ADDIS ABABA UNIVERSITY
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AN ASSESSMENT OF THE CURRENT STATUS OF QUALITY OF EDUCATION IN PRIVATE HIGHER EDUCATION INSTITUTIONS: THE CASE OF MEKELLE

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An Assessment of the Current Status of Quality of Education in Private Higher Education Institutions: The Case of Mekelle

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Table of Contents

Page

Acknowledgements i

Table of Contents ii

List of Tables v

List of Figures vi

Abbreviations and Acronyms vii

Abstract viii

1. Introduction 1

1.1 Background of the Study 1

1.2 Statement of the Problem 5

1.3 Objectives of the Study 6

1.4 Research Questions 6

1.5 Significance of the Study 7

1.6 Delimitation of the Study 7

1.7 Operational Definitions of Related Terms 8

2. Review of Related Literature 9

2.1 An Overview of Higher Education 9

2.1.1 Higher Education in Ethiopia 10

2.1.2 Privatization of Higher Education 11

2.1.3 Massification of Private Higher Education Institutions 12

2.1.4 Private Higher Education Institutions in Ethiopia 13

2.1.5 Higher Education and Development 14

2.1.6 Research and Center of Excellence in Higher Education Institutions 15

2.2 The Concept of Quality in Higher Education System 16

2.2.1 Quality as Exceptional or High Standards 17

2.2.2 Quality as Perfection or Zero Defects 17

2.2.3 Quality as Fitness for Purpose 17

2.2.4 Quality as Value for Money 18

2.2.5 Quality as Transformation 18

2.3 The Nexus between Quality and Standards 19

2.3.1 Quality Control in Higher Education Institutions 20

2.3.2 Quality Assurance in Higher Education Institutions 21
2.3.3 Accreditation Practices in Higher Education Institutions.....22
2.4 Quality Models in Higher Education 24
2.4.1 Total Quality Management (TQM) 24
2.4.2The Input – Process – Output (IPO) Model of Quality in Education 24
2.5 Some Input Indicators of Quality in Higher Education Institutions..... 26
2.5.1 Government Policies and State Legislation.....26
2.5.2 The Quality of Academic Staff.....26
2.5.3 Academic Staff/ Student Ratio 27
2.5.4 Terms of Employment of Academic Staff.....28
2.5.5 Financial Resources in Private Higher Education Institutions 28
2.5.6 Libraries, ICT and other Educational Facilities.....29
2.6 Some Process Indicators of Quality in Higher Education Institutions 30
2.6.1 Governance, Leadership and Management System.....30
2.6.2 Relevance of Curricula in Higher Education Institutions.....31
2.6.3 Methods of Teaching in Higher Education Institutions.....33
2.6.3.1 Teacher – Centered Method of Teaching 34
2.6.3.2 Student-Centered/ Constructivist Method of Teaching 35
2.6.4 Assessment Methods in Higher Education Institutions 36
2.7 Some output Indicators of Quality in Higher Education Institutions..... 37
2.7.1 Students' Acquired Skills and Knowledge 37
2.7.2 Employability of Graduates.....39
3. Research Design and Methodology 40
3.1 The Research Design 40
3.2 Sources of Data..... 40
3.3 Samples and Sampling Techniques 41
3.4 Data Collection Instruments..... 42
3.4.1 Questionnaires 43
3.4.2 Interview.....43
3.4.3 Observation.....43
3.4.4 Document Analysis.....44
3.5 Procedures of Data Collection..... 44

3.6 Methods of Data Analysis 45
4. Presentation, Analysis and Interpretation of Data 46
4.1 Characteristics of Respondents 46
4.2 Awareness of Instructors on the Causes of Inferior Quality of Education 49
4.3 Quality of Academic Staff 51
4.4 The Adequacy of Support Staff 57
4.5 Academic Competencies of Students 59
4.6 The Availabilities of Educational Facilities and Infrastructures 61
4.7 Quality of Leadership and Management system 65
4.8 Availability of Curricular Materials 68
4.9 Quality of Teaching and Learning Process 70
4.9.1 The Current Standards of Instructional Process 70
4.9.2 Methods of Teaching 72
4.9.3 Methods of Assessment 75
4.10 The Practice of Graduate tracer Studies to Check Employability of Graduates and their Academic Standings 77
5. Summary, Conclusions and Recommendations 81
5.1 Summary 81
5.2 Conclusions 85
5.3 Recommendations 87
Bibliography 90
Appendices

List of Tables

Pages

Table 1: Target Population and Samples of the Study 41
Table 2: Characteristics of Respondents by Sex and Age 46
Table 3: Characteristics of Respondents by Qualification, Teaching Experiences and Terms of Employment 47
Table 4: Responses of Instructors on the Causes of Inferior Quality of Education 50
Table 5: Teachers' Pedagogical Training as an Indicator of Quality 51
Table 6: The Adequacy of on the job Training Opportunities Offered to Academic Staffs 53
Table 7: Efficiency of Teaching Staff as an Indicator of Quality 54
Table 8: The Teaching staff/student ratio as an Indicator of Quality 56
Table 9: The Adequacy of Support Staff 57
Table 10: Academic Competency of Students as an Indicator of Quality 59
Table 11: Responses of Respondents on the Availability of Educational Facilities and Infrastructures 61
Table 12: Class size as an Indicator of Quality 64
Table 13: Competencies of Leadership and Management as Indicators of Quality 66
Table 14: Responses of Respondents on the Availability of Curricular Materials 68
Table 15: The Current Standards of Instructional Process 70
Table 16: The Frequency of Utilization of Teaching Methods 73
Table 17: The Frequency of Utilization of Assessment Methods of Students' Academic performances 76
Table 18: Graduate Tracer Studies as Sources of Information about Educational outputs 78

List of Figures

Pages

Fig 1: Model of Quality Control System in Higher Education Institutions 20

Fig 2: Linking Elements of the Educational System in the IPO Model of Quality in Education 25

Fig 3: Educational Qualification of Instructors 48

Fig 4: Teaching Experiences of Instructors 49

Abbreviations and Acronyms

AAU-	Addis Ababa University
CHEA-	Commission of Higher Education Association
COC-	Center of Competence
ETP-	Education and Training Policy
EUCA-	European consortium for Accreditation
FDRE-	Federal Democratic Republic of Ethiopia
HDP-	Higher Diploma Program.
HEIs-	Higher Education Institutions
HERQA-	Higher Education Relevance and Quality Agency
ICDR-	Institute of Curriculum Development and Research
ICT-	Information and Communication Technology
IPO-	Input – Process – Output
IUCEA-	Inter University Council to East Africa
PHEIs-	Private Higher Education Institutions
TDP-	Teachers' Development Program
TQM-	Total Quality Management
TTVET-	Tigray Technical Vocational and Educational Training
UCAA-	University College of Addis Ababa
UNESCO-	United Nation Education and Scientific Organizations.
USA-	United States of America

Abstract

The purpose of this study was to understand and assess the current status of quality of education taking into account quality indicators in PHEIs in Mekelle. To conduct this research, descriptive survey method was employed. The primary sources of data were 65 instructors, 145 second and third year undergraduate degree regular program students and four academic vice deans. Purposive sampling, simple random sampling and stratified random sampling techniques were employed to select academic vice deans, instructors and students respectively. Likewise, the collected data were analyzed quantitatively by using descriptive and inferential statistics, and qualitatively by using descriptive narration. Questionnaires were the main data gathering instruments while interview, observation and document analysis were employed to enrich the data gathered through questionnaires. The finding of the study mirrors that the educational qualification of instructors was below the required minimum standard to give instruction at degree level. The academic staffs were less qualified to conduct the teaching – learning process effectively because about half of them were not acquainted with the concept of pedagogy, had low educational qualification and less teaching experience and lacked on the job training opportunities. Besides, the services provided by the support staffs were not sufficient eventhough the background of their students was weak. The physical location of PHEIs are not convenient for effective instructional undertaking due to the noises of neighboring music shops, hotels, bars and sound of vehicles. Educational facilities and infrastructures were not complete enough to materialize effective teaching-learning process . Moreover, 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. Besides, the curricular materials were not sufficient except the course guides and teachers' hand outs to give quality instruction at degree level. Moreover, there was an implementation bottleneck with respect to methods of teaching and assessment. Thus, lecture method and summative evaluation were the most frequently utilized methods of teaching and assessment respectively. Graduate tracer studies were not successfully carried out by most sampled PHEIs. From the survey, the pass rate of graduates of PHEIs was greater than the rate of employment. As a result, the current status of quality of education in PHEIs in Mekelle was found to be not promising when it was evaluated from the point of input indicators, process indicators and out put indicators as benchmarks of quality of education. Finally, necessary recommendations were given for improving the current status of quality of education by indicating what to be stressed for conducting further studies.

1. Introduction

This section of the thesis deals with background of the study, statement of the problem, purposes of the study, research questions, significance of the study, delimitation of the study and operational definition of related terms.

1.1 Background of the Study

Modernization in Ethiopia, which started essentially with the time of Emperor Menillik II in the second half of the 19th century, took the form of discarding traditionalism and change- without- continuity (Amare, 1998:2). Prior to 1950, the Ethiopian candidates were sent abroad on government scholarships to higher education institutions in Europe, North America and the Middle East (Abebe, 1991: 121). However, 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 (Abebe, 1991:123). As a consequence, the first University College of Addis Ababa (UCAA), the first modern higher education institution, was established in December 1950 following the approval of Emperior Haileselassie I (Teshome, 2007:26). After the establishment of UCAA, which was later upgraded to Haileselassie I University, the establishment of the commission for higher education in 1977 was a land mark for higher education sector in Ethiopia (ETP, 1994:30). It was also remarked in the new Education and training Policy of Ethiopia that provision of education was prohibited between 1974 and 1991 and therefore, no PHEIs was operated in Ethiopia. This shows that higher education sector's development was limited interms of teaching, research and community services.

However, the expansion of both public and PHEIs have taken place after 1997 in unprecedented pace and diversification (Teshome, 2007:32. This was taken as the paradigm shift from few public Universities and Colleges to large number of public and private Universities and Colleges.

Eventhough, there was a rapid expansion of public higher education institutions in Ethiopia, due to their inability to cope with the increased demands which has been created as a result of the shortage of the state funds to meet rising demands for higher education, private higher education institutions are needed to be emerged (Damtew and Altbach, 2003:118). In the Ethiopian context, in addition to introducing a cost-sharing mechanism into public Universities, opportunities were given to private sectors to open PHEIs which provide access of education to large number of students who couldn't join public Universities (Teshome, 2007: 75). This indicates that promoting an access of higher education by itself is an opportunity to increase the skilled man power who can contribute their parts in changing and transforming the livelihood of the society.

Furthermore, the neo-liberal economic policies and globalization has broadened the scope of higher education with regard to curriculum as well as its structural organization in privatization process (Obasi, 2007:58). Strengthening this view; Materu confirmed:

> *that the de-regulation policies under the structural adjustment programs of the government and fiscal incapacity of the state to expanding higher education through public universities to respond immediately to household demand for certain market- friendly course led to movement towards increasing social demand for private higher education institutions (2007:56-57).*

Article 3.9.6 of the new Education and Training policy of Ethiopia (ETP, 1994:32) stated that the government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions.

To this effect, based on the above twin and interrelated driving forces and the article, private Colleges started flourishing in the country and practically share the burden of the government in educational expansion in general and in producing skilled labor in particular. Hence, similar to most African countries, the 1990s showed the emergence of PHEIs in Ethiopia. The first private and non-government HEIs in Ethiopia were Alfa-Distance Education College, Ethiopian Adventist College and Harar Sewotch Lesewotch Technical College started diploma level training in 1996. Following these, Unity College (currently, Unity University) started diploma level training in 1997 (Teshome, 2007:26).

Similarly, after three years, Newmellinnium College started giving diploma level training in Mekelle in 2000 (TTVET, 2005:8).

Today, there is an encouraged activity in such a way that higher education is given in a large number of public and private higher education institutions in different corners of the country. Besides, the government of Ethiopia has placed particular emphasis on education with the firm belief that the long-term development of a country stands on the provision and expansion of quality education. Thus, the government has thought both public and private sectors could meaningfully share the responsibility for addressing the age-old challenges of the country's higher education system. This has shown the road map to the private sectors inorder to provide quality education in their higher education institutions. As a result, currently, there are more than 51 accredited private higher education institutions and 21 government Universities in Ethiopia (MOE, 2007:11).

In line with this, the five- year program action plan of the education sector development III (MOE, 2005:39) of Ethiopia indicates that the annual intake capacity of higher education institutions is much higher currently and planned to reach 111,000 in the 21 government Universities and 50,000 in the private higher educated institutions by the year 2010 G.C. From this, one can deduce that the student enrollment in higher education institutions is increasing significantly from time to time. For instance, the number of undergraduate degree program students both in public and private higher learning institutions in Ethiopia increased from 58,026 in 2002/03 to 98,404 in 2003/04, to 138,159 in 2004/05, to 173,901 in 2005/06, to 203,399 in 2006/07 and to 270,356 in 2007/08 with an annual average enrollment growth rate over 33%. Consequently, the enrollment for undergraduate degree in PHEIs increased from 3,741 in 2003/04 to 48,802 in 2007/08, which was a 38.4% increase in five years, accounting for 18.1% of the nations gross higher education enrollment (MOE, 2008:53).

Moreover, to ensure quality and relevant higher education system in Ethiopian higher learning institutions, Higher Education Relevance and Quality Agency (HERQA) was formally established by the Higher Education Proclamation No. 351/2003 of the Federal Democratic Republic of Ethiopia (Teshome, 2007:37). This autonomous body accredits

PHEIs, review the performance of both public and PHEIs and safeguards comparable standards for degree programs in both public and PHEIs.

The current global market economy in general and the educational market in particular seems to pose new dominating expectation about the roles and practices of the higher education institutions in producing high quality education work force equipped with necessary market oriented practical skills. In relation to this, Leu (2000:9) assured that the new millennium demands change in the role of education and redefinitions of educational quality so that education could address its assigned task of producing human resources that could resolve the new challenges that the world has faced in its development. This shows that higher education institutions must offer high quality learning and teaching because they seek to provide excellent teaching and high quality learning environment. Therefore, the concept of quality education has come to be the most noticeable issue of learners, parents, communities, educators, leaders and nations which acknowledge what is learned and how learning occurs is as important as access to education.

However, Amare And Temechegn (2002: 27) pointed out that the profile of graduates from the different educational programs have been under attack by employers and researchers and hence, the problem – solving graduates were rarely observed in the Ethiopian context. This remarks that the rapid expansion of higher education in both public and private institutions have been entangled with deteriorated quality of education. However, to overcome such challenges, Zenawi (2007: 54) in his study suggested that higher education institutions in Ethiopia need to have acceptable quality assessment system to evaluate whether they are working towards achieving their main objectives of producing qualified professionals for the world of work.

Hence, this research has evaluated the current status of quality of education by considering input, process and output factors (benchmarks) in PHEIs of Mekelle.

1.2 Statement of the Problem

Although higher education is one of the pillars of economic, social and political development of a country, massification of PHEIs aggravates the problem of quality of education. In line with this, MOE (2007: 38) states that the expansion of higher education without necessary planned intervention could easily be compromising quality of education. Thus, the Ethiopian higher education system is demonstrating a rapid increase in students' enrollment which has not been accompanied with sufficient encouragement by quality.

Likewise, private higher education institutions are experiencing challenges from the quantity and quality of inputs, processes and outputs of education system. With respect to this, Seemnk and Teelkun (2003:75) in their study reflected that quality of higher education is distinguished between input indicators, process indicators and output indicators by justifying that quality of education is evaluated as a system with all its interwined components such as inputs, processes and outputs. Besides, Bekalu and Maru (2004:85) in their study under the topic " comparative analysis of the quality of education in public and private HEIs "showed that private higher education institutions had in available number of facilities, less academic staff qualifications and poor college governance in comparison to public HEIs. This study was limited only to input factors of higher education but had not illuminated the status of quality of education. Similarly, Tsegaye (2008:92) in his study pointed out that the implementation practice of quality assurance and accreditation system in many PHEIs in Ethiopia has been seriously impaired in contrary to the expected policy directions. This study was also limited to implementation practice and accreditation rather than describing the status of quality of education.

Moreover, Damtew (2005:42) in his study under the topic "private higher education in Ethiopia" confirmed that some of the notable challenges confronting the enterprise include that PHEIs go through stringent regulations, some of which can not be met at least in the short run (eg. The ratio of senior personnel). This study was also limited to government regulations.

However, in few PHEIs of Addis Ababa, for instance, on St. Marry University College, Unity University and Rift Valley University College, some studies were carried out on pedagogy and quality of education, and presented on proceedings of national conference of PHEIs at various occasions. This had laid a promising start but it does not fully address the problems of quality of education in all PHEIs of Ethiopia. However, as far as my knowledge is concerned, no research has been conducted on the status of quality of education in PHEIs in Mekelle. Therefore, based on the above substantial information and reflections, my professional knowledge, work experiences and reading about quality of education, I am initiated to conduct this research.

