S 85</td>
<td>23.2</td>
</tr>
<tr>
<td>Good teaching, learning and assessment of students</td>
<td>L 30</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>S 94</td>
<td>25.6</td>
</tr>
<tr>
<td>Adequate learning resources</td>
<td>L 33</td>
<td>40.7</td>
</tr>
</tbody>
</table>
As shown in the Table 16, the majority 60.5% of the lecturers and 63.5% students believed that the four Quality Assurance guidelines of HERQA listed above were only implemented to some extent. This clearly shows that public universities in Ethiopia are still lagging behind in the implementation of quality assurance guidelines and their presidents and administrative staff need to work hard to get adequate and qualified academic staff; good teaching, learning and assessment of students; adequate learning resources; and good management system of the resources so that they will be able enhance quality education in their higher institutions. It also implied that students did not have full confidence in quality of services offered to them.

4.7 Challenges Encountered by Students, Lecturers and University Management Bodies in the Implementation of HERQA Quality Assurance Guidelines

The fifth research question sought to find out the main challenges experienced in the implementation of HERQA quality assurance guidelines in Ethiopian public universities. In
order to answer this question, the various data were analyzed. They include challenges facing students, lecturers and university management bodies.

4.7.1 Specific Challenges Facing Students in Acquiring Quality Education

The study sought to establish the specific challenges that students encountered in acquiring quality education in their respective universities. Their responses were varied. The data collected was analyzed and presented in Table 17.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scarcity of learning resources</td>
<td>64</td>
<td>17.4</td>
</tr>
<tr>
<td>Absenteeism of lecturers from attaining classes</td>
<td>54</td>
<td>14.7</td>
</tr>
<tr>
<td>Poor administration by the university management</td>
<td>50</td>
<td>13.6</td>
</tr>
<tr>
<td>Poor method of teaching</td>
<td>45</td>
<td>12.3</td>
</tr>
<tr>
<td>Lack of fairness in marking</td>
<td>41</td>
<td>11.2</td>
</tr>
<tr>
<td>Less leadership commitment for quality education</td>
<td>36</td>
<td>9.8</td>
</tr>
<tr>
<td>Lack of lecturers’ commitment</td>
<td>34</td>
<td>9.3</td>
</tr>
<tr>
<td>Poor preparation of lecturers</td>
<td>24</td>
<td>6.3</td>
</tr>
</tbody>
</table>
Majority of 17.4% of the students indicated that they were faced with inadequate learning resources. These include course books, computer for research and writing term papers, and laboratories among others. The findings of this study also showed that most of the libraries in the sampled universities were dominated by old books and there was a general shortage of stocks and shelves, particularly academic journals. Four of the sampled universities had no well developed, integrated and network ICT system and access to computers and the internet for staff and students was very limited. This highly contradicts with the Quality Assurance Guidelines of HERQA which clearly states that every HIE must have sufficient and appropriate physical facilities and learning resources to ensure effective delivery of its programmes. This is strongly supported by the World Bank (2004) report which cited inadequate teaching and learning materials as one of the major factors affecting negatively the quality of education.

Another 14.7% of them pointed towards absenteeism of lecturers from attaining classes. This confirms the earlier finding of the study. With regard to staff absences, the students revealed that classes were often missed and finally lecturers tried to cover the course in a rush causing unnecessary pressure on students. The researcher also noted the extensive Staff Disciplinary Policy and Code of Conduct. This was quite explicit on the obligation of staff and the expectations regarding presence on the campus and the discharge of their duties. It may be that these expectations need to be monitored more closely.
Otherwise absenteeism of lecturers can definitely affect the effectiveness of student learning.

A good number of students also pointed out that there was lack of fairness in marking. It is true that there was no transparent system applied across the sampled universities that ensure that students were graded fairly and consistently, that students were well protected from discrimination and that staff did not award unmerited grades to favored students. Moreover, most of the public universities did not make good use of external examiners. These actions may affect the quality of education in Ethiopian public universities and should be addressed well to enhance quality.

Other particular challenges included poor administration by the university management bodies, poor method of teaching, and less commitment from the sides of both administrators and lectures for quality education among others. Each of these challenges can affect the teaching and learning process and eventually will lead to poor academic performance. Therefore, it is very important to get possible solution to these problems in order to enhance quality education in Ethiopian public universities.

4.7.2 Specific Challenges Facing Lecturers in Attempting to Deliver Quality Education

This was sought in order to determine the constraints that lecturers face in attempting to deliver quality education. Information obtained was analyzed and presented in Table 18.

<table>
<thead>
<tr>
<th>Main Challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
</table>

Table 18: Distribution of Lecturers by the Main Challenges Facing Them in Delivering Quality Education
According to Table 18, the main challenge facing lecturers in delivering quality education was highlighted by the higher number of lecturers, that is, 15 was, lack of adequate teaching and learning materials. This might have demotivated and discouraged the lecturers not to prepare and teach classes effectively. The other challenges include high teacher-student ratio, lack of interest/motivation from the side of students, poor academic background of students in lower classes, incompatibility of low salary and high cost of living, and lack of management’s support among others.

High student-teacher ratio was the second big challenge which was raised by lecturers. The requirements to move up the academic promotion ladder require an increasing number of publications that academic staff with heavy teaching loads find difficult to achieve. In most programs of the sampled universities, academic staffing fell short of the
specified by HERQA Quality Assurance Guidelines. The overall number of academic staff in the sampled universities gave a student-teacher ratio about 1:29, which was significantly greater than 20:1 as specified in the guidelines. Having low student-teacher ratio enables lecturers to carry out more research, publish articles, and assist their students well in their free time. These activities will lead to quality education and promote research which is one of the tasks of higher learning institutions.

Interestingly both students and lecturers felt that inadequate teaching and learning facilities is the greatest challenge in public universities. This indicates the seriousness of the problem and is an issue of great concern as it threatening the quality of higher education. Surely having lack of adequate teaching and learning materials in Ethiopian public universities contradicts with the requirement of HERQA Quality Assurance Guidelines.

All the other mentioned challenges such as lack of interest from the side of students, poor academic background, incompatibility of low salary and high cost of living, lack of managements’ support, and lack of academic freedom among others are also crucial. The reason is that these challenges may interfere with the implementation of quality assurance guidelines. Hence there is need for addressing these challenges to ensure quality education.

4.7.3 Specific Challenges Facing Public University Management

The public university presidents mentioned some of the challenges they faced in implementing the HERQA quality assurance guidelines. These challenges include: budget shortage, getting PhD holders in the labour market, poor experience of lecturers, instability of academic staff, high teacher-student ratio, poor policies for deployment and transfer of
academic staff, inadequate teaching and learning materials, and Uncooperative deans and heads of departments.

The above eight challenges were cited by the public university presidents during their interview. High teacher-student ratio, inadequate teaching and learning materials and inadequate academic staff were the common challenges which were cited by students, lectures and public university presidents. This indicated the seriousness of the problem. Generally speaking, each of these challenges is important because it may affect the implementation of the quality assurance guidelines of HERQA in public universities. A way should be established for overcoming these challenges for improving the situation.

4.7.4 General Challenges Facing Public Universities in Implementing the Guidelines

The researcher also sought to solicit the views of the lecturers and students on the general challenges encountered by their universities in the implementation of the HERQA quality assurance guidelines. Table 19 and Table 20 show the lecturers’ and students’ responses on what hinder the implementation of quality assurance guidelines in general.