1.3 Objectives of the Study

As this gap is so pressing and has to be investigated so that timely correcting measures if needed, could be taken, I determined to study the current status of quality of education in PHEIs in Mekelle. Therefore, this study seeks:

1. To evaluate the current status of quality of education in PHEIs in Mekelle interms of inputs and processes.
2. To investigate the mechanisms being employed by mangers and instructors to ensure quality of education.

1.4 Research Questions

Inorder to achieve the above objectives, the following research questions were raised to be answered in the course of the study. These are:

1. To what extent are educational facilities and infrastructures available to improve quality of education?
2. How is the competency of instructors in conducting the teaching – learning process effectively?
3. Do managers of PHEIs have the necessary competencies to manage their colleges and achieve quality standards?
4. What mechanisms are being employed by mangers and instructors to carry out the teaching-learning process effectively?

1.5 Significance of the Study

The study is expected to have the following significances:

1. The study is expected to help the stakeholders on how to identify the major factors that affect quality of education in higher education institutions.
2. It may initiate private owners to equip their higher education institutions with learning resources to maintain acceptable quality of education.
3. It may guide instructors and top managements of PHEIs to evaluate the accessibility of curricular materials and the implementation of teaching – learning process.
4. It may help mangers and instructors as a road map to design their own strategies that enable them to ensure quality of education.
5. It may serve as a spring board for other researchers to undertake broader researches.

1.6 Delimitation of the Study

Although maintaining a good and acceptable status of quality of education is a challenging task in many PHEIs of Ethiopia, to make the study manageable, the scope of this study was geographically delimited only to PHEIs in Mekelle. Four PHEIs which are providing instruction to undergraduate degree students in the regular program were included in the study.

Moreover, it was also difficult to assess all education monitoring factors that affect quality of education in PHEIs. So that the researcher delimited the scope of this research theoretically to some major indicators of educational quality. Namely: input indicators, process indicators and output indicators. From the input indicators of educational quality; quality of academic staff, support staff, academic competencies of students, academic staff / students ratio, quality of learning resources (buildings, libraries, ICT, laboratories, etc) were assessed. From process indicators of educational quality; quality of leadership and management system, availability of curricular materials, methods of teaching and assessment techniques were investigated. From the output indicators of educational

quality; employability of graduates and their academic achievements (acquired skills and knowledge) were assessed through questionnaires and analysis of graduate tracer studies.

1.7 Operational Definitions of Related Terms

- **Higher Education:** A tertiary level of education which is given by colleges, university colleges and universities.
- **Private Higher Education Institutions:** are those institutions whose ownership comes from private investors.
- **Inputs:** refer to an antecedent or prior requirements such as qualification of teaching staff, background of learners, educational facilities, etc.
- **Processes:** refer to transaction of the teaching – learning processes which embrace methods of teaching, assessment, leadership quality, etc.
- **Outputs:** refer to the employability of graduates and their academic standings.
- **Quality:** is the level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good performance
- **Quality Assessment:** is the process of evaluating teaching, learning and out comes so as to judge if the institution meets the generally accepted quality and standards.
- **Quality Indicators:** are the benchmarks with which we can systematically assess quality of education.
- **Standards:** are criteria by which institutions are judged and evaluated for programs and accreditation.

2. Review of Related Literature

2.1 An Overview of Higher Education

Scholars in the area of higher education made many attempts to define higher education. Higher education is defined as an advanced level of education beyond a full course of secondary education incorporating vocational schools, specialized training institutions, prosperity schools and formal programs that prepare individuals for careers in colleges and universities (Knowles, 1977; IUCEA, 2007:16). According to Mekasha (2005:111), higher education is also defined as a time for specialized study to qualify the individual for professional activity or for employment in higher positions in business, industry and development. Unger (1996:61) on his part extended the definition of higher education to formal study beyond the secondary school level, usually provided by colleges and universities which inturn embrace teaching, learning, scholarship and research.

The present era is characterized by a historical move towards mass higher education that intends to secure place for students of different socio-economic background. Higher education no longer remained the preserve of the rich and more students from more diverse background universities and colleges (Lim, 2001:87). This ideological move has been dramatically increasing the number of students beyond the existing capabilities of higher education institutions in terms of human, material and financial resources at their disposal. Intellectually speaking, in higher education nothing can be taken on trust and the students have to think for themselves so as to be able to stand on their own feet (Barnett, 1997:32). Therefore, higher education imparts the deepest understanding in the minds of students rather than superficial grasp that might be acceptable else where in the system.

Higher education is broadly categorized into public and private sectors. They differ from each other by ownership, source of fund, management and kind of students enrolled (Rae, 1996:68). The public higher education institutions are established by a state to serve all students that are eligible to join higher education in the country based on the country's education policy (FDRE, 2003:237). According to the proclamation, they are owned, managed and funded by the state. Besides, they are not profit seekers. On the contrary,

PHEIs are established, managed and funded by individual owners or company. In most cases, they enroll students who missed the chance to join public higher education institutions (Teshome, 2007: 26). But there are situations where students of wealthier families join PHEIs searching for quality education (Sayed, 2001:77). In most cases, PHEIs are profit seekers though few are not for profit ones. However, both HEIs have similarity in policy formulated by the state in which they are working. For instance, in the Ethiopian case, both are contributing their own roles based on the education policy launched since, 1994. From this one can say that both public and PHEIs have great contributions to enroll large number of students.

2.1.1 Higher Education in Ethiopia

The increasing importance and the need for more investment on higher education in the world scenario is set out by different study reports and initiatives of the international organizations and communities. Equalization of educational opportunities and reducing regional disparities has become the top priority in the case of the Ethiopian education system (ETP, 1994:8). The overall economic, social and political development of the country gets in touch with the long over due of the society (ETP, 1994:4). The policy includes over all and specific objectives and implementation strategies from kindergarten to higher education.

A number of fundamental problems and weaknesses afflict the higher education system in Ethiopia. These challenges could undermine the ability of the country to meet its mission and the national goals of development in almost all sectors of the socio-economic setting, poverty alleviation and becoming competitive within the global economy which is increasingly become knowledge-based (Teshome, 2007:145). However, according to higher education legislation, the council of people's representatives of the FDRE enacted a land mark for higher education in 2003 striving for quality man power. Hence, higher education should produce skilled manpower in quantity and quality that will serve the country in different professions (FDRE, 2003:237). Moreover, it aims at expanding higher education services that are free from any discrimination on ground of race, religion, sex and puts problem- solving educational and institutional system that enables to utilize potential resources of the country and

conduct study and research. Therefore, according to Education Sector Development Programme III, the fields of study were explained to be opened related to the driven demand and anticipated demand (MOE, 2005:40).

The provision of higher education in Ethiopia depends on a chronological demarcation between the modern and pre-modern periods (Lulat, 2003:43). Hence, Ethiopian higher education is indeed expanding rapidly, since the higher education proclamation provides provisions of law as to establish HEIs at various levels: Institute, College, University College and University (Mekasha, 2005:113). The World Bank Report (World Bank, 2004:6) indicated that the government of Ethiopia recognizes that human capacity development at all levels is one of their most important development objectives. As a result, the Ethiopian higher education system is characterized by rapid changes. This includes the increased and diversified types of studies, the increasing number of graduates every year, the increasing demand for relevance and quality curricula and the need for effective quality and relevance assurance mechanisms (Teshome, 2007:85). This indicates that today there is a rapid expansion of both public and private higher education institutions in Ethiopia.

2.1.2 Privatization of Higher Education

Privatization has been embraced in developing countries as a means of mounting access to higher education by harnessing private resources (World Bank, 1994:18). Varghese (2004:9) said that two core changes happened in higher education, he viewed them as the use of market principles in the operation and management of institutions of higher education while the ownership rests within the public domain and the development of the non-state sector in tertiary education. As to him, private sector indicates the growth of the non- state sectors in higher education that do not receive financial resources from government nor do they rely on the state funding for growth and expansion.

The aims of private higher education institutions is to enhance the flow of private wealth in higher education to make higher education more approachable to the working of the market, economic growth and make academics more responsive to the realities of a

production –oriented society (Rae, 1996:65). Private higher education institutions (PHEIs) are not exactly similar rather they vary in their management and source of finance. In relation to this, one can generally consider them as institutions that comprise both universities and colleges which necessarily totally privately funded and acknowledged for imparting tertiary education (Wongsothron and Yibing, 1995:148). Nonetheless, PHEIs around the world share numerous common features. They are relatively small in size, limited in programs, market – oriented, fee and tuition dependent (Damtew, 2005:11). This will make PHEIs different from public higher education which inturn depends on cost-sharing regulatory system (FDRE, 2003).

2.1.3 Massification of Private Higher Education Institutions

Opening the way for private sector becomes a mandatory phenomenon during the decentralization and/or privatization of the education influenced by the state policy (Levy, 2002:8). The expansion of PHEIs is a recent phenomenon and the causes for expansion are the following: First, public universities in many countries were unable to satisfy the growing social demand for higher education interms of number and the type of programs offered. Therefore, private sectors satisfy the needs of groups of students with specific interest in areas unavailable in public tertiary education institutions (Rae, 1996:68). Second, the decline in the capacity of the state to fund education reduced the efficiency of the public sector to provide continuous and adequate funding support for an expanding higher education sector (Varghese, 2004:9). Third, de-regulation policies and advances in information globalized tertiary education as a transnational operation, there by broadening the scope for the private division to venture in to the sector. Many of those who provide cross- broader e-learning facilities are private operator working on a full-cost basis (Altbach, 1998:36; Materu, 2007:32). Fourth, PHEIs were emerged and expanded in some cases due to their quality provision of education assumed to be non-existing in public owned institutions. In fact, there are wealthier families who always seek 'something better' for their children. So that they could be at an advantage in the labor market to search for quality in private higher education institutions (Sayed, 2001:79). This shows that the above factors along with many others lay ground for the emergence and growth of the PHEIs in different parts of the world.

2.1.4 Private Higher Education Institutions in Ethiopia

In Ethiopia, the task of education provision until recently has long been dominated by the government at all levels. As population grows and the demand for education increase, the offer by the government becomes extremely falls short of what is needed. This calls the government to open up the sector for private involvement (Abera and Maru, 2005:350).

Although public universities had a sole monopoly of providing higher education in almost all African universities, the movement away from public financing towards private financing increased along with the demand for higher education (Maitra, 2007:126). In the Ethiopian context, the horizon of access to higher education was extended during the launching of the current education and training policy of Ethiopia. The policy paved the way for the expansion of higher education both in public and private sector (ETP, 1994:10). As a consequence, the demand for tertiary education is highly increased since few decades in Ethiopia. Due to limited economic situation and the over whelming demand, the government calls for the private initiatives. As a result, as of 1997 a lot of private higher education institutions were proliferated in the country (Wondwosen, 2003:56). Thus, as shown in the introduction part, PHEIs had began enrolling large number of students from year to year.

The current development of private higher education is encouraging eventhough it needs more support and focus to provide more space and opportunity to potential students and deliver education and training with the requisite standards and quality. Within the short period of their operation, private higher education institutions have opened wide opportunities for hundreds of Ethiopians to be able to follow higher education and training. The institutions are providing access to a large number of the youth who could not join the public universities. When compared to other parts of the world, however, Ethiopia has been slow to have the private sector in the higher education landscape. The increased demand of students for access, the limited capacity of public universities, a growing emphasis on and the need for skilled labor force for the growing economy has necessitated the expansion of private higher education institutions in Ethiopia (Teshome, 2007:28). In addition to these, the causes for massification of PHEIs in Ethiopia are free

market, government education policy, decentralization of accreditation system, rapid increase in Ethiopian population and globalization (Abera and Maru, 2005). As a result of the above reasons, private higher education institutions are expanded rapidly in different corners of the country.

2.1.5 Higher Education and Development

The dividing line between developed and developing countries rely on the capacity of educational and scientific attainments and its application for economic progress and prosperity (Bloom et al, 2005:21). He further claimed that higher education has become central to the economic well being of nations and individuals. This indicates that the gap between developed and undeveloped economies is mainly due to the difference of educational and scientific development which inturn depends on the advancement of knowledge. It has also been described that universities are recognized as centers of high learning and potent agent of development in nation building (Aggarwal, 2004:64). This indicates that they are essential interms of generating knowledge, dissemination of knowledge and utilization of knowledge. Thus, HEIs are the primary contributors to economic growth being a source of new scientific knowledge; its technological applications, and by training scientists and technicians. Without better higher education, developing countries will find it increasingly difficult to benefit from the global knowledge-based economy (World Bank, 2004: 83). This realizes that developing countries will either compete in the knowledge economy or face a future of increasing exclusion. Furthermore, Gibbons (1998:37) and World Bank (2004:109) enumerated the roles of higher education as follows: a) To build a knowledgeable society. b) To achieve the advancement and application of knowledge for social and economic progress. c) To create, disseminate and apply knowledge, as well as build technical and professional capacity. d) To be more innovative and responsive to the needs of a globally competitive economy and to the changing labour market requirements for human capital. e) To achieve the millennium development goals (MDG).

2.1.6 Research and Center of Excellence in Higher Education Institutions

Integrating teaching and research in HEIs is an important issue as it opens opportunities for discussion among instructors, students and other stakeholders. Currently, there is little or no research work on integrating research and teaching in HEIs in Ethiopia (Desalegn, 2006: 112). However, HEIs are distinct social organizations characterized by the coexistence of the linkage of these core mandates which is essential for social, economic and cultural development. Thus, it is due to this connection that the new Education and Training Policy (ETP, 1994:25) emphasized on the nexus between education, training, research and development as one of the core component of HEIs.

Neary (2002:28) asserted that research is an out let value for innovation and it is responsible for the broadening of knowledge and ensure quality in HEIs. In the realm of education, research is the cause for the change of curriculum development, evaluation, teaching methods, learning process, strategies for assessment, etc. In the same manner, testing the existing policy, theory, pedagogical practice and exploring difficulties and problematic areas, all these would be possible through research (Hitchock and Hughes, 1995). Moreover, UNESCO (1998:32) underscored that the linkage of teaching and research is becoming to ensure the effectiveness of higher education and to develop indigenous capacity for research. This reflects that if teaching and research are inseparable in HEIs, instructors should be engaged in conducting research. No system of higher education can fulfill its mission and be a viable partner for society in general unless some of its teaching staff and organizational entities-in accordance with their particular institutional goals, academic professional and material resources carry out research (UNESCO, 1998). The key to success for HEIs departments lies not only on relevance and excellence in teaching but also on research. Due to this reason, higher education system in Ethiopia could fulfill its mission effectively and be a viable partner to society by conducting research through the expansion of quality graduate programs with appropriate support from government and stakeholders (Teshome, 2006b:15). This indicates that HEIs need to undertake research and studies to enable students as problem-solving citizens and knowledgeable experts. However, most Ethiopian higher education

both public and private are not engaged in research and studies as much as required of them (Habtamu, 2003:320). This shows that research is seen as peripheral aspect of teaching rather than being indispensable to maintain a higher standard of excellence.

2.2 The Concept of Quality in Higher Education System

Understanding the concept of quality in education system has proved to be a challenging task. Chang and Tam (1997:23) suggested that quality education is rather vague, controversial and a notoriously ambiguous concept. At the broadest level, Chang and Tam (1997:23) comprehended quality of education as a set of elements that constitute the inputs, processes and outputs of the educational system, and provide services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations.

There are as many theories of quality as there are writers. These different views of quality are often confusing and contradictory (Amare, 2005:2). For instance, Middlehurst (1997:46) viewed quality as a spectrum between two polar ends, fitness for purpose and academic excellence. Moreover, the definition given by Mosha (1998:38) said that quality in higher education is the level of excellence in performance which can be measured by establishing acceptable criteria and standards of good performance. This definition focuses on performance based and accepted criteria. Inputs, processes and outputs are the major educational elements to address quality issues. The relationship between inputs and outputs is influenced by various factors and processes and outputs are also numerous and complex. Moreover, a very important and powerful definition of quality can be said to lie in the eyes of the beholders (Sallis, 1993:25). However, quality in higher education are divergent and controversial.

Today, nobody questions about the importance of quality so that assuring and enhancing quality of teaching and learning in higher education is currently of the major concern. To this end, Harvey (1994: 47) and Middlehurst, (1997:48) distinguished five perspectives of quality. Namely: quality as exceptional, perfection, fitness for purpose, value for money and transformation. In the Ethiopian case, among the five dimensions of quality, the latter three could be the major areas of focus in defining quality and standards.

2.2.1 Quality as Exceptional or High Standards

Performance that is exceptional is attainable only in limited circumstances. This can happen only when very able and brightest students are admitted to the system, mainly in world class universities (Firdissa, 2009:19). According to Harvey (1994: 70), this aspect of quality considers quality as some thing distinctive and elitist. Moreover, it is a view of quality as exceeding very high standards. In education, this notion of quality tends to focus on inputs and outputs. For example, a HEI that enrolls the best students and provide them with the best resources will excel. Regardless of the process by which students learn, the excellence remains focusing on the level of inputs and outputs as an absolute measure of quality but often unattainable by most. Sallis (1993:22) said that the absolute concept of quality is unaffordable by all educational institutions, especially in less developed countries education with absolute quality is unthinkable.

2.2.2 Quality as Perfection or Zero Defects

Quality as perfection deals with producing consistency through continuous improvement by adopting total quality Management (TQM) to create a philosophy about work, people and human relationships built around shared values. This aligns with positivist paradigm which espouses for the belief that the world is definable, fixable, discoverable and describable (Ayalew, 2002:66; Firdissa, 2009:19). Hence, quality as perfection focuses on process and sets specifications that aim to meet perfectly (Harvey and Knight, 1996:171). This notion of quality perhaps is applicable to administrative tasks, For instance, maintenance of students' records but it does not fit well with the idea of expository learning.

2.2.3 Quality as Fitness for Purpose

According to this approach, quality only has meaning in relation to the purpose of fitting customer specifications, needs and priorities. Supporting this, many authorities (Ayalew, 2002: 66; Harvey 1994:50) put their ideas of fitness for purpose. Fitness for purpose has emerged as a fashionable way to harness the drive for perfection. However, it is illusory for it to raise the issue of whose purpose and how fitness for the mission determined

purpose. This implies that educational institutions need to be vigilant that they base their quality standards up on analysis of customer needs. The teaching purpose on the other hand, restricted to the purpose of getting students to learn effectively and to accredit that they have learned to publicly recognized standards. Thus, quality can be judged by how effectively the institution achieves its educational goals (Abebe, 2007:4). This indicates that quality is judged by assessing to what extent the intended out comes are being achieved.

2.2.4 Quality as Value for Money

Quality as value for money is where the outcome of the educative process is seen at the lowest possible cost. This is to use quality as the ability to provide value for resources invested and to be publicly accountable for the 'bucks' and for the 'bangs' (Firdissa, 2009:20). Value for money is a market view of quality that relates quality of education to "Value for money" through its demand for efficiency and effectiveness. For instance, since the mid 1980's, there has been growing pressure on HEIs in Europe, Australia, USA and else where to demonstrate their efficiency and effectiveness by managing expansion without a comparable increase in resource but no decline in quality or standards.

2.2.5 Quality as Transformation

Quality as transformation is an on-going process which deals with empowerment and enhancement of the student, allows them to take control of themselves and the learning process. A transformative notion of quality presupposes a fundamental purpose of higher education. It assumes that higher education must concern itself with transforming the life experiences of students by enhancing and empowering them (Harvey, 1994:50). This approach uses standards to assess the enhancement of students both interms of academic knowledge and broader set and transformation skills such as analysis, critical thinking, lateral thinking, innovation and communication (HERQA, 008/2006:13).

2.3 The Nexus between Quality and Standards

What is commonly employed in the higher learning institutions in Ethiopia, as a way of checking quality is setting minimum standards on the educational processes, such as the qualification of the academic staff, the organization of curriculum and other resources, using student evaluation of teaching although there is differences in implementation and utilization (Aschroft 2005:46). Thus, standard is used to denote both excellent / high standard/ and ordinary/standard procedure/ being both an identification of uniqueness and a measure by which conformity is judged. Accordingly, Aschroft (2005:46) suggested the following standards: **1) Academic standards:** measure ability to meet specific levels of academic attainment in relation to teaching and learning. 2) **standard of competence:** measures specific level of ability on a range of competencies which include the general transferable skills required by employer and skills required for induction into a profession. 3) **Service standards:** measures identified elements of the service provided by higher education institutions. These three standards are however, can only be defined within the context of an institutional mission. Because of this reason, the performance of higher education institution can be assessed on input- process-out put procedures (Aschroft. 2005: 47). **1) Input standards:** among the input to educational process are the staff, the curriculum design and learning resources. Most HEIs in Ethiopia have minimum standards that they aspire with respect to the qualification of instructional staff (Aschroft, 2005:47). **2) Process standards:** the practice in Ethiopia appears inconsistent. Ethiopian higher education seems to lack a system of regular, holistic assessment by a course team of the strengths and weakness of the course involving the collection and analysis of variety of data (Aschroft, 2005: 48). **3) Output standards:** are the backbone of any quality system and refers to the standards that students achieve and the extent to which these are comparable across subjects and with higher education institutions in other countries. The achievement of appropriate outcomes is the point of higher education, and therefore, the measurement and monitoring systems are most important (Aschroft, 2005:48).

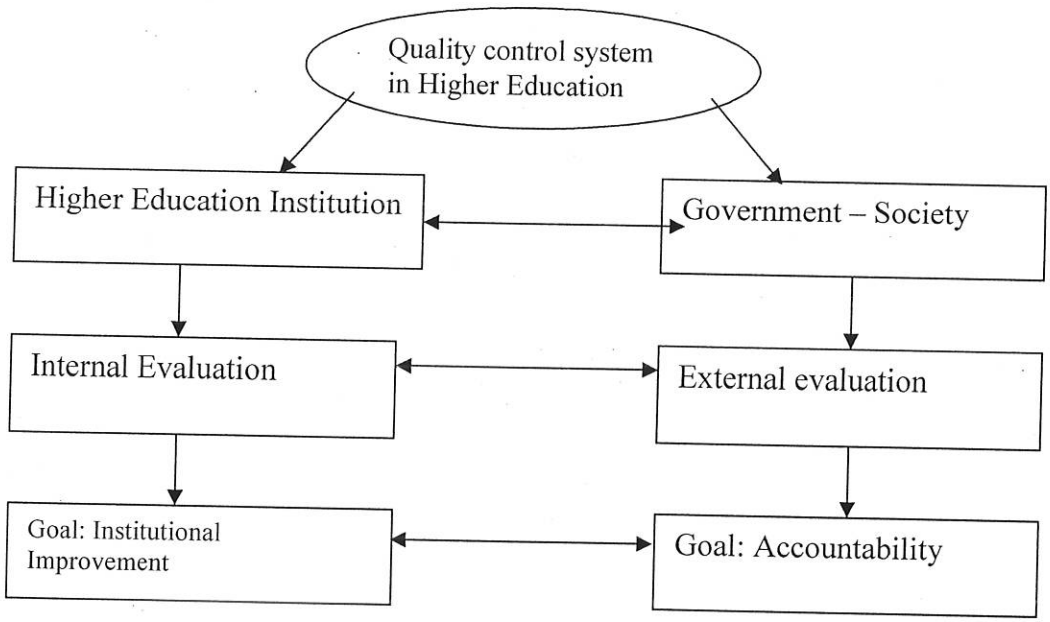
Therefore, quality is distinguished between input indicators, process indicators and output indicators. For instance, if the input quality is good but teachers do half- hearted teaching

or teachers to teach well but students keep dwelling on "who – cares" attitude, the quality of education is bounded to suffer. However, if the input quality is good, students are enthusiastic about learning and teachers do their job well, quality of education can be justified assured. This shows better the process quality, better the graduates will be.

2.3.1 Quality Control in Higher Education Institutions

Quality control is historically the oldest concept. It involves the detection and elimination of components or final products which are not up to standards (Ellis, 1993:19). Thus, quality control is inherently punitive, rewarding and imposing sanctions for inadequacy but at the same time implies that once a minimum acceptable level has been reached no further effort for improvement is needed (Craft, 1992:110). Moreover, quality control is an after-the-event process concerned with detecting and rejecting defective items (Venkataiah, 2004:85). It is usually carried out by quality professionals known as quality controllers or inspectors. This shows that inspection and testing are the most methods of quality control, and are widely used in education to determine whether their standards are being met.

Fig 1: Model of Quality Control System in Higher Education Institutions



Source: Denoya (2006).

According to Dr. Lalia E. Denoya (2006), there are three major factors forcing HEIs to develop integrated quality systems. These are government, market and the HEI itself.

2.3.2 Quality Assurance in Higher Education Institutions

Quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced (Materu, 2007:18). 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 (Sallis, 1993: 23, Venkataiah, 2004:88).

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, 2002:34). Hence, improvement and accountability are the primary purposes of quality assurance (Dawit, 2006:118). 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.

Higher education borrowed the concept, language and methodology of quality assurance form industry and production sectors (Craft, 1992:112). 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 can not assure that what it is doing is appropriate/ relevant and is being undertaken to an acceptable standard then it can not easily demonstrate its worth (Campbell, 2008:45). 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, 2001:46). And thus, quality assurance can be classified as follows:

Internal or Institutional Quality Assurance: 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 (El- Khawas, 2001: 54).

External Quality Assurance: is a broad concept that includes several quality related assessment provided by external bodies or individuals at outside the HEIs. The aim is to

achieve accountability. The government institutions usually decide up on the system of external quality assurance of HEIs (Lomas, 2002: 36). 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 the responsibility that they meet.

It is also essential for all public and private HEIs in Ethiopia to note that HERQA has identified ten major areas that form the focus points of institutional quality audit (Abebe, 2007:34, Tesfaye, 2007:40). These quality focal areas includes the entirety of inputs, processes and outputs of educational system. These are: 1) Vision, Mission and Educational goals, 2) Governance and Management system 3) Infrastructure and learning resources 4) Academic and support staff 5) student admission and support services 6) program relevance and curriculum 7) Teaching, learning and assessment 8) student progression and graduate outcomes 9) Research and outcome activities 10) Internal quality assurance.

2.3.3 Accreditation Practices in Higher Education Institutions

Although the concept of accreditation in higher education first appeared in United State of American (U.S.A), some of the basic concepts pertinent to it have been adapted by different professional associations and government agencies internationally (Kozma, 2003: 47). However, 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, 2005:3). This shows that different countries follows 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 interms 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: 236).

The current accreditation process for PHEIs in Ethiopia is input based. Institutional quality audit will undoubtedly contribute in bringing paradigm shift from input based system to an input, process and out put based accreditation system (Tesfaye, 2007: 47). 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 constituently meet its goals in an effective way, and its programs are widely accepted after being measured against academic standards (HERQA, 2005; 2007). It is given for three years staring from the end of accreditation time.

2.4 Quality Models in Higher Education

2.4.1 Total Quality Management (TQM)

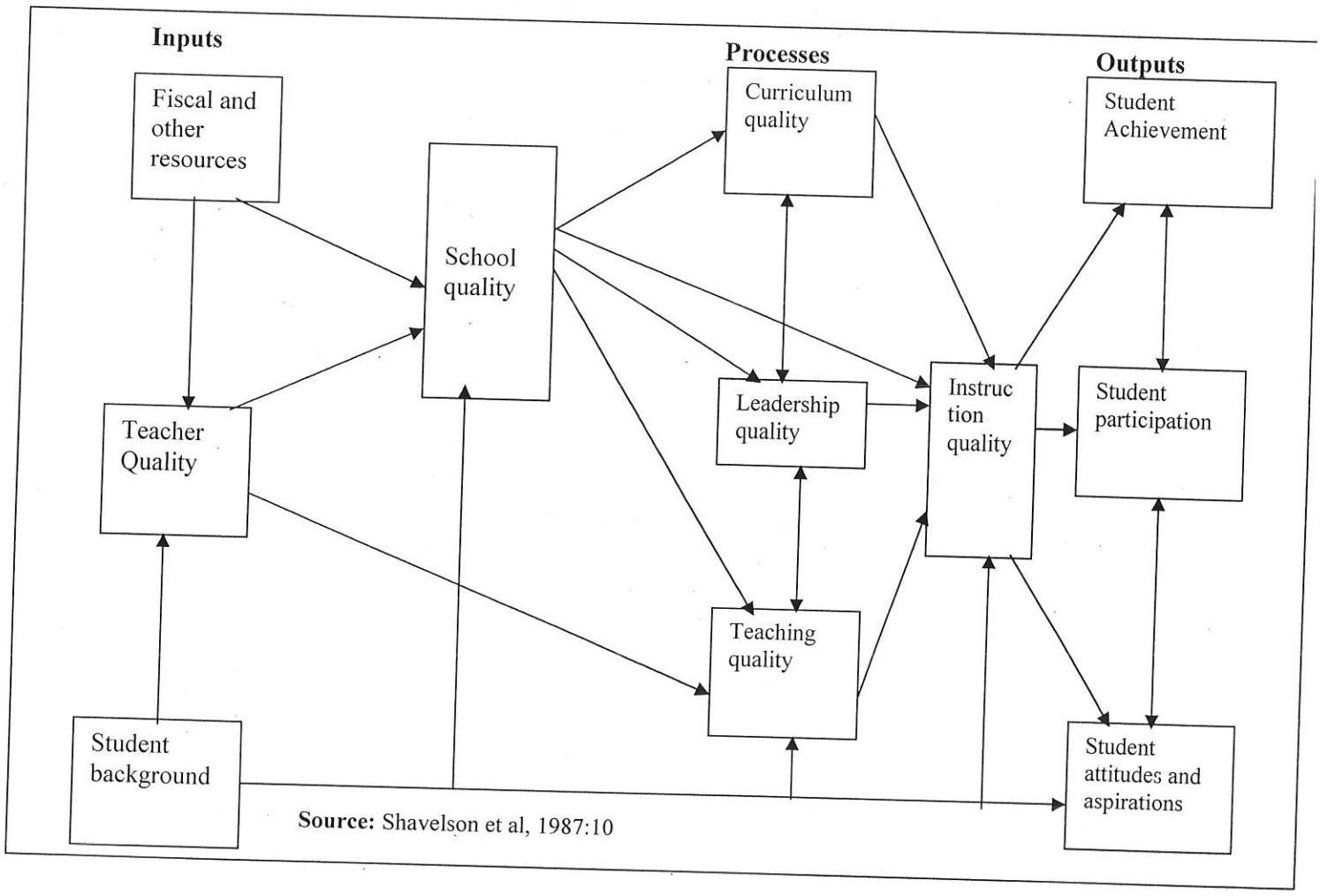
Borrowed from industries, total quality management has been dominantly used in higher education since the 1980s (Sahney et al, 2004). TQM is grounded on the principle of customer satisfaction. It aims at satisfying students, parents, employers and tax payers by addressing their needs and involving them in the planning execution of educational programs. Students should be allowed to communicate freely with staff and be involved in planning of courses. Hence, some authors believe that TQM has "applications for educators in virtually every aspect of their mission" (Izadi et al, 1996:30). Recently, however, there is the contention that TQM is unfit for the educational purpose of higher education learning and meets only the requirements of service provision (Harvey, 1995: 134) although others consider this argument to have stemmed from academic desire to monopolize decision making in higher education (Izadi, et al, 1996:36). The argument is TQM focuses continuously improving the processes which are not easily measurable and identifiable in advance (Sirkanthan and Darlymple, 2005:78). This shows that quality management in education has to emphasize the process of learning – interaction rather than looking at the process of delivery.

2.4.2The Input – Process – Output (IPO) Model of Quality in Education

The intention of the researcher was to investigate the study using the IPO model thoroughly due to the assumption that high quality physical, financial, human resources, teaching staff, methods of teaching, curricula, etc, provide higher opportunities for the quality of students' learning which inturn brings about quality of education. As a consequence, a number of authors have identified and most frequently used the IPO model of quality assurance, in which education is used as a productive system, where inputs are transferred into outputs (Shavelson et al, 1987:11). This indicates that the IPO model is popular and comprehensive in conceptualizing and understanding quality in education. An important contribution of quality management thinking is to focus attention on the effect of an organization's inputs on the quality of goods or services produced (Dill, 1995:141). The input of higher education consists of building facilities and provisions, instructional materials, students, instructors, financial capital, ICT,

academic staff and student intake (Smeenk and Teelkun, 2003:75). Moreover, an organization's process reflects the nature of the intra- institutional interaction of students, faculty and inputs to reach educational goals and objectives (Assefa, 2002:35). The process of higher education consists of methods of teaching, the teaching/learning process, curriculum relevance, learning environment, academic and management (Stoll, 2005:233). However, 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, 1995:143). The out put 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, employment rate of graduates and level of performances (Assefa, 2004:39; Stoll, 2005: 247).

Fig 2: Linking Elements of the Educational System in the IPO Model of Quality in Education



Source: Shavelson et al, 1987:10

The relationship in this figure can serve as a framework showing logical linkages among elements of the schooling system (Shavelson et al, 1987: 10-11). These elements of an education monitoring system containing indicators of educational quality on different levels.

2.5 Some Input Indicators of Quality in Higher Education Institutions

2.5.1 Government Policies and State Legislation

Any institution or organization, public or private, government or non-government, university or civil service agency, etc, in a given country is expected to function within a set of policies and regulatory frameworks (Teshome, 2007:43). Supporting this idea, Wongosthron and Yibing (1995:154) states that meaningful government policies are required specifically concerning the private higher education institutions (PHEIs), strengthening of their teaching and research functions, building up capitals and other infrastructure facilities, building up of faculty and administrative evaluation and quality control, and with respond to financing.