<table>
<thead>
<tr>
<th>Table 19: Lecturers’ Responses on What Hinders the Implementation of Quality Assurance Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>What hinders the implementation of Quality Assurance</td>
</tr>
<tr>
<td>Government interference in internal affairs of institutions</td>
</tr>
<tr>
<td>What hinders the implementation of Quality Assurance</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
</tr>
</tbody>
</table>
| Government interference in internal affairs of institutions | 80  
21.8 | 136  
37.1 | 151  
41.1 |
| Institutional expansion policy | 73  
19.9 | 117  
31.9 | 177  
48.2 |
| Student enrollment expansion policy | 87  
23.7 | 110  
30 | 170  
46.3 |
| Leaving their countries for better paid jobs | 65  
17.7 | 92  
25.1 | 209  
56.9 |
| Lack of institutional commitment and support for quality | 57  
15.5 | 76  
20.7 | 234  
63.8 |
| Competition for resources with private colleges and universities | 83  
22.6 | 150  
40.9 | 134  
36.5 |
The findings in Tables 19 and 20 above show that government interference in internal affairs of institutions, institutional and students expansion policy, lack of institutional commitment and support for quality, and inadequate budget set aside by the government to run public universities are some of the major hindrances that hinder the implementation of HERQA quality assurance in Ethiopian public universities. The findings are consistent with the study of Onsongo and Kadenyi (2009) in Kenya who cited similar challenges. The only difference was the order of the challenges in magnitude.

Another interesting thing that can be observed from Tables 19 and 20 is that, the majority of lecturers were undecided on brain drain to greener pastures as a hindrance of the implementation of HERQA quality assurance guidelines. In this case most probably the lecturers did not want to blame their colleagues who left for greener pastures. On the other hand, majority of 87% of students overwhelmingly believed that student enrollment expansion policy was not a hindrance to the implementation of the Quality Assurance Guidelines. This may show the great interest of many students to join public universities in Ethiopia. One of the reasons might be that higher education in Ethiopian public universities is fully free unlike Kenyan and most other East African universities. Moreover, there is a trend that the public sectors give priority to public university graduates in the same country. These might be some of the reasons why students did not say student enrollment expansion policy was not a big deal compared to other challenges.
The researcher was also interested in finding out what the quality assurance officers perceived as the main challenges encountered by public university administrations in implementing the quality assurance guidelines of HERQA in Ethiopia. Most of them identified the following points as challenges of public universities resulting in inadequate implementation of the guidelines: poor management of resources, a shortage of qualified personnel in the labor market, inadequate finance and inadequate skills, among others. In particular, one of the senior quality auditors said:

My dear! Don’t you know that there is very, very little money allocated for quality assurance purposes in public universities? And, for example, to organize a seminar or workshop for the lecturers, first of all you need to pay them allowances, and there must also be payment for those who are giving the workshop, accommodation expenses, and so on and so forth. So, where can the poor public universities get money to cover all these expenses? Believe me, money is the key to everything! If there is enough money, they can organize millions and millions of workshops! Did you get me? That is it!
The challenge of budget shortage confirms the earlier finding in the study. This indicates that the budget which was allocated to each public university was inadequate to carry out some programmes such as organizing seminars and workshops. It is a known fact that inadequate budget set aside by the government to run public universities can be another challenge to not implementing the Quality Assurance Guidelines. That is why public university management bodies were not supposed to wait for the allocation of the meager budget of the government. They would have prepared some projects that could be sent abroad. For example, researches done on HIV AIDS, women promotion, child care, animal science, plant science, etc could have been sponsored by European and America governments. They would have also used their big campuses and farms for the production of fruits like orange, banana, apple and so on. These efforts could have reduced their financial problems.

The other quality auditor emphasized the absence of enough PhD holders in the market place, saying:

The greatest challenge for me is the shortage of qualified personnel, mainly PhD holder lecturers, in the labor market. First and foremost, there are only few universities that are able to offer doctoral studies in the country. Secondly, it is very expensive to go abroad for further studies. I think most Ethiopians cannot afford to go and do doctoral studies abroad unless they are granted scholarships by some means. The government used to send many PhD candidates mainly to India and the Philippines, from its meager budget, but most of them did not come back to Ethiopia. Either they went to Europe or America looking for better payment. What I can assure you is that if someone gets a scholarship to study either in Europe or America,
he/she will not come back. After all, for what? Even I myself might not make such kind of mistake, my dear!

As the findings of this research show, it is true that there is lack of PhD holders in Ethiopian public universities. Brain drain to other countries in search of better paying jobs and inadequate PhD programmes in Ethiopian higher institutions have aggravated the situation. In order to address the issue, both the government of Ethiopia and the few PhD candidates who were sent abroad for doctoral studies are supposed to cooperate in this matter. For example, the government could have paid lecturers well like the other sectors and it would be good if the doctoral students who were studying abroad came back and served their country. They need to understand that the financial capacity of their country is not the same as Europe or America and need to feel the spirit of patriotism here to educate their little compatriots.

Limited incentives, the poor background of students in elementary and secondary schools, a lack of commitment and cooperation on the part of academic staff and university managers or leaders, etc, were the other challenges which were mentioned in answer to the open ended questions. The researcher believes that incentives would have been given in good time and at the same time lecturers could have been committed to their task and cooperated with the management bodies all the time for the implementation of HERQA Quality Assurance Guidelines in their respective universities. It is almost impossible to put into practice the quality assurance guidelines unless these and the other undisclosed problems are solved. What follows are some suggestions to solve or at least minimize the challenges.
4.8 Possible Solutions to the Challenges Encountered by Students, Lecturers and Presidents in Implementing the Quality Assurance Guidelines

This study intended to find out what can be done to overcome the challenges solicited from university students, lecturers and presidents. The suggestion of each group of respondents to curb their problems was analyzed and presented.

4.8.1 Lecturers’ Suggestions on Ways of Overcoming the Challenges

The suggestions of Lecturers on ways of overcoming the challenges encountered by the Ethiopian Public Universities while they are implementing the Quality Assurance Guidelines of HERQA were analyzed and presented in Table 21.

Table 21: Distribution of lecturers’ suggestions on ways of overcoming challenges encountered in Ethiopian Public Universities

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having adequate both office and teaching facilities</td>
<td>16</td>
<td>19.8</td>
</tr>
<tr>
<td>Free scholarships for further study</td>
<td>15</td>
<td>18.5</td>
</tr>
<tr>
<td>Having small class-size</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Working together with the management</td>
<td>11</td>
<td>13.6</td>
</tr>
<tr>
<td>Having academic freedom</td>
<td>9</td>
<td>11.1</td>
</tr>
<tr>
<td>Improving current salary and incentive system</td>
<td>7</td>
<td>8.6</td>
</tr>
</tbody>
</table>
Applying the appropriate teaching and assessment methods 6  7.4
Reading all the time and get prepared well for class delivery 4  4.9

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>81</td>
<td>100</td>
</tr>
</tbody>
</table>

Lecturers gave some suggestions that address the challenges facing them. The most suggested solution was for the lecturers to have adequate both office and teaching facilities (16), free scholarships for further study (15), and having small class-size (13). It is a known fact good teaching needs to be accompanied by good materials to support students learning. Thus, both students and lecturers need to have adequate learning facilities as it is explained in HERQA Quality Assurance Guidelines. It is the responsibility of the university management bodies to avail the necessary teaching and learning facilities in their respective institutions.