Wongsothron and Yibing (1995:155) further described that legislation on private higher education refers to the laws made by a state or territories to regulate behaviors of people in their activities of conducting private higher education. On the other hand, the state has to establish a sound and detailed accreditation and evaluation system. The legislation should also include the responsibilities of the government. State's responsibility has to include not only approval, regulation and supervision, but also provision of guidance and necessary support to PHEIs. Thus, the responsible body is to create an environment which neither suffocate educationally sound and sustainable private institutions with state over regulation nor allows a plethora of poor quality, unsustainable "Fly- by-night" operators into higher education market (CHEA, 2003: 7). This reflects that government policies and state legislation are very crucial input factors that affect quality of PHEIs.

2.5.2 The Quality of Academic Staff

Private 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 (Yohannes, 2006:233). This indicates that they need 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 has always been described as one of the most crucial resources of higher education institution for educational programs (Ayalew, 1995: 150). 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, 1994:164). 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 (Lipman, 1991: 120).

Aschroft (2005: 22) 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, 020/2008:4).

2.5.3 Academic Staff/ Student Ratio

HERQA (2008:21) stated that student academic staff ratio is one of the indication of an appropriate education and shows the status of instructors in higher learning institutions.

In fact, there is no standardized academic staff student ratio which is adapted by all higher learning institutions. As a result, different HEIs practice different ratios. In Ethiopia, the established instructor- student ratio for lecture classes, and technical and laboratory classes are 1:20 and 1:15 respectively (HERQA, 2005:29; World Bank, 2004:109). This indicates that a high instructor/student ratio means an instructor has hardly to guide more students, which is not realistic as the very essence of learning occurs where there is a close contact between instructors and the students.

2.5.4 Terms of Employment of Academic Staff

The ratio of full-time academic staff members to part-timer academic staff is also an indicator of the strength of higher institutions in securing quality of education. As a minimum requirement, in Ethiopia, 70% of the total population of higher education instructors should be permanent workers and 30% should be part-time workers (HERQA, 2005: 29). But the student- instructor ratio in the University is currently around 30:1 (World Bank, 2004:112). This reflects that a high student part time ratio may indicate and large burden placed on full-time academic staff and perhaps it indicates high level of dependence on part- time instructors. But part- time instructor should have lower levels of involvement in curricular materials preparation, instruction and scholarship.

2.5.5 Financial Resources in Private Higher Education Institutions

Private higher education institutions (PHEIs) are relatively better positioned interms of generating and mobilizing resources. Their biggest problem may be poor resource mobilization from development partners – locally and internationally (Teshome, 2007:140). This may be due to lack of sufficient support from government, particularly from Ministry of Education to facilitate such endeavors and the young age of the private higher education sector and the general lack of experience might also be the reason.

The attitude of few PHEIs focusing on profit and not showing long term investment have also affected many of these institutions in the eyes of many just as for-profit organizations rather than institutions serving the society and having a great contribution to social development (Teshome, 2007:41). The discussion of the issues that relate to financing PHEIs necessitates differentiating between different types of PHEIs. According

to Wongsothorn and Yibing (1995:153), privatization of higher education systems can be classified as follows: **a) Extreme degree privatization:** represents profit seeking PHEIs with no financial assistance from the government and very limited government control and regulation. **b) Strong degree of privatization-** represents PHEIs receiving no financial assistance from the government and are characterized by full cost recovery from the students. **c) Pseudo private higher education institutions-** represents PHEIs that depend up on the state for most of their expenditure **d) Moderate form of privatization-** represents PHEIs that financed partly by the government and partly by non-government sources, including fees, community contributions and donations.

2.5.6 Libraries, ICT and other Educational Facilities

Most of higher education facilities in the developing world tend to be crucial factors in the 21st century innovation and knowledge-based global economy. Libraries are one of the most critical resources of HEIs that ensure quality and relevance of teaching and learning as well as research. Most universities in Ethiopia do not have modern libraries with –up-to date facilities, and publications and resource materials for students. The World Bank (2002:47) Claimed that the safest investment in educational quality is to make sure that there are enough books and supplies in the library. Without some revitalizing inputs, particularly text books and instructional materials, almost no learning can be expected to occur. They are largely not equipped with the requisite ICT infrastructure, up-to-date books and journals are old editions and generally insufficient in their capacity for the growing student population (Teshome, 2007:111).

Moreover, Lock heed et al (1991: 45) asserted that the library should not be the collection of unrelated and out dated volumes. Its building should have sufficient space, silent and take into account the new development of information and communication technology. Thus, higher education institutions' facilities have major contribution in creating conducive environment to the success of each student in accomplishing the desired learning outcomes in the institutional program (Ayalew, 2002:71). So that ICT has also a wide scope to improve the quality and flexibility of higher education and its management. It contributes to widen access, facilitate and enhance educational delivery and training,

facilitate access to world literature, and learning resources and reduce cost (Teshome, 2007: 113). PHEIs in Africa are currently not meeting up with global derives such as using ICT (Olusola, 2007:48). But ICT development has a great promise and impact in producing large number of quality, Skilled and knowledgeable and civic minded human resource and in retaining or regaining the large number of faculty that is lost through brain drain. However, the utilization of this technology particularly in relation to teaching learning is still minimal.

2.6 Some Process Indicators of Quality in Higher Education Institutions

2.6.1 Governance, Leadership and Management System

No change is possible without the right leaders and managers in government, its agencies and higher education institutions (MOE, 2004b:102). The governance, leadership and management of Ethiopian higher education system prior to 1994, and in particular between 1974 and 1994, were largely characterized by heavy handed and more direct government inference in institutional affairs. The situation has improved after the adoption of the new education and training policy (ETP, 1994: 29) and strengthened after the promulgation of the higher education proclamation.

The effectiveness of any organization depends largely on the effectiveness of its management and the governance arrangements. The process of coordinating and integrating work activities are completed efficiently and effectively with and through people (Rosenstone, 2004:93). This indicates that effective management brings about efficiency of an institution.

Institutional leadership mainly focuses on articulation of vision, mission, setting direction, challenging the status quo and creating something new and better, as well as the management type in terms of ensuring system stability, planning and supervision to do things right are of paramount importance (Rosenstone, 2004:89; Teshome, 2007:50). However, most private higher education institutions have a centralized, profit- oriented management structure similar to that of private enterprise (Varghese, 2004:8). However, they are few mechanisms for internal consultation and have little influence on overall planning and management. The greatest problems private higher learning institutions face

is lack of leadership competencies due to the fact that leaders are appointed on the basis of seniority with out appropriate training and qualification that are required for higher education settings (Olusola, 2007: 59).

In HEIs, institutional autonomy should be respected, academic freedom with in the law should be protected and governance arrangements should be open/transparent and responsive (Teshome, 2007: 50). Hence, HEIs progressively strive for excellence because when institutions become center of excellence, they bring about excellent and skilled manpower. The management traditions of Ethiopian higher education institutions, as in many other countries, need to come out of weak leadership, and a lack of regulatory and management flexibility inhibit any type of effective reform or innovation. Institutions need a steady and competent visionary leadership to execute effectively the mandates of their institutions (Damtew, 2005:48). Thus, leadership is critical in success of an institution in terms of fulfilling its missions and meet societal expectations.

2.6.2 Relevance of Curricula in Higher Education Institutions

The curricula of a given institution are probably the most critical factors determining the quality and caliber of graduates produced by the institution. Quality and relevance are largely upheld by the nature, content and delivery of the curricula. In Ethiopia, much effort and thought has been put into the planning and execution of an education system which was expected to move the country forward in the direction of nation activities. Accordingly, the new Education and Training policy primarily focuses on the relevance of curricular materials. Of the policy statement concerning, first, the preparation of curriculum will based on the stated objectives of education ensuring that the relevant standards and expected profile of students are achieved. Second, ensure that the curriculum developed and text books prepared at pedagogical and psychological principles and update international standard give due attention to concrete local condition and gender issues (ETP, 1994:13).

The quality of curriculum calls for special care in the definition of the objectives of the training provided in relation to the requirements of the world of work and the needs of society in order to make students more active and develop an enterprising spirit (Astin,

1994:161). Besides, a good curriculum requires an expansion of greater flexibility in training facilities so as to make full use of the possibilities afforded by ICT and to take the characteristics of the education context into account.

The education quality that comes as a result of effective instruction and quality curriculum has different notion from different perspectives. As indicated in the UNESCO (2004: 59) document, in the humanistic perspective to quality of education, a curriculum which is standardized, defined and outwardly decided is rejected. Because, such standardized curriculum is regarded as discouraging the potential of learners to make their meanings. The behaviorist perspective goes in the opposite direction to humanistic perspective on the quality of education and thus standardized and controlled curricula are allowed. From critical stand point, quality is measured by effectiveness of the process of Knowledge and value transmission. This indicates that the curriculum of higher learning institution should flexible and relevant to the livelihood of the society. Furthermore, in the assessment of quality teaching and learning, a common emphasis should be given to the need for periodic evaluation of curriculum must draw its inspiration from its environment and should emphasize subjects of long-term relevance to the nation and to be relevant to the World of Work (Newcomer, 1997:217). Hence, to make curriculum relevant to society at large, a continuous curriculum reform should take place in the education system.

When designing a curriculum, the learning outcomes that are expected from students need to be able to do by the end of educational program agreed (Yohannes, 2006:223). For a curriculum to be relevant, it should emphasize on problem- solving, stress on skills development and knowledge acquisition, provides means for individual differences, focus on results, set standards and targets for students' learning, be responsive to emerging issues, relate things to the real life of the learners, provides a means for future life, and employment and should provide a means for the development of society in general (Shaw, 2005:764). Besides, a relevant curriculum is related to wider changes in an increasing knowledge-based economy and to the idea that a curriculum must not only give students access to existing knowledge but also the means to shape knowledge in the

future (Michael, 1999: 469). This indicates that a transformative knowledge focuses on the creation of new knowledge as well as the transmission of existing knowledge.

2.6.3 Methods of Teaching in Higher Education Institutions

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, 2005:60). In addition, the theory of Knowledge/epistemology determines the way in which knowledge is taught and learned (Murphy, Elizabeth, 1997:48). 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.

According to Leu (2000:1), the positivist and constructivist theory of knowledge are the two general models of epistemology which have got emphasis in the current professional literature on curriculum and instruction. Hence, positivist concept of knowledge assumes knowledge exists separate from the learner (Leu, 2000:3). Under the positivist theory of knowledge, a standardized curriculum which consists of predetermined body of knowledge and divided on the basis of different academic disciplines is regarded as indispensable.

A constructivist epistemology … assumes that knowledge is produced or made meaningful through interaction between the learner and the world around him/her. This interaction leads to interpretation and understanding, not just memorization (Leu, 2000:4). All knowledge are seen as being rather unstable and depends on the interpretation of the observer or learner …" Under the theory of constructivism standardized curriculum is not given much importance rather the use of curriculum that is customized to the students' prior knowledge is favored.

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 (Kasambria, 1993 cited in

Firdissa, 2005). While there are various methods of teaching that teachers can use, the central focus and purpose is enhancing students' performance (Firdissa, 2005:27). Hence, an educator's teaching style can be conceptualized on a continuum ranging from teacher-centered to student- centered teaching spectrum.

2.6.3.1 Teacher – Centered Method of Teaching

Education and training in Ethiopian higher education have relied on the objectivist view of knowledge. Student- centered knowledge is not well – developed in Ethiopian higher education, where students expect that teaching is the sole responsibility of teachers, and the responsibility of students is listening to lecture, taking notes and responsibility to questions up on request. Traditional teaching approach of lecture method is a common mode of instruction in Ethiopian higher education institutions including PHEIs (Yohannes, 2006:231). Hence, teacher- centered approach gives emphasis to the decisive role of the teacher in disseminating and imparting knowledge to the learner. This approach is characterized by the teacher's dominant activity in the classroom and the learners as a passive listener. It stresses on the memorization of facts and knowledge, where the dominant methods of lesson delivery are lecturing, demonstration and question and answer (ICDR, 1999: 69). ICDR further stated:

> *that the teacher –centered approach assumes that learners are empty vessels to be filled by the knowledgeable person, the teacher. It is commonly known as traditional or conventional methods of teaching. "Two specific assumptions are made in teacher-centered instructional method. First, that there is a common body of knowledge that all learners need to know; second, that learners know about the same materials as they enter the learning situation"* (1999:69).

The traditional or teacher-centered approach is called "Banking Education" by Paulo Fererie. The learners are likely to remain passive recipients of idea and message of the program directors and teachers. The learners own experiences may not be taken into account and they do not engage directly with the material; they have access to it only through the teacher's words. However, teacher centered approach is also advisable to be used when there is scarcity of teaching materials and when the teacher wants to avoid risk in instructional activity while handling hazardous chemicals in the laboratory through formal demonstration. Teacher- centered approach do have its own inherent limitation

teacher's role in the instructional process is insignificant, rather the role of teacher is highly needed in guiding, facilitating and creating conducive learning environment. Ferire calls the child- centered approach as 'problem – posing education. Agarwal stated child- centered teaching method as:

> *in this interaction model, the function of the teacher or organizer is to help in the creation of situations through which the learners can engage directly with the material. The educator is less an instructor, a director, but more a 'facilitator' of learning. His task is to design and structure an interaction process so that learners can first identify and then fulfill their educational objectives. The learners are able to participate in the diagnosis of needs, and then reach conclusion through exploration and discussion* (2004:89)

Moreover, Brooks and Brooks (1993:36) described that teachers in Constructivist classroom are expected to (1) encouraging students to engage in dialogue both with the teacher and with one another. (2) seek and use students questions and ideas to guide lesson (3) accept and encourage students autonomy and initiation of ideas (4) respect and use all ideas that students generate. This shows that from the point of constructivism, the teachers are considered as midwives who guides, facilitates and leads the learners towards meaning creation.

2.6.4 Assessment Methods in Higher Education Institutions

According to Ritter and Wilson (2001:5) 'Assessment is an area of on-going scholarly debate and there are neither absolutely risk- free process nor perfect outcomes.' They also point out that assessment is the determinant of learning behavior, and an integral part of the teaching and learning process, and a significant contributor to learning outcomes (Ritter and Wilson, 2001:5).

Each higher education institution should be able to devise assessment strategies that allow students to demonstrate that they have achieved, the learning outcomes and should correspond to the knowledge, abilities and skills that are to be demonstrated (Yohannes, 2006: 230). Besides, according to Earl (2003:19) assessment becomes a major element in the learning process when teachers use it to become aware of the knowledge as a starting point for new instruction, and monitor students' changing as instruction proceeds, and

termed it assessment. Thus, assessment of learning, which traditionally involves such as multiple choice and short answer tests given at the end of the chapter or course of study, can not measure all that goes on in an instructional process.

More importantly, it is commonly thought that assessment is the most powerful influence of all on how students approach learning in a subject and where they decide to put their energy. According to Entwistle (2001: 23) assessment techniques that encourage students to think for themselves such as essay questions, application to new contexts, and problem-based questions- all shift students toward a deep approach; assessment perceived by students as requiring no more than the accurate reproduction of information lets students rely on surface approach; assessment tasks reward memorizing and rote learning then that is what students will do inorder to succeed in assessment. When higher order learning objectives are specified, it then follows that, the assessment must mirror and test those objectives. This has implications for course design assessment instruments that should be developed and requires a great degree of analysis and synthesis. The assessment methods in most HEIs are relatively ineffective to measure and test a wide range of work related skills and abilities like problem- solving abilities, team work capability or communication skills. It is not common to use evaluation techniques such as group work and team assessment oral presentation or report writing (Yohannes, 2006:231). Assessment is often divided for the sake of convenience using the following distinctions: a) Formative and summative b) objective and subjective c) Referencing (criterion- referenced, norm- referenced and inspative) d) Informal and formal assessments.