Getting free scholarships for further study was the second suggestion which was given by lecturers. The researcher concurs with their idea that free scholarship can increase the number of PhD holders in the country. So, it is good to find out different ways of getting free scholarships from abroad in order to solve the problem of lack of highly skilled academic staff in Ethiopian public universities.

The other suggestions include having small class-size, working together with the management, having academic freedom and improving the current salary and incentive system. All these suggestions are very important and valuable and should be taken into consideration by the ministry of education to curb the problems of lecturers. These most likely will lead to effective implementation of the quality assurance guidelines in their respective universities.
4.8.2 Students’ suggestions of what can be done to reduce challenges

Students were asked to suggest what they thought could be done to minimize the problems. Table 22 shows their responses on the possible solutions to their challenges.

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting better learning facilities</td>
<td>64</td>
<td>17.4</td>
</tr>
<tr>
<td>Being hard workers despite the challenges</td>
<td>53</td>
<td>14.4</td>
</tr>
<tr>
<td>Having participatory learning method</td>
<td>51</td>
<td>13.9</td>
</tr>
<tr>
<td>Reporting their problems in wise manner</td>
<td>49</td>
<td>13.4</td>
</tr>
<tr>
<td>Better services of food and transportation</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Getting high quality education in lower classes</td>
<td>40</td>
<td>10.9</td>
</tr>
<tr>
<td>Focusing only on their academic business</td>
<td>38</td>
<td>10.4</td>
</tr>
</tbody>
</table>
As can be seen in Table 22, the most suggested solution on what can be done to solve the problems was getting better learning facilities. Other suggestion with high percentages were being hard workers despite the challenges, having participatory learning method, and reporting their problems in wise manner respectively. Getting better services of food and transportation as well as getting proper orientation also featured. All these suggestions are crucial for they can help to acquire quality education in higher institutions.

Students’ suggestion of using participatory learning method in higher learning institutions was particularly an important one. Indeed lecturers need to use student-centered method of teaching especially in colleges and universities although it is advisable to apply it in all levels of education, because this method allow students to actively participate in the teaching and learning process. In this method lecturers can create a cooperative learning atmosphere in which the students can get an opportunity for learning more actively. They can expose their creative skills and get a chance to express their opinions freely in the classroom. This kind of learning process enhances quality education.

4.8.3 University presidents’ suggestions on addressing the challenges encountered in the public universities

Public university presidents were also asked during their interview what can be done to improve the situation. A number of suggestions were cited and some them are: allocation of enough budget from the government side, high commitment, good relationship with staff and students, continuous and regular monitoring and regulating practices, follow up from
HERQA, decentralized management system, transparent, competitive and merit based recruitment, full engagement in the implementation of HERQA quality assurance guidelines, and encouraging and supporting staff members.

Most of the public universities emphasized the importance of allocating adequate budgets for public universities which they were running. It is a known fact that university managers cannot provide adequate teaching and learning materials, or organize a single workshop or seminar without enough budgets. This might be reason why majority of the presidents underlined the significance of having enough money to administer public universities for money is the key for addressing many administrative issues.

To sum up the suggestions, most of the respondents believed that university management should have high commitment, above all, to implementing the quality assurance guidelines. This implies that both academic staff and students need to participate in the decision making process. The government should enhance academic freedom to engage in such participation and university presidents should be chosen on the basis of merit rather than other factors. HERQA should make follow up visits at least once a year, and MOE, HERQA and the presidents of public universities should work hand in hand to improve the situation and bring about a higher quality of education in higher institutions of the country. Furthermore, free scholarships for desired administrative training should be given as many university presidents as possible, and to lecturers for added studies in their fields. The salaries/incentives of both administrators and lecturers at public universities should be increased like those of other civil servants among others.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter presents a summary of the study, conclusions, recommendations, and suggestions for further study. The first part presents the general summary of the three chapters and following this is a summary of the findings, and conclusions. Finally, there are recommendations to various stakeholders of education.
5.2 Summary of the Study

This study was geared to assessing the implementation of the higher education quality assurance guidelines of HERQA in Ethiopian public universities. The research considered the following aspects.

- The quality and quantity of the academic staff in Ethiopian public universities
- The quality of teaching, learning and assessment of students in Ethiopian public universities
- The availability of infrastructure and learning resources
- The management of both the human and material resources in Ethiopian public universities
- The main challenges experienced in the implementation of the quality assurance guidelines in Ethiopian public universities
- The possible solutions to the challenges of the implementation of HERQA quality assurance guidelines in Ethiopian public universities.

In order to meet the main purpose of the study, both qualitative and quantitative methods were employed for collection and analysis of data. Descriptive survey and naturalistic designs were used respectively for both of them were appropriate and suitable for the study. This study was guided by six research questions. Both probability and non-probability sampling were used to get the study sample. Six public universities were sampled out of the 21 public universities in the country. The population sample included: three hundred and sixty seven students, eighty one lecturers, six university presidents from six public universities, twelve quality assurance officers, and the director general of HERQA. The total
sample was thus 467 respondents. In this study, the researcher used four research instruments in collecting data, namely: an Observation Guide, a Document Analysis Guide, an Interview Guide and Questionnaires.

Data was analyzed by using the Statistical Package for Social Science (SPSS) to obtain descriptive/summarized information in the form of frequencies, percentages, charts and tables. Qualitative data was transcribed, summarized, categorized and interpreted accordingly.

The findings were summarized according to the research questions or the areas of concern in the following categories:

**The quality and quantity of the academic staff in Ethiopian public universities**

The findings show that majority of the lectures were MA holders and a few number of them were first degree holders. No lecturer was found with a PhD. Most of the lecturers lacked adequate experience in their field. The findings show that the average number of lecturers in the new public universities was 160, with a 29:1 Lecturer/Student ratio, which was higher than the preferred ratio of 20:1, as was clearly explained in HERQA quality assurance guidelines. It was also evident that professional development for lecturers was lacking, and this posed a challenge. It remains a question how lecturers can update themselves, particularly in the new methods of lecturing or presenting and imparting material.

**The quality of teaching, learning and assessment of students**
The teaching and learning process at the sampled universities was dominated by the lecture method, that is, the passive transmission of information. This picture of teacher-centered instruction was confirmed both by academic staff and by students.

The findings revealed that mid-semester and end-of-semester closed examinations predominated as the tools of student assessment. However, other forms of student assessment such as laboratory reports, projects and classroom activities were used in some departments. Written exams were found to be the most often used method of assessing students. It was clear that continuous assessment tests were not used in most faculties, although it was an appropriate addition or alternative to the closed examination. It was claimed that continuous assessment tests could not be applied. The reasons given included: large class sizes and the lack of student readiness to be assessed by such modes. The researcher was of the view that these were not significant obstacles to overcome. It was also indicated that public universities generally lack transparent grading systems that ensure that students are being graded fairly and consistently.

**The availability of infrastructure and learning resources**

The findings show that all public universities had no well-equipped library, laboratories, chemicals for basic practice and not enough books for either students or lecturers. Though the Government had planned to assist these universities by building a standardized libraries and increasing capicitation grants for teaching and learning resources, this has not been done substantially yet.

The researcher also observed that the resources that exist were not sufficiently supported and well organized in all the faculties of the sampled public universities. As the public
universities continue to carry out their planned expansion, the government has to ensure that there will be parallel growth in regard to teaching space, a step up in the quality thereof.

**Management of the resources**

The findings show that the public university presidents were not necessarily elected by merit. This can be deduced from the fact that most of the university presidents sampled lacked adequate training on various issues of administration. Consequently, they encountered problems in managing human, material and financial resources effectively and efficiently in general; particularly the management of both the human and material resources in the sampled public universities was found to be very poor.

The university presidents said that they were constrained by the shortage of funds in running the universities. Some university presidents were doing well despite the challenges, but the majority of them were functioning less effectively, an outcome seemingly proportional to their professional preparations for such leadership.

**5.3 Conclusions**

The following conclusions could be made based on the research questions:

The study found out that the quality assurance guidelines of HERQA were not adequately implemented in Ethiopian public universities. In most programs of the sampled universities, academic staffing fell short of that specified by HERQA Quality Assurance Guidelines and some programs were run entirely or largely by first degree holders. There was also high teacher-student ratio in the sampled universities. Staff appraisal was not functioning efficiently and effectively to identify strengths and weaknesses and to inform
staff development needs. The public universities as a whole did not have up-to-date and well articulated staff development plan geared to their ambitions and the needs of individual departments and their members of staff.

Physical facilities and learning resources were inadequate. Majority of the public universities had no written policy on teaching, learning and assessment of students. Teaching was dominated by formal lectures and the passive transmission of knowledge partly as a result of class size and partly because many staff lack training and had little pedagogical knowledge.

Student assessment was predominantly mid-semester and end-of-semester closed examinations. Moreover, most of the public universities did not make good use of external examiners for graduate programs.

The management system of human, material and financial resource was not good at all. Most of the public universities did not use their resources properly. Comprehensive systems for maintenance and repairs were nonexistent, nonoperational or inefficient. Since the quality assurance guidelines of HERQA were not effectively implemented in Ethiopian public universities, the quality of higher education was highly affected.

In order to provide quality education in public universities, each university should have adequate and qualified lecturers, good teaching, learning and assessment methods, adequate learning resources, and an effective management system for the use of resources as it is explained in HERQA quality assurance guidelines. The guidelines should be used as benchmarks in order to bring the desired quality and standards.

For effective implementation of the guidelines, the government should work hand in hand with MOE, HERQA, and public university presidents and perform their respective
tasks and responsibilities very well. In addition to these, it is also paramount for public universities to promote continuous improvement of resources in order to maintain quality.

5.4 Recommendations

Based on the findings of the study, the researcher recommends the following:

Recommendations on Quality and Quantity of Academic Staff

I. Public universities should create and implement a staff development strategy and plan in order to increase the number of staff in those areas critically understaffed especially in the faculty of science. They should also make sure that they have adequate and qualified lecturers before they embark on offering new courses.

II. They should enhance staff earnings and incentives to minimize brain drain. They should also continue to seek ways to attract and retain staff.

Recommendations on Teaching, Learning and Assessment of Students

I. Public universities should develop and disseminate policies on teaching and learning, and student assessment.

II. They should expand the pedagogical training of their teaching staff and should ensure that lecturers teach the classes assigned to them as per the timetable to minimize absenteeism from lectures.

III. They should ensure that all examinations are approved by a competent committee and should use external examiners to moderate standards. They
should also take steps to make the fairness of marking of student assessment more transparent.

Recommendations on Learning Resources

I. Public universities should improve the library stock across all disciplines, particularly academic journals. They should improve ICT facilities and connectivity for students and staff. They should ensure that they have appropriate, sufficient and functional laboratory equipment. They should ensure that sufficient and appropriate safety and first aid equipment is provided in laboratories and other areas and that staff are competent in its use.

II. They should review their program approval processes to ensure that adequate library resources are in place before a program starts. For example, public universities can incorporate a requirement consult with the librarian in developing and approving new courses and programs. They should recruit professional staff for the library and train the non professional support staff. They should also improve the standard of teaching rooms.

Recommendations on Management of Resources

I. The public universities should ensure that effective and efficient use of resources is maximized in order to maintain quality. They should also improve the systems for the maintenance and repair of facilities and equipment.

II. The university administrators should also work with both local (indigenous) and international benefactors. There is a need for the public university administrators to organize different fundraising activities such as coordinating alumni, using
postgraduate students and lecturers for consultancy, keeping cattle, and using their big plots properly in order to increase their income to minimize the problem of their financial constraints. Apart from the above mentioned activities, where possible let the public university administration bodies find other donors to support their universities.

**Recommendations for further studies**

I. There is a need to carry out an evaluation of HERQA’s effectiveness in ensuring quality education in public universities.

II. There is also a need to conduct a comprehensive research study of parents and organizational bodies’ perception on the quality of Ethiopian public universities.

III. Another research study could be carried out to compare the quality of education in private and public universities.

IV. Other studies could be carried out to investigate the challenges faced by the Ministry of Education and HERQA in ensuring quality education in higher institutions.

**REFERENCES**


Leisty, L. (2007). *University governance and academic research: case studies of research units in Dutch and English university*. Published by CHEPS, university of Twente, the Netherlands.


APPENDIX I

LETTER TO THE STUDENTS

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
Dear respondent,

I am a post graduate student in Education at the Catholic University of Eastern Africa /CUEA/. In fulfillment of the degree of Doctor of Philosophy in Education, I am carrying out a research to find out the implementation of Higher Education Quality Assurance Guidelines in public universities in Ethiopia.

I request you to answer the following questions honestly to the best of your knowledge. All information gathered from you will be treated with strict confidence. Your honest responses will contribute greatly to the success of this work. Your objectivity and cooperation will be highly appreciated.

Thank you for your cooperation.

Yours sincerely,

Fr. Misgana T. Asnake

Faculty of Education

Postgraduate studies in Education

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,
This is a partial fulfillment of the requirements for PhD Program in Education. All trust has been put in you for honest answers to this questionnaire. Kindly answer the following questions to the best of your knowledge. Be assured that all the information you will give will be appreciated and treated with confidence and used only for the intended academic purpose.

**Instructions:** Answer all the questions by ticking against (√) or by writing in the spaces provided.

**SECTION A: DEMOGRAPHIC INFORMATION**

1. Gender (Sex)
   - Male (     )
   - Female (     )

2. Age bracket in years
   - Below 20 (    )
   - 20-25 (     )
   - 26-30 (     )
   - 31-35 (     )
   - 35-40 (     )
   - Above 40 (    )

3. Year of study
   - First year (    )
   - Second year (    )
   - Third year (    )
   - Fourth year (    )

4. Which is your program of study
   - Undergraduate (    )
   - Masters (    )
   - PhD (    )

5. To which faculty/school do you belong? ______________________________

6. To which department do you belong? _________________________________

**SECTION B: Questions related to the quality of academic staff**

7. The following statements refer to the characteristics of professionally qualified teaching staff. Please indicate the extent to which you agree or disagree with the following statements such that 5 is the highest score and 1 is the lowest score.
SD- Strongly Disagree (1), D- Disagree (2), U- Undecided (3), A- Agree (4), SA- Strongly Agree (5)

### Academic staff in my University:

<table>
<thead>
<tr>
<th>Academic staff in my University:</th>
<th>SD (1)</th>
<th>D (2)</th>
<th>U (3)</th>
<th>A (4)</th>
<th>SA (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit mastery of their subjects and have adequate preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are not enough in number to lecture effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have adequate preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present detailed course outlines with clear objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly carry out a continuous assessment test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not carry out research with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages students to carry out research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are available for academic assistance and guidance and counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. (a) Do you have cases of academic staffs leaving their teaching profession in your university? Yes (    ) No (    )

(b) If yes, what could be the reasons for changing their teaching profession?

i. ______________________________________________________________________

ii. ______________________________________________________________________

iii. ______________________________________________________________________
9. Please propose three ways of attracting and maintaining the qualified academic staff that can boost the quality education in your university?

   i. __________________________________________________________

   ii. __________________________________________________________

   iii. __________________________________________________________

SECTION C: Questions on quality of teaching, learning and assessment

10. Rank or order these methods in the table below according to the frequency of being used in your class or in this university.