2.7 Some output Indicators of Quality in Higher Education Institutions

2.7.1 Students' Acquired Skills and Knowledge

A chief aspect of quality in higher education is the quality of the endings achieved (Warner and Tranter, 2001: 191). They argued that although quality is not a quantifiable commodity, it is possible to measure quality by using competency framework. Competence is a broad concept comprising the possession of set of skills, knowledge, attitude, etc which are necessary to successfully compete for jobs in labor market... and,

thus to contribute to personal empowerment and economic, and social development (Warner and Tranter, 2001:192). One of the main elements against which progress and performance of higher education can be measured is students' acquired transferable skills, and knowledge and their preparation which are relevant to the world of work. When students have mere mastery of theoretical parts of their study, their ability of such knowledge is at stake. Supporting this view, Teshome Confirmed:

> *that the performance of university graduates in the work place, as well as their adaptability and leadership abilities, is not as much as expected and should be. Most graduates are good in the theoretical knowledge but poor in skills and in the application of the knowledge they gained from the universities into the real world of work (2004:8).*

According to HERQA (008/2006:13), although all degree graduates are expected to demonstrate that they have acquired knowledge, skills and abilities identified in their programs' learning outcomes, it is accepted that there will be significant differences in their attainment. As a result, three levels of performance criteria may be suggested as indicators for judging the achieved outcomes. These are: **a) Threshold performance-** describes the baseline to be exceeded by all graduates. Threshold graduates demonstrate the minimum level of performance to obtain a degree. **b) Modal performance-** is expected to be achieved by the majority of graduates. Modal graduates apply their own grounded and informed perspectives to their studies, deals with uncertainty and complexity, explore alternative solutions, and integrate theory and practice in a wide range of situations. **c) Top performance-** is characterized by excellence. Top graduates are distinguished from the modal category by their additional creativity and adaptability. They bring originality, insight and superior critical and reflective abilities to bear up on their knowledge, and have the capacity to evaluate and integrate theory and practice in a comprehensive range of situation.

2.7.2 Employability of Graduates

Expansion of higher education and the design of the curriculum should be in line with a country's demand to utilize all fresh graduates. Since, unemployment rate is increased when there is a mismatch between the labor market demand and number of graduates (World Bank, 2002:128). However, one of the means by which higher education institutions can assess and improve their performance is by organizing market feedback systems, such as tracer studies and regular consultations with employers and recent graduates (HERQA, 2006). Therefore, undertaking surveys and maintaining regular contact with employer and graduates can greatly contribute in minimizing the number of educated-unemployed citizens in a country as well as in designing a curriculum that is more appropriate to the local needs of the society.

2. **Secondary Sources:** were used to strengthen the primary sources. Hence, government documents such as HERQA's documents, statistical annual abstract reports, private higher education graduate tracer studies, journals and articles were assessed to avoid inadequacies of the data.

3.3 Samples and Sampling Techniques

Mekelle is the main capital of Tigray Regional State which comprises ten accredited private higher education institutions. The target population of this study covered four (40%) accredited PHEIs in the town which were selected by using purposive (judgmental) sampling technique based on the general consideration that they are giving instruction to undergraduate degree students in the regular program unlike the rest six PHEIs in Mekelle. This inturn helped the researcher to get relevant informants face – to – face to gather reasonable data of the study.

The sample size of each target population was determined according to Best and Kahn's idea which states "the ideal sample size of a target population is large enough to serve as an adequate representative and small enough to be selected economically interms of both time and complexity of analysis "(Best and Kahn, 1989:16).

Table 1: Target Population and Samples of the Study

No.	Name of PHEIs	Academic Deans		Instructors		Students	
		Population	Samples	Population	Samples	Population	Samples
1	Sheba University College	2	1	89	31	701	70
2	Newmellinnium College	2	1	55	19	382	38
3	Nile College	2	1	28	10	142	14
4	Microlink College	2	1	30	11	269	27
	Total	8	4	202	71	1494	149

A total of 224 respondents (4 interviewees and 220 respondents to fill questionnaires) were selected as samples of the study using different sampling techniques from a total of 1704 target population of the sampled PHEIs of 2009/10 academic year. Accordingly, four (50%) academic vice deans (one from each college) were selected from eight

academic deans by using purposive sampling technique on the basis of their relevance to academic affairs and work positions (as teachers and administrators) to give adequate information about the current status of quality of education in their respective Colleges/ University College.

Moreover, 71 (35%) instructors were selected from 202 instructors by using simple random sampling technique through drawing a lottery. This sampling technique was chosen because it provides an equal and independent chance for each instructor in the definite target population to be selected as a sample of the study.

- Finally, second and third year undergraduate degree regular program students were included in the study as data sources by assuming that they might have enough experiences and knowledge to give genuine information about the current status of quality of education in their Colleges/ University College compared to first year degree regular program and diploma program students. Then, 149 (81 second and 68 third) year degree students were selected from a total of 1494 (813 second and 681 third) year undergraduate degree regular program students by using stratified random sampling technique based on their educational level, department and the purpose of the study. Therefore, 10% from each department or stratum of the target population of each PHEIs were chosen randomly to make proportional allocation of samples of the study.

3.4 Data Collection Instruments

The instruments used to gather data were questionnaires, structured interview, observation and document analysis. With respect to this, Cresswell (2003: 62) stated that employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies and for triangulation of the data. Accordingly, questionnaires were used as the main data gathering instruments where as structure interview, observation and document analysis were used to enrich the data obtained through questionnaires.

3.4.1 Questionnaires

Questionnaires were used to collect relevant and first hand information from informants such as instructors and students. Two types of questionnaires were prepared for instructors and students in English. This was based on the logic that English is used as a medium of instruction and by assuming that the qualification of instructors and educational level of students were adequate enough to understand the questions and respond to them. Within the questionnaires, open and close ended questions were included. The researcher preferred questionnaires as the main data gathering instruments because it is easier to handle and simpler for respondents to answer within short period of time (Koul, 2008: 146). Besides, it allows respondents to respond to questions confidentially and enables the researcher to use representative samples as sources of data to avoid exposing to biases. Therefore, a total of 220 copies of questionnaires were prepared and distributed to 71 instructors and 149 students. Out of this figure, a total of 210(96%) copies of questionnaires were properly filled and returned on time. Thus, 65 (92%) and 145 (97%) copies of questionnaires were filled and returned by instructors and students respectively. The analysis was also made by using the responses of 65 instructors and 145 students.

3.4.2 Interview

Structured interview was conducted with four academic vice deans of the sampled PHEIs to enrich the data obtained through questionnaires. The reason why structured interview was used is that it is based on a strict procedure and a highly structured interview guide which is not as such different from open-ended questionnaires. It is advisable to use structured interview because the procedure to be used is standardized and is determined in advance of the interview (Koul, 2008:176).

3.4.3 Observation

To supplement and triangulate the information gathered through questionnaires, structured observation was used as data gathering instrument. The reason why structured observation was used is that it employs a formal and strictly organized procedure with a set of well-defined observation categories (ICDR, 1999:182). The observation checklist

consists of items that focus on the adequacy of buildings, libraries, laboratories, ICT, pedagogical resource centers, computer lab, classrooms, toilets, cafeterias, etc. Here, the researcher's sense organs are the key instruments to collect data.

3.4.4 Document Analysis

Document analysis was also used to gather necessary information about quality of education to strengthen the data obtained through questionnaires. Due to this reason, private higher education graduate tracer studies, HERQA's documents, journals, articles and statistical annual abstract reports were seen. With respect to this, Best and Kahn (1989:25) stated that document analyses are important and relevant sources of data and useful in yielding information and exploring educational practice.

3.5 Procedures of Data Collection

Before the actual study was carried out, a pilot study or try out of instrument was made on Hashenge College. The purpose of the pilot study was to make necessary clarification on the questionnaire items and to identify some approaching techniques that could help to collect data for the actual research. Accordingly, the questionnaires were distributed to 10 instructors and 17 students. Using Chronbach alpha, the questionnaires designed to be filled by instructors and students have got a reliability coefficient of 0.931 and 0.907 respectively. This shows that the questionnaires designed for instructors and students have got a reliability measurement of 93.1% and 90.7% respectively. Moreover, an English instructor from AAU was consulted to check the clarity of the questionnaires. On the basis of the feedbacks obtained from a pilot study and comments from an instructor, some improvements were made on instructions and sequences of few items. Therefore, the questionnaires were corrected, refined and made ready for the final study with out omitting any item from the questionnaires.

Furthermore, before administering the questionnaires for data collection in the sampled private higher education institutions, respondents were informed about the purpose of the study and how to fill the questionnaires by the researcher himself. An interview was also conducted through disclosing the purpose of the study based on the permission and

willingness of respondents by the researcher. Finally, observation checklist was filled and document investigation was also made by the researcher himself.

3.6 Methods of Data Analysis

The data obtained through questionnaires which are liable to quantitative analysis were analyzed using percentages, means, standard deviation and chi-square test followed by discussion of the most important points. The data gathered through open –ended questions, interviews, observation checklist and document investigation were analyzed qualitatively through descriptive narration for the purpose of triangulation.

According to Kumar (1996: 81), percentages play a more important role when two or more responses of samples are being compared. This is done by standardizing the variation in the number of respondents in each sample or population group, which normally varies against a fixed number that is 100. Besides, with regard to mean, Mangal (2002:37) stated that it is a sort of an average or typical value of the items in a series which help to summarize that series interms of this average value. Standard deviation was used simply to show the dispersion of each response from its average mean. Moreover, the researcher used chi-square (X^2) test at 0.05 level of significance to determine the differences between the responses of the sample groups on the same issue. On the other hand, Best and Kahn (1989:25) stated that the data gathered by the use of tools such as interviews and those extracted from documents are liable to qualitative analysis.

4. Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of the data collected from respondents of the study through questionnaires, structured interview, observation and document analysis. The data were presented in tables and analysed using appropriate statistical tools such as, percentages, means, standard deviation and chi-square test. Moreover, the most important points were discussed qualitatively through descriptive statements.

4.1 Characteristics of Respondents

Instructors, students and academic vice deans were asked to indicate their background information through questionnaires and interview respectively. Thus, responses of the samples of the study on their sex, age, educational qualification, teaching experiences and terms of employment were described below:

Table 2: Characteristics of Respondents by Sex and Age

No.	Variables	Characteristics	Instructors		Academic vice deans		Students		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Sex	Male	52	80	4	100	86	59	142	66
		Female	13	20	-	-	59	41	72	34
		Total	65	100	4	100	145	100	214	100
2.	Age	Below 20 years	-	-	-	-	10	7	10	4
		21-25	2	3	-	-	57	39	59	27
		26-30	10	15	-	-	35	24	45	20
		31-35	29	45	1	25	29	20	59	27
		36-40	15	23	1	25	14	10	40	17
		41-45	7	11	-	-	-	-	7	3
		Above 45 years	2	3	2	50	-	-	4	2
		Total	65	100	4	100	145	100	214	100

In Table 2, item 1 shows that 52 (80%) of instructors, 4(100%) of academic vice deans and 86(59%) of students were males where as 13(20%) of instructors and 59(41%) of

students were females. Therefore, there is slightly low participation of females compared to their male counter parts.

As it can also be seen from item 2 of the same Table, the majority, 44 (68%) of instructors' age lie between 31 and 40 years, the remaining 12(18%) and 9(14%) lie below 30 and above 40 years respectively. The study shows that the majority of instructors were adults with an age of 31-40 years old. Besides, the majority, 102(70%) of students' respondants age lie below 30 years. However, there were also about 43(30%) adult students' respondents whose age lie between 31 and 40 years. This indicates that there is a wide variation among students' respondents with respect to their ages.

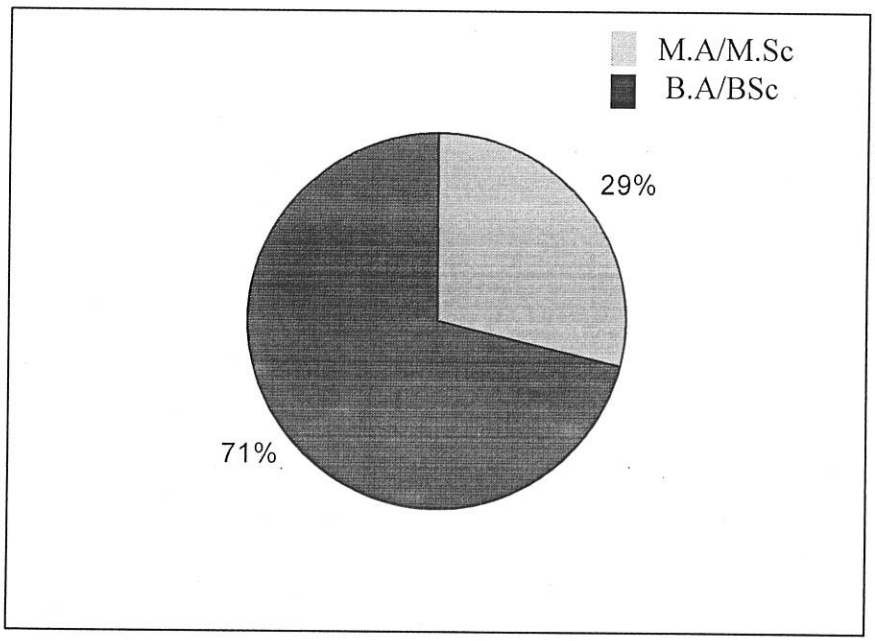
Table 3: Characteristics of Respondants by Qualification, Teaching Experiences and Terms of Employment

No.	Variables	Characteristics	Instructors		Academic vice deans	
			No.	%	No.	%
1.	Educational qualification	B.A/ B.Sc degree	46	71	-	-
		M.A/ M.Sc	19	29	4	100
		Ph.D	-	-	-	-
		Total	65	100	4	100
2.	Teaching Experiences	1-5	17	26	-	-
		6-10	12	19	-	-
		11-15	23	35	1	25
		16-20	9	14	2	50
		Above 20 years	4	6	1	25
		Total	65	100	4	100
3.	Terms of Employment	Permanent	44	68	4	100
		Part – timer	21	32	-	-
		Total	65	100	4	100

With respect to educational qualification of academic staff, Table 3 item 1 reflects that 46 (71%) of instructors were B. A/B. Sc degree holder where as 19(29%) of them were M.A/M.Sc degree holders. Thus, the educational qualification of teaching staffs was found to be below the essential required minimum standard (HERQA, 2008). From this,

one can deduce that low qualification of teaching staffs appear unlikely to carry out the teaching – learning process effectively. Hence, it calls for inferior quality of education because teachers' professional development and educational qualification have paramount importance to promote quality of education.

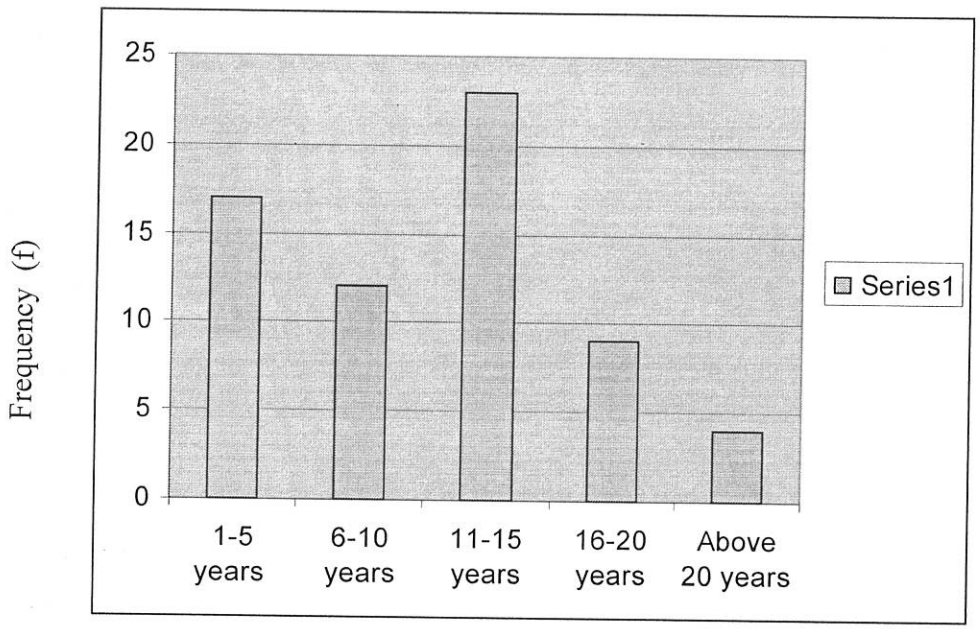
Fig 3: Educational Qualification of Instructors



Moreover, the 2nd item of Table 3 reflects that 17(26%) of instructors have 1-5 years teaching experiences, 12(19%) of them have 6-10 years teaching experiences and the majority, 23(35%) of them have 11-15 years teaching experiences and 13(20%) of them have above 16 years teaching experiences. Thus, 48 (74%) of the sampled instructors have above six years teaching experiences which is promising in improving quality of education. However, 17(26%) of instructors have 1-5 years teaching experiences which has also its own significant impacts in handicapping the quality of education.

To strengthen item 1 and 2 of Table 3, Boum and Tolbert (1985) pointed out that in developing countries unqualified and insufficiently qualified teachers are high which makes educational quality inferior. They stated that teachers' qualification, experience and knowledge have significance for students' achievement.

Fig 4: Teaching Experiences of Instructors



With reference to the terms of employment of instructors, the 3rd item of Table 3 shows that the majority, 44 (68%) of teachers were permanent academic staffs while 21 (32%) of teachers were part- timer. This academic staff ratio is below the required minimum standard set by HERQA to maintain quality of education in higher education institutions. But, 4 (100%) of the academic vice deans were permanent workers.