<table>
<thead>
<tr>
<th>Methods of teaching</th>
<th>Never Used (1)</th>
<th>Sometimes Used (2)</th>
<th>Often Used (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panel discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of term papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama, role model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading assignments in journals, periodicals, newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. (a) Are you satisfied with the methods of teaching in your university? Yes ( ) No ( )

   (b) Explain your answer in 11a
12. Methods of Assessing Students

<table>
<thead>
<tr>
<th>Methods</th>
<th>Never used (1)</th>
<th>Sometimes (2)</th>
<th>Often used (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term paper presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project/ small researches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. (a) In your opinion, what method of assessment should the lecturers use in higher institutions?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(b) Give reasons for your answer in (a) above.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

...
SECTION D: The quality of learning resources and Management

14. Rate the following university resources availability such that 4 is the highest score and 1 is the lowest.

<table>
<thead>
<tr>
<th>University resource</th>
<th>Very Unavailable (1)</th>
<th>Unavailable (2)</th>
<th>Available (3)</th>
<th>Very available (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture halls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer labs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended textbooks for the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks for further reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant journal and other periodicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet facilities on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. (a) In your own assessment, do you think your university is well equipped in terms of material and human resources to implement the quality assurance guidelines? Yes ( ) No ( )
(b) Please give reason for your answer to question (a) above.

________________________________________________________________________
________________________________________________________
________________________________________________________________________

16. What other material and human resources do you think might be required for effective implementation of the quality assurance guidelines?

________________________________________________________________________
________________________________________________________
________________________________________________________________________

17. Indicate your opinion on your university’s management in their attempt to implement the quality assurance guidelines in this university?

Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), Strongly Agree (5)

<table>
<thead>
<tr>
<th>Your university:</th>
<th>D (1)</th>
<th>D (2)</th>
<th>U (3)</th>
<th>A (4)</th>
<th>SA (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages the learning resources properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures that there are sufficient learning resources before approving a new program or admitting additional students to existing program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves students in the academic issues and their views are considered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Please suggest three ways of how to improve the university’s management and administration so to enhance the provision of quality of education.
i. __________________________________________________________________________

ii. __________________________________________________________________________

iii. __________________________________________________________________________

19. The following statements indicate how HERQA Quality Assurance Guidelines are implemented. In your opinion, to what extent do you think they are implemented in your university?

<table>
<thead>
<tr>
<th>Quality Assurance Guidelines</th>
<th>Not at all (1)</th>
<th>Some Extent (2)</th>
<th>To great Extent (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate and qualified academic staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good teaching, learning and assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate learning resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good management system of the resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Proper implementation of HERQA Quality Assurance Guidelines can lead to customer (student) satisfaction on the services that are offered. In your opinion, indicate your level of satisfaction with the following statements such that 5 is the highest score and 1 is the lowest.

**VD- Very Dissatisfied (1), D- Dissatisfied (2), U- Undecided (3), S- Satisfied (4), VS- Very Satisfied (5)**

<table>
<thead>
<tr>
<th>Statement of Satisfaction</th>
<th>VD (1)</th>
<th>D (2)</th>
<th>U (3)</th>
<th>S (4)</th>
<th>VS (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership commitment for quality improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic staff commitment for quality education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION E: Challenges encountered by your university in the implementation of the HERQA quality assurance guidelines

21. Mention three main challenges you have faced as a student in acquiring quality education in your university? Please list them

i. ____________________________________________________________

–

ii. ____________________________________________________________

–

iii. ____________________________________________________________

–

22. In your opinion, what challenges do you think your lecturers face in attempting to deliver quality education?

i. ____________________________________________________________

ii. ____________________________________________________________

iii. ____________________________________________________________

23. What challenges your university face in implementing the HERQA quality assurance guidelines? Please list them.

i. ____________________________________________________________

ii. ____________________________________________________________

<table>
<thead>
<tr>
<th>Staff involvement in quality assurance practices</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared responsibilities and structures for quality assurance implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
24. From your view what hinders the implementation of quality assurance in your university?

<table>
<thead>
<tr>
<th>What hinders the implementation of Quality Assurance?</th>
<th>False (1)</th>
<th>Not sure (2)</th>
<th>True (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government intervention in internal affairs of institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional and student enrolment expansion policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of institutional commitment and support for quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate budget aside by the government to run public universities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition for resources with private colleges and universities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain-drain to greener pastures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politics and other better paid jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION F: Solutions to the challenges encountered by your University in the implementation of the Quality Assurance Guidelines

25. Please suggest ways in which the challenges facing students, lectures and the university management can overcome?

a. Students
   i.  

   ii.  

b. Lecturers

i. __________________________________________________________________________

ii. __________________________________________________________________________

iii. __________________________________________________________________________

c. University Management

i. __________________________________________________________________________

ii. __________________________________________________________________________

iii. __________________________________________________________________________

Thank you very much for your cooperation!
APPENDIX III

LETTER TO THE LECTURERS

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

P.O. BOX 62157

NAIROBI – KENYA

Dear respondent,

I am a post graduate student in Education at the Catholic University of Eastern Africa /CUEA/. In fulfillment of the degree of Doctor of Philosophy in Education, I am carrying out a research to find out the implementation of Higher Education Quality Assurance Guidelines in public universities in Ethiopia.

I request you to answer the following questions honestly to the best of your knowledge. All information gathered from you will be treated with strict confidence. Your honest responses will contribute greatly to the success of this work. Your objectivity and cooperation will be highly appreciated.

Thank you for your cooperation.
Yours sincerely,

Fr. Misgan T. Asnake

Faculty of Education

Postgraduate studies in Education

APPENDIX IV

QUESTIONNAIRES FOR THE LECTURERS

Dear Respondent,

This is a partial fulfillment of the requirements for PhD Program in Education. All trust has been put in you for honest answers to this questionnaire. Kindly answer the following questions to the best of your knowledge. Be assured that all the information you will give will be appreciated and treated with confidentiality and used only for the intended academic purpose.

**Instruction:** Answer all the questions by ticking against (✓) or by writing in the spaces provided.

**SECTION A: Demographic Information**

1. Age: Below 25 years (   ) 26 to 30 years (   ) 31 to 35 years (   ) 36 to 40 years (   ) 41 to 45 years (   ) 46 to 50 years (   ) 51 to 55 years (   ) 56 to 60 years (   ) 61 years and above (   )
2. Gender (Sex): Male (   ) Female (   )
3. To which faculty/school do you belong? _______________________________________
4. Professional qualifications: First/Bachelor Degree (   ) M-E (   ) PhD (   ) Others: Please specify___________ Area of Specialization________________________
5. Years of experience as a lecturer: Below 2 years (   ) 3-5 years (   ) 6-10 years (   )

182
Section B: Quality and Quantity of Academic Staff

6. The following statements refer to the characteristics of professionally qualified teaching staff.

Please indicate the extent to which you agree or disagree with the following statements such that 5 is the highest score and 1 is the lowest score.

SD-Strongly Disagree (1), D-Disagree (2), U-Undecided (3), A-Agree (4), SA-Strongly Agree (5)

<table>
<thead>
<tr>
<th>Academic staff in my university:</th>
<th>SD (1)</th>
<th>D (2)</th>
<th>U (3)</th>
<th>A (4)</th>
<th>SA (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit mastery of their subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are not enough in number to lecture effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have adequate preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present detailed course outlines with clear objectives</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Regularly carry out a continuous assessment test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not carry out research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are available for academic assistance and guidance and counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Please indicate your views about the academic and professional qualification.

a. Do you think the academic staffs have the necessary academic and professional qualification to teach the course(s) they are teaching? Yes ( ) No ( )

b. Please give reason for your answer to question 7a.
8. Please indicate your views on the availability of adequate time to assist students.

a. Do you think the academic and support staff have adequate time to support students enrolled in your department? Yes ( )           No ( )

b. Please give reason for your answer to question 8a.

____________________________________________________________________________

____________________________________________________________________________

9. (a) Do you have cases of academic staff turnover in your university?

Yes ( )           No ( )

(b) If yes, what reasons did they give for leaving your institution?

____________________________________________________________________________

____________________________________________________________________________

(c) Which one of the following you think is the strongest factor that can lead the academic staffs to change their teaching profession?

Lack of induction ( ) unclear policies for further study ( ) Lack of motivating salaries/incentives ( ) Lack of adequate teaching & learning materials ( ) Stress due to overloaded classes and long hours of teaching ( ) Inconvenient working place ( )

10. Please propose three ways of attracting and maintaining the qualified academic staff that can boost the quality education in your university?
SECTION C: Quality of teaching, learning and assessment of students

11. Rank or order these methods in the table below according to the frequency of being used in your class or in this university.

<table>
<thead>
<tr>
<th>Methods of teaching</th>
<th>Never used</th>
<th>Sometimes</th>
<th>Often used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panel discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of term papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama, role model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading assignments in journals, periodicals, Newspapers, etc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How do you see the method of teaching in your university?

____________________________________________________________________________
____________________________________________________________________________

13. Methods of Assessing Students

<table>
<thead>
<tr>
<th>Methods</th>
<th>Never used</th>
<th>Sometimes</th>
<th>Often used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term paper presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project/small researches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. (a) In your opinion, what method of assessment the lecturers should use in higher institutions?

___________________________________________________

(b) Give reasons for your answer.

___________________________________________________

SECTION D: Quality of Learning Resources and Management

15. For each of the following statements, indicate your level of agreement or disagreement based on the following scale such that 1 is the lowest score and 5 is the highest. SD-Strongly Disagree (1), D-Disagree (2), U-Undecided (3), A-Agree (4), SA-Strongly Agree (5)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD (1)</th>
<th>D (2)</th>
<th>U (3)</th>
<th>A (4)</th>
<th>SA (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public universities have adequate learning resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no good teaching and learning methods in public universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is good method of assessment in public universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no good management of resources in public universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HERQA carries out institutional audits on a regular basis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HERQA helps to ensure a higher quality higher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HERQA quality assurance guidelines are effectively implemented in public universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality Assurance Guidelines</th>
<th>Not at all (1)</th>
<th>Some Extent (2)</th>
<th>To great Extent (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate and qualified academic staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. The following statements indicate how HERQA Quality Assurance Guidelines are implemented. In your opinion, to what extent the HERQA Quality Assurance Guidelines are implemented?

17. Rate the following university resources availability such that 4 is the highest and 1 is the lowest.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Very unavailable (1)</th>
<th>Unavailable (2)</th>
<th>Available (3)</th>
<th>Very available (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture halls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer labs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course outline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended textbooks for the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks for further reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant journal and other periodicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet facilities on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. (a) In your own assessment, do you think your university is well equipped in terms of material and human resources to implement the quality assurance guidelines? Yes ( ) No ( )

(b) Please give reason for your answer to question (a) above.
__________________________________________________
__________________________________________________
__________________________________________________

19. What other material and human resources do you think might be required for effective implementation of the quality assurance guidelines?
20. Indicate your opinion the extent to which you agree or disagree with your university’s management and administration in their attempt to implement the quality assurance guidelines in this university? **SD-Strongly Disagree (1), D-Disagree (2), U-Undecided (3), A-Agree (4), SA-Strongly Agree (5)**

<table>
<thead>
<tr>
<th>My university:</th>
<th>SD (1)</th>
<th>D (2)</th>
<th>U (3)</th>
<th>A (4)</th>
<th>SA (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopts appointment and deployment procedures for University managers and academic staff based on professional qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not establish a mechanism of evaluating senior academic administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves students in the academic issues and their views are considered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not involve heads of department and deans in the Academic issues and their views are not considered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves the external examiners to moderate examination questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides adequate salaries and incentives to motivate the lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not provide job security and health assurances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes internal recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not provide clear policies for promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designs and implements relevant programs of the highest quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not Organize regular training of lecturers on effective teaching and assessment methods and techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages and supports staff members to go for advanced studies</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Does not attract and retain high quality academic staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ensures that there are sufficient learning resources before approving a new program or admitting additional students to existing program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is not concerned with quality education</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

21. In your opinion suggest three ways of improving the university’s management and administration to enhance the provision of quality of education.

i.  

ii.  

iii.  

188
SECTION E: Challenges Encountered by Public Universities in Implementing the Guidelines of HERQA

22. From your view what hinders the implementation of quality assurance in your university?

<table>
<thead>
<tr>
<th>What hinders the implementation of quality assurance?</th>
<th>False (1)</th>
<th>Not sure (2)</th>
<th>True (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government intervention in internal affairs of institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional and student enrolment expansion policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of institutional commitment and support for quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate budget aside by the government to run public universities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition for resources with private colleges and universities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain-drain to greener pastures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political instability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. Mention three main challenges you have faced as a lecturer in delivering quality education in your university? Please list them.

i. ________________________________________________________________________________

ii. ________________________________________________________________________________

iii. ________________________________________________________________________________

24. What challenges do you think your university faces in implementing the HERQA quality assurance guidelines? Please list them.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
25. Indicate your opinion on effectiveness of the existing quality assurance system by rating them such that 1 is the lowest score and 5 is the highest.

1= Very Low; 2= Low; 3= Undecided; 4= High; 5= Very High

How do you evaluate the impact of the quality assurance practices on the improvement of everyday teaching and learning in your university.

<table>
<thead>
<tr>
<th>How do you evaluate the impact of the quality assurance practices on the improvement of everyday teaching and learning in your university.</th>
<th>Very Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

26. Proper implementation of HERQA Quality Assurance Guidelines can lead to lecturer satisfaction. In your opinion, indicate your level of satisfaction with the following statements such that 5 is the highest score and 1 is the lowest.