4.2 Awareness of Instructors on the Causes of Inferior Quality of Education

Instructors were asked about the root causes of poor quality of education using a five point rating scales (Strongly disagree = 1, Disagree =2, Undecided =3, Agree= 4 and Strongly Agree=5) in their respective PHEIs.

Table 4: Responses of Instructors on the Causes of Inferior Quality of Education

No	Causes of poor quality of education	Rating Scales							
			S.A	A.	U.D	DA	SD A	Mean	Rank order
1	Frequent change of government policy	f	6	13	11	19	16	2.60	9
		%	9	20	17	29	25		
2	Lack of clear objectives with reference to curricula	f	28	13	8	7	9	3.68	5
		%	43	20	12	11	14		
3	Lack of institutional self – evaluation	f	27	15	7	10	6	3.72	3
		%	42	23	11	15	9		
4	Poor methods of teaching and assessment	f	30	17	3	9	6	3.86	2
		%	46	26	5	14	9		
5	Poor skills of leadership and management	f	27	14	10	6	8	3.71	4
		%	42	22	15	9	12		
6	Poor educational facilities	f	32	12	9	8	4	3.92	1
		%	49	19	14	12	6		
7	Poor academic competencies of students	f	27	15	4	11	8	3.65	6
		%	42	23	6	17	12		
8	Lack of reasonable quality standards	f	8	11	6	21	19	2.50	10
		%	12	17	9	32	29		
9	Lack of quality audits by HERQA	f	16	28	8	7	6	3.63	7
		%	25	43	12	11	9		
10	Poor status of guidance and counseling services	f	26	17	6	16	-	3.56	8
		%	40	26	9	25	-		
	Overall mean							3.48	

Key: mean = 2.50 -2.99 is less serious, 3.00-3.49 is moderately serious, 3.50-400 is serious and 4.01 – 5.00 is highly serious.

If the mean value of each factor is greater than 3.00, the factor is "seriously" causing poor quality of education but if it is less than 3.00, the problem is "not serious" because the ideal mean is 3.00.

Table 4 shows that the causes of poor quality of education were ranked according to the mean values of the responses of respondents from the most severe to the least severe one. Hence, poor educational facilities (M= 3.92), poor methods of teaching and assessment (M= 3.86), lack of institutional self – evaluation (M= 3.72), poor skills of leadership and

management (M= 3.71) and lack of clear objectives with reference to curricula (M=3.68) were ranked 1st -5th problems based on the degree of their severity respectively.

Likely, poor academic competencies of students (M= 3.65), Lack of quality audits by HERQA (M= 3.63), poor status of guidance and counseling service (M=3.56), frequent flexibility of government policy (M=2.60) and lack of responsible quality standards (M=2.50) were also ranked 6th -10th respectively. Moreover, it was also evident from document analysis and interview that institutional self-evaluation was not carried out by all sampled PHEIs and there was no any self-evaluation document (SED) in their quality assurance department at all.

As a result, one can deduce that the overall mean value (M= 3.48) is greater than the ideal mean value (M= 3.00). This mirrors that most of the above factors are the main causes of poor quality of education even though frequent flexibility of government policy and lack of reasonable quality standards were rated below the ideal mean. The factor ranked 1st was the most severe and the 10th was assumed to be the least severe one in hindering quality of education in PHEIs.

4.3 Quality of Academic Staff

Respondents were asked to give responses on quality of academic staff in respective to their PHEIs.

Table 5: Teachers' Pedagogical Training as an Indicator of Quality

No.	Items	Respondents Instructors N=65	
		f	%
1	Have you taken teacher's pedagogical training?		
	A. Yes	36	55
	B. No	29	45
	Total	65	100
2	To what extent does teacher's pedagogical training have an effect on the quality of teaching-learning process?		
	A. Very high	39	60
	B. High	20	31
	C. Average	6	9
	Total	65	100

As Table 5 depicts, instructors were asked whether or not they had taken part in pedagogical training. As a consequence, 36 (55%) of them noted that they had taken part in pedagogical training while 29(45%) of them reported that they have not taken part in any pedagogical training. Although large number of instructors had taken part in pedagogical training, unbelievably, around half of them had not participated in any teacher's training program. Hence, teaching with out having any pedagogical know-how will cause poor quality of education more than other factors as teacher's Pedagogical training is the right hand of instruction and the heart of quality in education.

With respect to the effect of teacher's pedagogical training on the quality of teaching learning process, the majority of respondents, 59(91%) rated it as "Very high / high". Only few respondents, 6(9%) of them reported it as an" average". This shows that instructors perceived teacher's pedagogical training as a key skill in conducting the teaching – learning process in order to ensure quality of education.

From the above two items, one can deduce that even though most instructors have got high awareness on the effect of pedagogical training, almost half (45%) of them had not taken part in teacher's pedagogical training. This is discouraging because it is difficult to provide quality instruction having almost half of the teachers who had not taken part in any teacher's pedagogical training. As to Anderson et al (1998), teaching involves a wide range of activities that relate more or less to essential purpose of helping others understand. Thus, pedagogical knowledge helps teachers to figure out ways of making abstract topics understandable, for classroom management and utilization of technology.

Table 6: The Adequacy of on the job Training Opportunities Offered to Academic Staffs

No.	Modes of Training	Respondents						
		Very adequate		Adequate		Inadequate		Mean
		f	%	f	%	f	%	
1	Short-term trainings (workshops, seminars, panels)	17	26	15	23	33	51	1.75
2	Professional writings or research projects	10	15	12	19	43	66	1.49
3	In –staff training (faculty meeting, evaluation)	16	25	17	26	32	49	1.75
4	Visiting other colleges	17	26	12	19	36	55	1.71
5	Opportunities for overseas study	-	-	5	8	60	92	1.08

From Table 6, instructors were asked about the adequacy of on the job training opportunities given to academic staff using a three – point rating scale (Inadequate =1, Adequate =2, Very adequate =3). The ideal mean value is 2.00 for each indicator.

According to Table 6, the majority of respondents reported that on the job training opportunities offered to academic staff were inadequate, i.e. in item 1 of the same table, the majority, 33(51%) of instructors indicated that short-term trainings given to academic staff in the form of workshops, panels and seminars were found to be inadequate. The mean value of responses of instructors was also found to be 1.75 which lies below the ideal mean (M= 2.00).

In item 2 of the same Table, 43 (66%) of respondents confirmed that on the job training opportunities given to academic staff concerning professional writings were found to be unsatisfactory. Accordingly, the mean value of responses of respondents was 1.49 which lies below the ideal mean.

Furthermore, in items 4 and 5 of the same Table, 36(55%) and 60(92%) of instructors assured that experience sharing practices with other equivalent Colleges and opportunities for overseas study were found to be inadequate respectively. Hence, the calculated mean values of item 4 and 5 were found to be 1.71 and 1.08 respectively. Both are less than the ideal mean value.

Besides, three of the interviewees remarked that their colleges had a plan to offer on the job training opportunities to their academic staff. However, one of them again discussed that his university college is providing on the job training opportunities for their academic staff by paying attention to active learning and continuous assessment through short-term training. Therefore, the above finding contradicts with Fullan's idea which "states the opportunities for teachers to continue learning are essential if the quality of education is to be sustained and improved." This shows that a teacher is a life long learner as long as he/she is in the teaching profession.

Table 7: Efficiency of Teaching Staff as an Indicator of Quality

No.	Quality Indicators	Respondents				Grand Mean
		Instructors N=65		Students N=145		
		M1	S.D	M2	S.D	
1.	Transmitting enough knowledge to students	**3.05**	**1.54**	2.81	1.32	2.93
2.	Respecting students' ideas in class	3.28	1.40	3.04	1.61	3.16
3.	Assisting, guiding and counseling students	2.69	1.58	2.78	1.41	2.74
4.	Conducting problem solving studies and research	2.42	1.47	2.69	1.13	2.56
5.	Working in teams and collaboratively	2.71	1.55	2.74	1.57	2.73

NB. Details of rating of responses is attached in appendix E-1

M1= Mean of Instructors, M2= Mean of Students, $\frac{M1 + M2}{2}$ *= Grand mean, SD= Standard Deviation. For each indicator, the ideal mean value* is 3

As it can be seen from Table 7 item 1, instructors and students expressed their feelings about the efficiency of teaching staff in transmitting enough knowledge to students. Accordingly, the mean values of responses of instructors and students were found to be 3.05 and 2.81 respectively. Besides, the grand mean value (2.93) lies below the ideal mean value (3). This indicates that the proficiency of teachers with respect to transmission of enough knowledge to students was not to the point of ensuring quality of education.

On the other hand, item 2 of the same Table shows instructors' and students' view about students' freedom in expressing their ideas in the classroom. As a result, the mean values of responses of the two respondents were found to be 3.28 and 3.05 for instructor and students respectively. Likewise, the grand mean value (3.16) lies above the ideal mean (3). This indicates that respondents have positive feelings on the freedom of students in expressing their ideas in the classroom.

Item 3 of Table 7 points out whether or not the teaching staff was efficient to assist and provide guidance and counseling services to their students. Accordingly, the mean values of the responses of teachers and students were found to be 2.69 and 2.78 respectively. From this, the grand mean value (2.74) was less than the expected mean value (3) which indicates that respondents have unfavorable feelings on the responsibilities of teachers with reference to guidance and counseling services.

In the same manner, in Table 7 item 4 also depicts that problem-solving studies and research were rated the least by both respondents. The mean values of responses of respondents concerning these scholarly activities were 2.42 and 2.69 for teachers and students respectively. The grand mean value (2.56) was also below the ideal mean (3). This depicts that instructors were not competent enough to perform these professional studies.

Moreover, item 5 of the same Table shows that the commitment of instructors to work in teams and collaboratively was not encouraging. The mean values of responses of teachers and students were 2.71 and 2.74 respectively. Similarly, the grand mean value (2.73) was found to be below the ideal mean (M= 3.00).

Furthermore, with reference to the efficiency of teaching staff, the majority of instructors suggested to the open-ended questions that they were teaching both degree and diploma program students with the preparation of two or more courses at the same time. This was resulted to high work load of teachers (more than 21 credit hours per week) due to the high population of students.

Another source of information for this section was an interview conducted with academic vice deans. Accordingly, "one of the interviewees asserted that his University College is attempting to capacitate the academic staff by participating them in seminars, workshops and experience sharing practices so as to promote quality of education". However, the other three interviewees reflected that they had not given attention to this issue.

From the majority of respondents, the study shows that the responsibilities and duties of the teaching staffs were not effectively and efficiently carried out to promote quality of education. In line with the above finding, Firdissa (2009) stated that it is difficult to expect quality to happen by people of less quality, uncommitted and poorly motivated staffs by justifying that quality demands quality.

Table 8: The Teaching staff/student ratio as an Indicator of Quality

Item	Respondents			
	Instructors, N=65		Students N=145	
	f	%	f	%
The teaching staff/student ratio in your college is approximately:				
A. 1:20	2	3	6	4
B. 1:30	5	8	13	9
C. 1:40	13	20	71	49
D. More than 1:40	45	69	55	38
Total	65	100	145	100

As it is shown in Table 8, the majority of respondents, 58 (89%) of instructors and 126(87%) of students asserted that the overall teaching staff/student ratio in the PHEIs under investigation was found to be approximately "1:40/ more than1:40". However, few respondents, 7(11%) of instructors and 19(13%) of students pointed out that it is approximately 1:20/1:30". Besides all of the interviewees commonly indicated that due to a large number of students, the teaching staff- student ratio – does not match with the national standard. Therefore, from the view point of the majority of both respondents, one can deduce that the ratio is above the national figure of 1:20 set for the teaching staff

student ratio in higher education institutions. This indicates that having such high population of students, it would be difficult to give quality instruction at degree level.

4.4 The Adequacy of Support Staff

Instructors and students were asked to give their view about adequacy of the support staffs using a three – point rating scale ranging from (Inadequate=1, Adequate=2, Very adequate =3). The mean value of responses below the ideal mean (M=2.00) indicates deficiency of the support staff while the mean value above the ideal mean (M=2.00) indicates the sufficiency of the support staff.

Table 9: The Adequacy of Support Staff

No	Quality Indicators		Respondents							
			Instructors N= 65				Students N= 145			
			VA	AV	Inav	Mean	VA	AV	Ina V	Mean
1	The support staff for libraries	f	15	17	33	1.72	46	24	75	1.80
		%	23	26	51		32	16	52	
2	Support staff for laboratories	f	13	17	35	1.66	33	40	72	1.73
		%	20	26	54		23	27	50	
3	Support staff for pedagogical resource centers	f	17	15	33	1.75	35	45	65	1.79
		%	26	23	51		24	31	45	
4	The support staff for computer and internet services	f	15	16	34	1.71	28	43	74	1.68
		%	23	25	52		19	30	51	
5	The support staff for guidance and counseling services	f	10	15	40	1.54	16	38	91	1.48
		%	15	23	62		11	26	63	

Key: VA= Very Available, AV =Available, Inav= Inavailable

As shown in Table 9, item1 illustrates that 51% and 52% of instructors and students respectively reported that the services provided by the support staff for libraries was found to be unsatisfactory. Accordingly, the mean values of responses of instructors and students were 1.72 and 1.80 respectively. This shows that they lie below the ideal mean (M=2.00) which inturn indicates that respondents were not satisfied with the services provided to them.

Likewise, the majority, 54% and 50% of instructors and students respectively reported against item 2 of the same Table that the services provided by the support staff for laboratories was also found to be below the standard. The mean values of response of instructors and students were found to be 1.66 and 1.73 respectively which lie below the ideal mean (M= 2.00). This reflects that students had not got enough opportunities to participate in practical training through handling laboratory equipments.

Similarly, 51% of instructors and 45% of students indicated that the services provided by the support staff for pedagogical resource centers was not promising to test quality in their respective colleges. Consequently, the mean values of responses of instructors and students were found to be 1.75 and 1.79 respectively both lie below the ideal mean (M= 2.00).

Moreover, the majority of respondents, 52% of instructors and 51% of students respectively remarked that the service provided by the support staff for computer and internet utilization was not adequate. Accordingly, it was rated by instructors and students the mean values of 1.71 and 1.68 respectively. These mean values lie below the ideal mean (M=2.00) and thus, contradicts with using latest technology to enrich students knowledge and acquaint them with up to date information.

Finally, item 5 of the same Table depicts that the support staff for guidance and counseling services was rated the least by the majority, 62% of instructors and 63% students. The mean values of the responses were 1.54 and 1.48 for instructors and students respectively. This mirrors that the services of consultancy was poor in the sampled PHEIs to ensure quality of education.

From the above evidences, one can conclude that the services given to students and academic staff by the support staff was not promising to secure quality of education. This was asserted by the majority of the respondents. Hence, there is a mismatch between the demand and the services provided to the stakeholders in all sampled private higher education institutions.

4.5 Academic Competencies of Students

Respondents were asked about academic competencies of students in their respective Colleges/ University College.

Table 10: Academic Competency of Students as an Indicator of Quality

No.	Items	Respondents				
		Instructors, N=65		Students, N=145		Chi-square test
		f	%	f	%	
1.	What types of students are joining your University college?					X^2 cal= 0.921 X^2 cri = 3.841
	A. Those who couldn't join public Universities	56	86	117	81	
	B. Those who search for quality education	9	14	28	19	
	Total	65	100	145	100	
2.	If your answer to the above question is "A", how do you evaluate the academic competencies of students in your college?					X^2 cal= 22.088 X^2 cri= 7.815
	A. Good	9	16	55	47	
	B. Fair	28	50	50	43	
	C. Poor	13	23	8	7	
	D. Very poor	6	11	4	3	
	Total	56	100	117	100	
3.	Indicate the pass rate of graduates in your university college?					X^2 cal= 0.951 X^2cri= 3.841
	A. High	58	89	122	84	
	B. Moderate	7	11	23	16	
	Total	65	100	145	100	

Table 10, item 1 shows the types of students joining PHEIs by reasoning out whether due to low academic achievement or to search for quality education. Accordingly, the majority of respondents, 56(86%) of instructors and 117 (81%) of students viewed that students who could not join public Universities due to the high requirement of the Ethiopian higher education entrance qualification examination certificate results join PHEIs which inturn depends on the in take capacities of public universities. More over, it

was viewed that some of them were admitted to PHEIs searching for quality education and to up grade their qualification from diploma (10+3) to first degree level. The respondants had also responded to the open ended questions that few of them are those who were dismissed from government universities. With reference to this, the chi-square test assured that the computed value, i.e 0.921 is much less than the critical value of X^2, i.e. 3.841 at 5% level of significance for 1 degree of freedom. Thus, there is no statistically significant difference between respondents' responses on the types of students' joining PHEIs.