VD- Very Dissatisfied (1), D- Dissatisfied (2), U- Undecided (3), S- Satisfied (4), VS- Very Satisfied (5)

<table>
<thead>
<tr>
<th>Statement of Satisfaction</th>
<th>VD (1)</th>
<th>D (2)</th>
<th>U (3)</th>
<th>S (4)</th>
<th>VS (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership commitment for quality improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic staff commitment for quality education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff involvement in quality assurance practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared responsibilities and structures for quality assurance implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic staff recruitment and promotion practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching, learning and assessment practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of academic staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality and quantity of learning resources/facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall impact of quality assurance implementation on the improvement of quality education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION F: Suggestions on the implementation of Quality Assurance Guidelines

25. Please suggest ways in which the challenges facing students, lecturers and the university management can overcome.

a. Students
   i. ____________________________________________________________
   ii. ____________________________________________________________
   iii. ____________________________________________________________

b. Lecturers
   i. ____________________________________________________________
   ii. ____________________________________________________________
   iii. ____________________________________________________________

c. University Management
   i. ____________________________________________________________
   ii. ____________________________________________________________
   iii. ____________________________________________________________

Thank you very much for your cooperation!
APPENDIX V

INTERVIEW GUIDE FOR THE DIRECTOR GENERAL OF HERQA

1. How often do you visit public universities?

........................................................................................................................................

...

2. What area do you check when you go to visit the public universities?

........................................................................................................................................

........................................................................................................................................

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........

3. What follow up is done to see whether the recommendations are put into practice or not?

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.....

4. (a) How is the academic qualification of the academic staff in public universities?

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........................................................................................................................................
(b) What are the problems related to the teaching staff?

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(b) Is there any form of staff development plans? Mention some examples

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5. How is the process of accreditation done in public universities

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......

6. (a) What kinds of methods of assessment are used to assess students in Ethiopian public universities?

   (i) Teacher made tests.............................................................................................

   (ii) Exercises...........................................................................................................

   (iii) Oral examinations............................................................................................

   (iv) Project/small researches..................................................................................

   (v) Others...............................................................................................................
(b) In your opinion, what methods of assessment the lecturers should use to assess students in higher institutions?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
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7. How is the quality and quantity of the learning resources such as:

(a) Books……………………………………………………………………………………………

………………………………………………………………………………………………

(b) Laboratories………………………………………………………………………………

………………………………………………………………………………………………

(c) Library……………………………………………………………………………………

………………………………………………………………………………………………

(d) Classrooms………………………………………………………………………………...

………………………………………………………………………………………………

8. (a) How is the academic staff managed to enhance quality education in Ethiopian public universities?

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

…..

(b) How is the nonteaching staff managed to enhance quality education in Ethiopian public universities?
(a) How are the students managed?

(b) How is the library managed?

(c) How are the halls and playing fields used?

9. (a) What are the main challenges experienced in the implementation of the guidelines?

(c) How can these challenges be solved?
10. What suggestions would you make to the government, educationists, university presidents and Lecturers on how to implement the quality assurance guidelines in order to enhance quality education in public universities of Ethiopia?

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APPENDIX VI

INTERVIEW GUIDE FOR QUALITY ASSRUANCE OFFICERS

1. How often do you visit public universities?

………………………………………………………………………………………………

…

196
2. What area do you check when you go to visit the public universities?

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3. What follow up is done to see whether the recommendations are put into practice or not?

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4. (a) How is the academic qualification of the academic staff in public universities?

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........................................................................................................................................................................

(b) What are the problems related to the teaching staff?

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....

(d) Is there any form of staff development plans? Mention some examples

........................................................................................................................................................................
........................................................................................................................................................................
5. (a) What method of teaching is mostly used in Ethiopian public universities?

   (i) Lecture method
   (ii) Small group discussion
   (iii) Presentation of term papers
   (iv) Reading assignments in journals, periodicals, News Papers
   (v) Others

   (b) In your opinion, what method of teaching the lecturers should use in higher institutions?

6. (a) What kinds of methods of assessment are used to assess students in Ethiopian public universities?

   (i) Teacher made tests
   (ii) Exercises
   (iii) Oral examinations
   (iv) Project/small researches
   (v) Others

   (b) In your opinion, what methods of assessment the lecturers should use to assess students in higher institutions?
7. How is the quality and quantity of the learning resources such as:

(a) Books ..................................................................................................................

(b) Laboratories ........................................................................................................

(c) Library ................................................................................................................

(d) Classrooms ...........................................................................................................

8. (a) How is the academic staff managed to enhance quality education in Ethiopian public universities?

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................

(b) How is the nonteaching staff managed to enhance quality education in Ethiopian public universities?

........................................................................................................................................

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........................................................................................................................................

..
(c) How are the students managed?
...........................................................................................................................................................
...........................................................................................................................................................

(d) How is the library managed?
...........................................................................................................................................................
...........................................................................................................................................................

(e) How are the halls and playing fields used?
...........................................................................................................................................................
...........................................................................................................................................................

9. (a) What are the main challenges experienced in the implementation of the guidelines?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

(e) How can these challenges be solved?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

10. What suggestions would you make to the government, educationists, university presidents and Lecturers on how to implement the quality assurance guidelines in order to enhance quality education in public universities of Ethiopia?
APPENDIX VII

INTERVIEW GUIDE FOR UNIVERSITY PRESIDENTS

Part One: Demographic Information

i. Gender

   Male ( ) Female ( )

ii. Age

   Below 30 ( ) 31-40 ( ) 41- 50 ( ) 51-60 ( ) 61 years and above ( )

iii. Professional qualification

   B-Ed ( ) MED ( ) PhD ( ) Others: Please specify ………………………………………

iv. Years of experience as a university president

   Below 2 years ( ) 3-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 21 years and above ( )

Part Two: Quality and Quantity of Academic Staff
i. How many lecturers are in your university? Female .................Male .................

ii. What is the qualification of most of lecturers in your university?

PhD ................. Masters...............and First Degree .........................

iii. What are the problems related to the teaching staff?

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....

iv. Is there any form of staff development plans/programs? Mention some of them.

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v. What measures are taken to curb the challenges facing human resources in your university?

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Part Three: Quality and Quantity of Teaching and Learning Resources

i. Are there enough books in your university? ................. If no, what are the main shortages in which faculties?

...............................................................................................................................................

202
ii. Are there labs for science?

iii. Are there enough chemicals for the labs?

iv. Are there enough classrooms in your university?

v. Are there enough offices for lecturers? For administrative staff.

vi. Is there a well equipped library? Can it accommodate large number of students? Are the books most recent? How would you like to improve your library?

vii. Are there playing grounds fields?

viii. Are there enough toilets for both staff and students?

ix. Are there enough facilities in classrooms? (Desks, table, blackboard, duster etc). Do students share chairs and desks? Does each classroom have a desk and chair for the lecturer?
x. Is there a staffroom? ................. Does each classroom have his/her own chair and desk in the staffroom?

Part Four: Method of Teaching

i. What kind of method of teaching is frequently used in your university?

................................................................................................................................................

...

ii. Do lecturers use participatory method of teaching in your university?

........................

iii. Does your university organize some workshops and seminars on effective method of teaching in higher institutions?

................................................................................................................................................