In the same Table, item 2 reveals that the academic competencies of students who couldn't join public Universities although attending their learning in PHEIs. Regarding this, 9 (16%) and 28(50%) of instructors viewed their agreement on their students' competencies that they had "good" and "fair" level of competencies respectively. But, 19(34%) of them viewed that their students had "poor/very poor" level of competencies. On the other hand, the majority of students, 55 (47%) and 50 (43%) viewed themselves that they had "good" and "fair" level of competencies respectively.

From the above data, one can conclude that the majority of both instructors and students, 78(45%) asserted that students in PHEIs had "fair" level of competencies and 64(37%) of them suggested that they had "good" level of competencies where as 33(18%) of them agreed that they had "poor / very poor" level of competencies. Hence, the competencies of students was viewed differently by respondents even though the majority of respondents responded it as fair. In similar a manner, the chi-square test justified that the computed value of X^2, i.e. 22.088 is very much greater than the critical value of X^2, i.e. 7.815 at 5% level of significance for 3 degree of freedom. This shows that there is a statistically significant difference between instructors and students in evaluating the competencies of students.

As shown in Table 10, item 3 shows that the majority, 58(89%) of instructors and 122(84%) of students pointed out that the pass rate of graduates in their respective Colleges was found to be "high" while 7(11%) of teachers and 23 (16%) of learners rated that the pass rate of graduates was found to be "moderate". Besides, the computed value

As it can be seen from Table 11 item 1, instructors and students have expressed their feelings whether or not the physical location of their Colleges is suitable for schooling by rating their responses. The mean values of their responses were found to be 2.66 and 2.69 respectively. Likely, the grand mean value (2.68) was found to be below the ideal mean which indicates that the respondents have unfavorable feelings on the suitability of their Colleges. In line with this, it was also evident from observation that most of the PHEIs are neighboring with roads of vehicle music shops, hotels and bars with out any demarcation. Moreover, some Colleges are with out fence (enclosure), without sport fields and staying places for students, inadequate water supply, without separate toilets for teachers and students. In strengthening this finding, HERQA (2008) stated that PHEIs should not be connected with music shops, hotels, other offices and living rooms.

The second item of the same Table shows that the buildings and classrooms in PHEIs were not appreciated by respondents in terms of their adequacy. Instructors and students rated the mean values of their responses as 2.80 and 2.93 respectively. The grand mean value was found to be 2.87 which lies below the ideal mean (3). This finding is so important since "buildings" are one of the most important requirements of quality in education next to the teaching staffs.

In the same manner, item 3 of Table 11 shows that the libraries in sampled PHEIs were not up-to-date and well equipped to provide enough services to the high population of students. Accordingly, it was rated the mean values of 2.77 and 2.70 by instructors and students respectively and the grand mean value (2.74) lies below the ideal mean value (3) which indicates the obsoleteness and lack of sufficient instructional materials in their libraries. This does not fulfill the essential requirement that the library must accommodate at least 25% of the total enrolled students at a time (HERQA, 2008).

Furthermore, the availability of well-equipped laboratory was rated the least by both respondents to item 4 of the same Table. The mean values of responses of instructors and students were 2.65 and 2.68 respectively and the grand mean value was 2.67. Therefore, it is possible to conclude that the problem is more serious concerning the facilities and qualities of laboratories in the sampled PHEIs.

Table 12: Class size as an Indicator of Quality

No.	Items	Respondents				Chi-square test
		Instructors, N=65		Students, N=145		
		f	%	f	%	
1.	What is the average class size in your lecture class?					X^2 cal= 3.708 X^2Cri= 5.991
	A.31-40	6	9	27	19	
	B. 41-50	45	69	83	57	
	C. Above 50	14	22	35	24	
	Total	65	100	145	100	
2.	In your opinion, the desired optimum class size will be:					X^2cal= 4.321 X^2Cri= 5.991
	A. 11-20	7	11	11	8	
	B. 21-30	43	66	115	79	
	C. 31-40	15	23	19	13	
	Total	65	100	145	100	

Table 12 item 1 depicts that the majority of instructors, 45 (69%) and the majority of students, 83(57%) remarked that the average class size in their PHEIs was found to be 41-50 students. Similarly, 14(22%) of instructors and 35 (24%) of students reported that the class size of the Colleges was large with above 50 students. On the other way, 6(9%) of instructors and 27(19%) of students viewed that the average class size in their colleges was 31-40. From this data, 59 (91%) of instructors and 118(81%) of students remarked that the class size in their respective PHEIs was above "41" students per class. Furthermore, the chi – square test illustrated that the computed value of x^2, i.e 3.708 is much less than the critical value of x^2, i.e 5.991 at 5% level of significance for 2 degree of freedom. Hence, there is no statistically significant difference between the views of instructors and students with respect to the average class size in their Colleges.

In item 2 of Table 12, respondents were further asked to recommend the desired optimum class size from their point of view in order to create favorable conditions for the smooth functioning of teaching – learning process. Accordingly, the majority of instructors, 43 (66%) and most of the students, 115(79%) had given their opinion that the average class size would be "21-30".Thus, the teacher would check his /her students academic progress continuously. On the other hand, 15(23%) of instructors and 19(13%) of students

suggested that "31-40" students per class should be the desired optimum class size. For this assumption , they had put their reasons such as high population of students and shortage of human and non-human resources. Similarly, the computed value of X^2, i.e 4.321 is much less than the critical value of x^2, i.e 5.991 at 5% level of significance for 2 degree of freedom. This reflects that there is no statistically significant difference between respondents in viewing the desired optimum class size to provide effective instruction at degree level.

Using the open- ended questions, the majority of respondents suggested that if the number of students in a standardized classroom is "41-50" and above "50", it would be difficult for instructors to manage the classroom, to check students' performance, to use active learning and continuous assessment. As a result, students' academic performance and achievement become low and this intrun results in deterioration of quality of education.

Furthermore, the interviewees discussed that fewer students per teacher and per classroom would enable to improve quality of instruction and raise students' achievement. Hence, two of them had reflected that classes in their Colleges were nearly consisting "31-40" while the other two interviewees reported that the classes in their college nearly consisting '45-50' students. This response was almost similar to teachers' and students' responses. Therefore, the majority of respondents agreed that the classrooms in PHEIs were over crowded and thus, they were not convenient to secure quality of education. To support the above finding, Smith (1996) confirmed that in the large class size individualization of instruction is limited and lecture method is most frequently utilized.

4.7 Quality of Leadership and Management system

Respondents were asked their responses about quality of PHEIs officials using a five – point rating scale (Very good =5, Good =4, Fair =3, Poor=2, Very poor=1). The responses of respondents were transformed in to mean. The ideal mean value is 3.00 for each indicator.

Table 13: Competencies of Leadership and Management as Indicators of Quality

No.	Quality Indicators	Respondents				Grand Mean
		Instructors N=65		Students N=145		
		M1	S.D	M2	S.D	
1.	Performing technical management: Planning, organizing coordinating, scheduling and controlling	**3.28**	**1.37**	3.26	1.21	3.27
2.	Creating open, transparent, collegial and positive work environment	2.74	1.48	2.80	1.11	2.77
3.	Research and problem- solving skills	2.55	1.14	2.60	1.04	2.58
4.	Creating participatory decision-making capacity for teachers and students.	2.74	1.52	2.83	1.03	2.79
5.	Commitment for academic excellence	2.82	1.26	2.95	1.24	2.89
6	Mobilizing resources and providing necessary educational facilities	2.94	1.51	3.01	1.14	2.98

NB. Details of rating of responses is attached in appendix E-3

M1= Mean of Instructors, M2= Mean of Students, $\frac{M1 + M2}{2}$ *= Grand mean, SD= Standard Deviation. For each indicator, the ideal mean value* is 3

As shown in Table 13 item 1, responses of both instructors and students were rated the highest mean values as 3.28 and 3.26 respectively with the grand mean value of 3.27. This competency of PHEIs officials is pointing towards performing technical management. From this, it is possible to say that institutional leadership mainly focuses on articulation of vision, mission and setting direction to meet societal expectation.

On the other hand, item 2 of Table 13 shows that creating open, transparent, collegial and positive work environment was negatively perceived by instructors and students with the mean values of 2.74 and 2.80 respectively. Their grand mean value was found to be 2.77. This indicates that the quality of leadership and managements was poor in creating smooth and positive work environment.

Likely, in item 3 of the same Table, the researching and problem- solving skills of leadership and managements of PHEIs under investigation were not appreciated by both respondents. The mean values of responses of instructors and students were found to be

2.55 and 2.60 respectively and their grand mean value was 2.58. Therefore, it could be difficult for PHEIs to offer quality education if the teaching – learning process is not better supported by rigorous research.

Similarly, item 4 of the same Table indicates the challenges from respondents' views include creating participatory decision –making capacity for teachers and students. The mean values of the responses of teachers and students were 2.74 and 2.83 respectively. Besides, their grand mean value was 2.79. This shows that this duty of leadership and management was not implemented to the expectation of the beholders.

Likewise, item 5 of Table 13 shows that the commitment of leadership and managements of the sampled PHEIs in ensuring academic excellence was not appreciated by both instructors and students. Accordingly, the mean values of their responses were found to be 2.88 and 2.95 respectively. Moreover, the grand mean value (2.89) lies below the expected average mean (3).

Furthermore, in Table 13 item 6 depicts that the responsibility of leadership and managements in mobilizing resources to fulfill educational facilities was rated below and around the ideal mean by instructors and students respectively. Their mean values were 2.94 and 3.01 respectively. Similarly, the grand mean value was found to be 2.98. This indicates that the competencies of the Colleges' officials in mobilizing resources so as to facilitate the teaching – learning process was not promising.

Respondents had also reported to the open-ended questions that the competencies of PHEIs officials were found to be poor in playing their roles and accomplishing their responsibilities properly. Some of the problems mentioned were poor relationships with instructors and students and poor skills of managerial and academic decision-making. Another problem was minimizing the academic freedom/autonomy of teachers with respect to scholarly activities like research and project work, imposing instructors on evaluation of students, frequent and high turn over of teachers.

With respect to the above responsibilities of educational leadership, Sallis (1993) assured that a leadership who is transparent, accommodative and acting as assistance and colleague than as a boss establish a good working environment which makes the process of instruction effective and efficient.

4.8 Availability of Curricular Materials

The data were collected from instructors and students to evaluate the availability of curricular materials in their respective PHEIs. A three- point rating scale ranging from (Inavailable =1, Available =2, Very available =3) was used to collect information. If the calculated mean value of responses of respondents lie below 2.00, the availability of curricular materials is not appreciated by respondents and if the mean value lies above 2.00, its availability is appreciated by respondents because the ideal mean value for each indicator is 2.00.

Table 14: Responses of Respondents on the Availability of Curricular Materials

No	Curricular Materials		Respondents							
			Instructors N= 65				Students N= 145			
			VA	AV	Inav	Mean	VA	AV	Ina V	Mean
1	Course guides or outlines	f	30	33	2	2.43	63	44	38	2.17
		%	46	51	3		44	30	26	
2	Different audio –visual materials	f	11	19	35	1.63	38	29	78	1.72
		%	17	29	54		26	20	54	
3	Up-to-date multiple copies of reference books	f	17	14	34	1.74	35	31	79	1.70
		%	26	22	52		24	21	55	
4	Abstracts, journals and articles	f	19	9	37	1.72	29	41	75	1.68
		%	29	14	57		20	28	52	
5	Teachers' hand outs	f	31	30	4	2.42	65	46	34	2.21
		%	48	46	6		45	32	23	

Key: VA= Very Available, AV =Available, Inav= Inavailable

As it was noted in Table 14 item 1, the majority, 97% of instructors and 74% of students assured that course guides were "very available/available" in their colleges. Besides, the mean values of responses of instructors and students were found to be 2.43 and 2.17 respectively. Thus, the mean values of the responses of both respondents lie above the

ideal mean (2.00) which shows that the course guides or outlines are available in the sampled private higher education institutions to provide instruction at degree level.

On the other hand, item 2 of Table 14 reflects that different audio-visual materials were not available in the sampled private higher education institutions to promote quality of education. This was confirmed by the majority, 54% of instructors and 54% of students with their corresponding mean values of responses of instructors and students, i.e 1.63 and 1.72 respectively. Both mean values lie below the ideal mean (2.00) which mirrors that both respondents have got unfavorable feelings on the availability of these curricular materials.

In the same manner, the majority, 52% of instructors and 55% of students suggested that up to date multiple copies of reference books were not available. Likewise, the calculated mean values of the responses instructors and students were found to be 1.74 and 1.70 respectively. These mean values lie below the ideal mean (M= 2.00) which inturn indicates that up – to-date multiple copies of reference books were not available in the libraries of the sampled PHEIs for the growing student population. This finding contradicts with the essential requirement for HEIs set by HERQA (2008) that the reference books to student ratio should be 1:15. Thus, the shortage of these critical resources may hamper the relevance of teaching- learning processes and research activities as well.

Likely, item 4 of the same Table justified that even though abstracts, journals and articles are the main sources of information for instruction and research, they were found to be insufficient in the sampled PHEIs. This was asserted by 57% of instructors and 52% of students with their corresponding mean values of 1.72 and 1.68 respectively which lie below the ideal mean (M= 2.00). This finding also contradicts with the essential requirements for HEIs that the journal to student ratio should be 1:30 (HERQA, 2008).

On the contrary, with respect to teachers' hand outs in item 5 of the same table, 94% and 78% of instructors and students respectively assured their availability. The calculated mean values of responses of instructors and students were also found to be 2.42 and 2.21

respectively. These mean values lie above the ideal mean (M= 2.00) which shows that teachers' hand outs are available to provide instruction at degree level.

From the above data one can deduce that with the exception of course guides and teachers' handouts, other curricular materials were not available to secure and ensure quality of education.

4.9 Quality of Teaching and Learning Process

4.9.1 The Current Standards of Instructional Process

As the effectiveness of instruction is determined by instructional activity that takes place at the classroom level to implement the developed curricula, the data were collected from instructors and students to evaluate the standards of instructional process in their Colleges. A five – point rating scale (Strongly Disagree=1, Disagree=2, Undecided =3, Agree =4, Strongly Agree =5) was used to gather data from respondents. The ideal mean for each indicator is 3.00.

Table 15: The Current Standards of Instructional Process

No	Quality Indicators		Respondents											
			Instructors N= 65						Students N= 145					
			SA	A	UD	DA	SDA	M1	SA	A	UD	DA	SD A	M2
1	Instructors use various teaching strategies	f	8	20	2	19	16	2.77	25	36	9	49	26	2.90
		%	12	31	3	29	25		17	25	6	34	18	
2	Instructors adjust tutorial support to over come poor instructional process	f	10	10	-	27	18	2.49	21	30	6	50	38	2.63
		%	15	15	-	42	28		14	21	4	35	26	
3	Instructors cover the course instruction on time	f	13	15	-	27	10	2.91	27	34	-	54	30	2.82
		%	20	23	-	42	15		19	23	-	37	21	
4	Students have opportunity to participate in practical training	f	8	14	4	21	18	2.59	23	30	9	49	34	2.72
		%	12	22	6	32	28		16	21	6	34	23	
5	The course materials have a required quality standards.	f	19	20	-	8	18	3.22	38	50	6	21	30	3.31
		%	29	31	-	12	28		26	35	4	14	21	
6	The curricula stimulate active learning, and problem solving	F	15	17	-	11	24	2.75	25	36	9	49	26	2.90
		%	20	26	-	17	37		17	25	6	34	18	

Table 15 illustrates the responses of respondents concerning the current standards of instructional process. Accordingly, in Table 15 item 1 shows the majority, 35(54%) of instructors and 75 (52%) of students reported that instructors had not used proper teaching strategies to address different learning styles. But, 28 (42%) of teacher and 61 (42%) students agreed with the idea of instructors' proper utilization of instructional strategies to address different learning styles. Unlikely, few respondents, 2(3%) of teachers and 9(6%) of students were not acquainted with this issue. Regarding this, the obtained mean values of responses of teachers and students were 2.77 and 2.90 respectively. The mean values are less than the idea mean. From the views of most respondents, one can conclude that instructors were not committed to use proper instructional strategies to address different learning styles.

Likewise, item 2 of the same Table shows that the majority of respondents, 45 (70%) and 88 (61%) of instructors and students respectively pointed out that instructors had not adjusted any tutorial support and academic advice to overcome poor instructional process caused by high population of students. The mean values of their responses were also found to be 2.49 and 2.63 for instructors and students respectively. From this, one can say that the effort made by instructors to improve quality of instruction was low.

Similarly, as indicated in the same table, item 3 shows that whether or not instructors cover the course instructor on item. With respect to this crucial issue, the majority, 37 (57%) of instructors and 84 (58%) of students remarked that some teachers were not committed to cover the course instruction on time. However, 28 (43%) and 61 (42%) of teachers and students respectively agree on the accomplishment of this duties of teachers. The mean values of their responses were found to be 2.91 and 2.82 respectively. From the view point of most respondents, it is possible to conclude that the course instructions were not covered on time by some teachers.