Part Five: Methods of Assessment

i. What kinds of methods of assessment are frequently used in your university?

................................................................................................................................................

...

ii. In your opinion, what kind of assessment the lecturers should use to assess students of higher institutions?

................................................................................................................................................

iii. Please give your reasons...........................................................................................................
Part Six: Management of the Resources

i. How is the academic staff managed to enhance quality education in your university?

...........................................................................................................................................

ii. How is the non teaching staff managed?

...........................................................................................................................................

iii. How are the students managed?

...........................................................................................................................................

iv. How is the library managed?

...........................................................................................................................................

v. How are the Halls and Playing Fields used?

...........................................................................................................................................

Part Seven: Questions related to the responsibility of HERQA in ensuring quality education

i. How often the quality auditors of HERQA visit your university?

........................................

ii. What kind of follow up the quality auditors of HERQA do to see whether the recommendations are put into practice or not?

...........................................................................................................................................

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iii. How has the university management together with education stakeholders attempted to implement the quality assurance guidelines in public universities of the country?

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......

Part Eight: Challenges and possible solutions to the implementation of quality assurance guidelines in public universities

205
i. What are the main challenges experienced in the implementation of the guidelines?
........................................................................................................................................
........................................................................................................................................

ii. How can these challenges be solved?
........................................................................................................................................
........................................................................................................................................

iii. What suggestions would you make to the government, educationists, university presidents and Lecturers on how to implement the quality assurance guidelines in order to enhance quality education in public universities of Ethiopia?
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APPENDIX VIII

DOCUMENT ANALYSIS GUIDE

The following documents will be analyzed.

1. Register of male and female academic staff in each Faculty with their academic qualifications.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic Qualification</th>
<th>M</th>
<th>F</th>
<th>Total</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PhD</td>
<td></td>
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<tr>
<td></td>
<td>MA</td>
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<td>1st Degree</td>
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<td>Total</td>
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</tbody>
</table>

2. Register of the recent student enrollment for the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Total</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Year</td>
<td>M</td>
<td>F</td>
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<tr>
<td>2008/09</td>
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<td>2009/10</td>
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<td>2010/11</td>
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<tr>
<td>2011/12</td>
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<tr>
<td>2012/13</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
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</tbody>
</table>

3. Faculty list of students

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of students</th>
<th>Number of Lecturers</th>
<th>Ratio</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>GRAND TOTAL</strong></td>
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</table>

4. Past Examination Papers

<table>
<thead>
<tr>
<th>Types of questions</th>
<th>How often it is used</th>
<th>Comment</th>
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<tbody>
<tr>
<td></td>
<td>Most often</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Matching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>True/False</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Choice</td>
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<tr>
<td>Essay</td>
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<td></td>
</tr>
<tr>
<td>Semi Objectives</td>
<td></td>
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</table>
5. List of Graduates’ results of class of 2011/2012 in each faculty.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>RANK</th>
<th>(2^{\text{nd}} \text{ Class Lower D.})</th>
<th>(2^{\text{nd}} \text{ Class Upper D.})</th>
<th>First Class Honors</th>
<th>Total N. of Graduates</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
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</table>

6. Quality audit reports

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<thead>
<tr>
<th>Date</th>
<th>Commendation</th>
<th>Recommendation</th>
<th>Comment</th>
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</table>

7. Strategic plans

<table>
<thead>
<tr>
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<th>Main</th>
<th>What has been</th>
<th>challenges</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
210

APPENDIX IX

OBSERVATION GUIDE

This observation will guide the researcher checklist the presence or the absence of teaching and learning facilities, method of teaching in classrooms, situation of the learning environment and comments on the status of what is present.

1. Human Resources Checklist

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Expected</th>
<th>Shortage/Excess</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonteaching staff</td>
<td></td>
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</tbody>
</table>

2. Teaching and Learning Resources Checklist
<table>
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<th>Expected</th>
<th>Shortage/Excess</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books</strong></td>
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<td></td>
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<tr>
<td>Reference books</td>
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<td></td>
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<tr>
<td>Textbooks</td>
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<td></td>
</tr>
<tr>
<td>Journals</td>
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</tr>
<tr>
<td><strong>Laboratories</strong></td>
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<tr>
<td>Tables in lab</td>
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<td></td>
<td></td>
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<tr>
<td>Chairs in lab</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chemicals</td>
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<tr>
<td><strong>Library</strong></td>
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</tr>
<tr>
<td><strong>Internet facilities</strong></td>
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</tr>
<tr>
<td><strong>Classrooms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table in classrooms</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chairs in classrooms</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Offices</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tables in offices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs in offices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Classroom observation

<table>
<thead>
<tr>
<th>What is Observed</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Use of resources</td>
<td></td>
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<tr>
<td>Mastery of the content</td>
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</table>

4. Observation of Method of Assessment.

<table>
<thead>
<tr>
<th>Methods observed</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Test exercise</td>
<td></td>
<td></td>
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</tbody>
</table>
5. Observation of Management System.

<table>
<thead>
<tr>
<th>Management system of …</th>
<th>Below average (1)</th>
<th>Average (2)</th>
<th>Good (3)</th>
<th>Excellent (4)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td></td>
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<tr>
<td>Nonteaching staff</td>
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<tr>
<td>Students</td>
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<tr>
<td>Teaching and learning facilities</td>
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</tbody>
</table>

6. Observation of the learning environment.

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Expected</th>
<th>Shortage/Excess</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
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<tr>
<td>Flowers</td>
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<tr>
<td>Cleanness</td>
<td></td>
<td></td>
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<tr>
<td>Outside</td>
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<tr>
<td>In classrooms</td>
<td></td>
<td></td>
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<tr>
<td>In offices</td>
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</tbody>
</table>
25th March, 2013

TO WHOM IT MAY CONCERN


I am writing to introduce to you Fr. Misgana Teshome, a final year PhD Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Misgana’s PhD Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final year of studies.

Accordingly Misgana’s proposal for research has been approved. He will conduct research on the following topic:

“Assessment of the implementation of Higher Education Quality Assurance guidelines in Public Universities in Ethiopia”

Thanking you in advance for any assistance you will offer Misgana.

Sincerely,

Dr. Sr. Marcella Momanyi
Head of Department,
Educational Administration and Planning

25 MAR 2013
Dr. Kaba Urgessa  
State Minister, Ministry of Education  
Addis Ababa  

RE: Request for supporting letter

Abba Misgana is a final year doctoral student at the Catholic University of Eastern Africa (CUEA), Nairobi, Kenya. In fulfillment of the PhD programme in education, he is carrying out a research on the Assessment of the Implementation of Higher Education Quality Assurance Guidelines in Ethiopian public universities. To affirm his research work, the university (CUEA) has written a support letter. Please, find the enclosed letter of CUEA.

We consider this study to be one that can make an important contribution to enhance quality education at higher institutions in Ethiopia. Thus, we request your good office to write a supporting letter to six public universities so that he will be able to collect data from the respondents. The six sampled universities are: Adama, Awasa, Dilla, Debrebirhan, Wollo and woldiya public universities.

Thank you for your cooperation.

Sincerely,

Abba Tekle Mekonnen  
President of ECUSTA
APPENDIX XIII
Map of Ethiopia with the six sampled public universities

- Woldiya
- Welo
- Debubirhan uni.
- Adama
- Awasa uni.
- Dilla uni.