It was also indicated in item 4 of the same Table that the majority, 39 (60%) of instructors and 83(57%) of students viewed that students were not provided with enough opportunities to participate in practical training due to high student population and shortages of educational facilities. The obtained mean values of responses were 2.59 and

2.72 for teachers and students respectively. This mirrors that the opportunities given for students to perform practical training was not satisfactory.

On the other way, in item 5 of Table 15, most, 39 (60%) of instructors and 88(61%) learners confirmed that the course materials written by instructors had a required quality standards. The mean values of their responses were also found to be 3.22 and 3.31 for instructors and students respectively. The mean values of both respondents are greater than the ideal mean (M=3.00) which indicates that the quality of the course materials written by instructors were encouraging.

On the other hand, in Table 15 item 6 depicts that the majority, 35 (54%) of instructors and 75 (52%) of students reported that the existing curricula were not stimulating active learning, independent thinking and problem solving where as, 30(46%) and 61 (42%) of instructors and students respectively agreed with the fact that the curricula stimulate this strategy of instruction. Likewise, the mean values of responses of instructors and students were found to be 2.75 and 2.90 respectively. Both lie below the ideal mean. Besides, the majority of respondents also reported to the open-ended questions that PHEIs were being entangled with implementation bottleneck in especial reference to active learning.

From the above data one can conclude that critical emphasis was not given to all activities of instructional process even though the success of instruction depends on the quality of teacher's planning and implementation. In line with this, Derebssa (2002) stated that instructional quality depends on the effectiveness of learning which is determined by the teacher's mastery of the subject matter, application of pedagogical techniques and availability of teaching materials.

4.9.2 Methods of Teaching

In order to know the frequency of utilization of different methods of teaching in the sampled PHEIs, instructors and students were asked using a five point rating scale (Always =5, Often = 4, Sometimes =3, Rarely =2, Never =1). The mean values of responses of respondents also indicate how frequently each method of teaching was utilized. The ideal mean value is 3.00 for each item.

Table 16: The Frequency of Utilization of Teaching Methods

No	Methods of Teaching		Respondents											
			Instructors N= 65						Students N= 145					
			Al	Oft	Ss	Ra	Ne	M1	Al	Oft	Ss	Ra	Ne	M2
1	Lecture Method	f	24	21	13	7	-	3.95	73	39	33	-	-	3.86
		%	37	32	20	11	-		50	27	23	-	-	
2	Demonstration Method	f	10	26	18	11	-	3.53	44	55	24	22	-	3.83
		%	15	40	28	17	-		30	38	17	15	-	
3	Questioning and answering	f	24	11	21	9	-	3.77	47	49	29	20	-	3.85
		%	37	17	32	14	-		32	34	20	14	-	
4	Project work	f	2	10	22	31	-	2.74	16	13	28	88	-	2.70
		%	3	15	34	48	-		11	9	19	61	-	
5	Group discussion	f	8	10	20	27	-	2.99	11	23	41	70	-	2.83
		%	12	15	31	42	-		8	16	28	48	-	
6	Fieldtrips	f	-	-	-	11	54	1.17	-	-	-	35	110	1.24
		%	-	-	-	17	83		-	-	-	24	76	
7	Role Playing	f	12	15	10	28	-	2.74	13	25	37	58	12	2.79
		%	19	23	15	43	-		9	17	26	40	8	
8	Experimentation	f	-	-	16	30	19	1.95	-	-	52	62	31	2.14
		%	-	-	25	46	29		-	-	36	43	21	

Key: M1 =Mean of Instructors, M2 =Mean of Students Al= Always , Oft= Often , Ss= Some times , Ra= Rarely, Ne= Never

Table 16 item 1 shows the majority, 45 (69%) of instructors and 112 (77%) of students remarked that lecture method was "always /often" used while 20 (31%) of teachers and 33 (23%) of students rated that lecture method was used "sometimes / rarely". The mean values rated by instructors and students were found to be 3.95 and 3.86 respectively. These mean values are much greater than the ideal mean value (M= 3.00). This shows that lecture method was dominantly used by instructors in the classrooms compared to other methods of teaching.

Similarly, item 2 of the same Table shows that 36 (55%) of teachers and 99 (68%) of students confirmed that demonstration method was also used "always/ often" where as 29 (45%) of teachers and 46 (32%) of students reported that demonstration method was used "sometimes / rarely. " The mean values of responses of teachers and learners were found to be 3.53 and 3.83 respectively. This depicts that demonstration method was also frequently utilized by instructors in PHEIs.

Moreover, item 3 of Table 16 asserts that 35 (54%) of teachers and 96(66%) of students responded that questioning and answering were "always /often" used where as 30 (46%) of instructors and 49 (34%) of students suggested that questioning and answering were used " sometimes/ rarely" as methods of teaching. The calculated mean values of responses of instructors and students were found to be 3.77 and 3.85 respectively. This shows that the mean values of responses of both respondents lie above the ideal mean which inturn mirrors that this method was frequently utilized.

On the other hand, item 4 of the same Table shows that the majority, 53(82%) of instructors and 116 (80%) of students reported that project work/ term paper was "sometimes /rarely" used where as 12(18%) of instructors and 29 (20%) of students assured that project work was "always/often" used. The mean values of the responses of instructors and students were found to be 2.74 and 2.70 respectively. This reflects that the mean values of responses lie below the ideal mean (M= 3.00) which inturn justifies that project work was less frequently utilized.

Likely, item 5 of the same table describes that the majority, 47(73%) of instructors and 111(76%) of students suggested that group discussion method was used "sometimes / rarely". However, 18(27%) of instructors and 34(24%) of students remarked that it was practiced "always / often". Accordingly, the mean values of the two respondents were 2.99 and 2.83 respectively. This shows that students rated seriously than instructors about utilization of group discussion as method of teaching. Hence, the mean values of responses of instructors is slightly the same to ideal mean while that of students lie below the ideal mean.

Moreover, item 6 of Table 16 reflects that the majority, 54(83%) of instructors and 110 (76%) of students remarked that field trips were "never" used as method of teaching at all. The remaining, 11(17%) of teachers and 35 (24%) of learners reported that field trips were "rarely" used as methods of teaching. The calculated mean values of responses of teachers and students were found to be 1.17 and 1.24 respectively. These are the least rated methods of teaching compared to others. From this, one can say that field trips were not utilized as methods of teaching.

In the same manner, role playing and experimentation methods were rated in items 7 and 8 of Table 16 respectively below the ideal mean value. Especially, experimentation method was rated the 2nd least next to field trips. The mean values of responses of teachers and students were found to be 1.95 and 2.14 respectively. This shows that the calculated mean values lie below the ideal mean value. By implication, this reflects that experimentation was used "rarely / never" as method of teaching .

To the open- ended questions, most respondents suggested that lecture method of teaching was being dominantly utilized. Likewise, demonstration, and questioning and answering methods of teaching were also most frequently utilized compared to constructivist methods of teaching. The respondents also remarked that the main reasons for domination of applying teacher – centered strategies are lack of students' and teachers' motivation, lack of teacher's pedagogical know –how, shortages of instructional materials, maximum teaching loads, large class size and lack of administrative supports.

With respect to utilization of methods of teaching, Aggarwal (2004) stated that teacher – centered method is also advisable when there is scarcity of teaching materials and pragmatically speaking, learning cannot be child- centered in absolute terms. This implies that the teacher will have some control in adjusting, evaluating and facilitating the teaching learning process.

4.9.3 Methods of Assessment

In order to know the frequency of utilization of assessment methods of students' academic performances in PHEIs, instructors and students were asked to rate their

responses using a five – point rating scale (Always =5 Often = 4, Sometimes = 3, Rarely =2, Never =1). The ideal mean value is 3.00 for each item.

Table 17: The Frequency of Utilization of Assessment Methods of Students' Academic performances

No	Assessment Methods		Respondents											
			Instructors N= 65						Students N= 145					
			Al	Oft	Ss	Ra	Ne	M1	Al	Oft	Ss	Ra	Ne	M2
1	Formative continuous assessment (tests, quizzes etc).	f	4	7	36	18	-	2.95	11	15	78	41	-	2.97
		%	6	11	55	28	-		8	10	54	28	-	
2	Summative evaluation (mid and final exams)	f	30	16	15	4	-	4.11	82	28	20	15	-	4.22
		%	46	25	23	6	-		57	19	14	10	-	
3	Papers and research are used	f	-	-	24	19	22	2.03	-	28	33	48	36	2.37
		%	-	-	37	29	34		-	19	23	33	25	
4	Oral examination and defense are used	f	-	8	21	27	9	2.43	16	23	30	48	28	2.66
		%	-	12	32	42	14		11	16	21	33	19	

Key: M1 =Mean of instructors M2 =Mean of Students Al= Always , Oft= Often , Ss= Some times , Ra= Rarely, Ne= Never

Table 17 item 1 shows that the majority, 54 (83%) of instructors and 119 (82%) of students pointed out that formative continuous assessment including tests, quizzes, interviews, attendance, etc were "sometimes rarely" used where as few of the respondents, 11(17%) of instructors and 26(18%) of students rated that it was practiced "always /often". Accordingly, the mean values of responses of instructors and students were found to be 2.95 and 2.97 respectively. The mean values of both respondents lie below the ideal mean. This shows that formative continuous assessment was not frequently utilized by instructors to assess students' academic performances.

On the contrary, item 2 of the same Table reflects that most respondents, 46 (71%) of instructors and 110 (76%) of students suggested that summative evaluation was "always/ often" used where as few respondents, 19 (29%) of instructors and 35 (24%) of students viewed that it was used "sometimes/rarely". The mean values of both respondents were surprisingly found to be 4.11 and 4.22 respectively. These mean values are much greater than the ideal mean which inturn remarks that summative evaluation was being dominantly utilized in the form of mid and final exams as compared to formative continuous assessment.

Likewise, item 3 of the same Table reveals that most instructors and students, 43(66% and 81 (56%) respectively confirmed that papers and research were used "sometimes / rarely" while 22 (34%) of teachers and 36(25%) of students pointed out that papers and research were "never" used as assessment methods at all. Only few students, 28 (19%) rated that papers and research were "often" used. The mean values of responses of instructors and students were found to be 2.03 and 2.37 respectively. Both lie below the ideal mean. Therefore, papers and research were not frequently utilized as methods to assess students' academic performances.

Last but not least, item 4 of Table 17, depicts that the majority, 48 (74%) of instructors and 78 (54%) of students suggested that oral examination and defense were used "sometimes / rarely" as assessment methods. Likely, the mean values of responses of instructors and students were found to be 2.43 and 2.66 respectively. Thus, it indicates that oral examination and defense were not frequently utilized as methods of assessment.

Therefore, from the above data, one can conclude that instructors use summative evaluation more frequently compared to formative continuous assessment. Consistent utilization of summative evaluation could cause poor quality of education because students expect scheduled examinations for their course which could limit their exposure to different sources of knowledge and discouraging constant reading. However, today, Schools and Universities are turning to continuous assessment where by recording of the student's performance in nearly everything she/he does during his course are kept (ICDR, 1999). This shows that continuous assessment is much more complete and reliable assessment of the student performances than is possible by a single examination.

4.10 The Practice of Graduate tracer Studies to Check Employability of Graduates and their Academic Standings

Instructors, students and academic vice deans were asked whether or not graduate tracer studies were carried in their respective Colleges/ University College. Besides, the contribution of graduate tracer study in promoting quality of education was investigated.

Table 18: Graduate Tracer Studies as Sources of Information about Educational outputs

No	Items	Respondents				Chi-=square test
		Instructors, N=65		Students, N=145		
		f	%	f	%	
1.	Does your University College/ College undertake a graduate tracer study ?					X^2cal = 1.318
	A. Yes	24	37	42	29	X^2cri =3.841
	B. No	41	63	103	71	
	Total	65	100	145	100	
2.	If your answer to the above question is "Yes", how do you evaluate the contribution of a graduate tracer study in promoting quality of education?					X^2cal= 0.233
	A. Very high	15	63	26	62	X^2cri= 5.991
	B. High	7	29	11	26	
	C. Average	2	8	5	12	
	Total	24	100	42	100	
3.	If your answer to the above question is "very high / high," how do you evaluate the performance level of graduates?					X^2 cal= 1.333
	A. Good	6	27	14	38	
	B. Fair	12	55	17	46	X^2 cri= 7.815
	C. Poor	3	14	3	8	
	D. Very poor	1	4	3	8	
	Total	22	100	37	100	

Table 18 item 1 shows the responses of respondents whether or not their College / University College had undertaken a graduate tracer study to know the employment status of their graduates, their academic standings, employers' opinion and satisfaction. Hence, the majority, 41(63%) and 103(71%) of instructors and students respectively reported that their College/ University College had not undertaken a graduate tracer study. However, some respondents, 24 (37%) of teachers and 42 (29%) of students assured that their College/ University College had undertaken a graduate tracer study to know the employment status of graduates, their academic standings, employers' opinion and satisfaction. The chi-square test asserted that the computed value of X^2, i.e 1.318 is much less than the critical value of X^2, i.e. 3.841 at 5% level of significance for 1 degree of freedom. Therefore, there is no statistically significant difference between respondents in viewing the status of the sampled PHEIs in undertaking graduate trace study.

In line with this, item 2 of the same Table reveals the degree of agreement of respondents who said "Yes" to item 1. As a consequence, the majority, 22 (92%) of instructors and 37 (88%) of students suggested that a graduate tracer study has "very high /high" contribution in promoting quality of education whereas only few respondents, 2(8%) of the teachers and 5(12%) of the students remarked that the contribution of a graduate tracer study was an "average" in ensuring quality of education. For such issue, the computed value of X^2, i.e 0.233 is much less than the critical value of X^2, i.e. 5.991 at 5% level of significance for 2 degree of freedom. This mirrors that there is no statistically significant difference between responses of respondents in especial reference to the contribution of graduate tracer study in improving quality of education.

Similarly, item 3 of Table 18 describes the responses of respondents who expressed their appreciation on the contribution of graduate tracer study / survey through rating "very high/high". Accordingly, the majority, 12(55%) of instructors and 17(46%) of students reported that the performance level of private higher education graduates was found to be "fair" whereas 6(27%) of teacher's and 14(38%) of students evaluated that it was "good" and no body responded that the performance level of graduates of PHEIs was "very good". On the other hand, 4(18%) of instructors and 6(16%) of students suggested that it was "poor/ very poor". Furthermore, the chi-square test confirmed that the computed value of X^2, i.e 1.333 is very much less than the critical value of X^2, i.e. 7.815 at 5% level of significance for 3 degree of freedom. Hence, there is no statistically significant difference between the responses of instructors and students concerning the performance level of private higher education graduates as good, fair, poor and very poor.

Another source of information to the above issue was an interview conducted with academic vice deans and analysis of graduate tracer study documents in the quality assurance department of each College/ University College. Accordingly, unlike to other sampled PHEIs, Sheba University College and New millennium College had conducted graduate tracer studies since 2009-2010. But Nile and Microlink Colleges had not carried out any survey. This is contradicting with the responses given by instructors and students of these two colleges through questionnaires.

However, the document of the survey from Sheba University College and New mellinnium College showed that the opinion of employers regarding the graduate performance level was found to be "fair". But, the graduation rate is greater than the employment rate which justified that some graduates were unemployed. Also, no action was taken place to maximize an employment rate. The finding in the document also pictured out that the knowledge gained and skills acquired were satisfactory even though their self – expression and communication skills, work disciplines and attitudes were not encouraging. Therefore, one can conclude that although many respondents appreciated the contribution of graduate tracer study in promoting quality of education, some sampled PHEIs had not carried out any survey. This shows that there were no sufficient flow of structural feedbacks from employers to PHEIs and vice- versa.

5. Summary, Conclusions and Recommendations

In this chapter, summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating problems related to improving and ensuring the current status of quality of education with particular reference to private higher education institutions in Mekelle are presented.

5.1 Summary

The main purpose of this study was to understand and assess the current status of quality of education by taking into account quality indicators with particular reference to PHEIs in Mekelle. To achieve the purposes of the study, the following research questions were raised to be answered in the course of the study:

1. To what extent are educational facilities and infrastructures available to improve quality of education?
2. How is the competency of instructors in conducting the teaching – learning process effectively?
3. Do managers of PHEIs have the necessary competencies to manage their colleges and achieve quality standards?
4. What mechanisms are being employed by mangers and instructors to carry out the teaching-learning process effectively?

To collect relevant data on the topic, the study was carried out in four private higher education institutions in Mekelle. Descriptive survey approach was employed as a method of the study. The sources of data were instructors, students and academic vice deans of the four PHEIs. To seek answers to the above research questions, the data were gathered through questionnaires, interviews, observation checklist and document analysis. The questionnaires were filled and returned by 65 instructors and 145 students who were selected by using simple random sampling and stratified random sampling techniques respectively.

The interview was also conducted with four academic vice deans who were selected by using purposive sampling technique. Besides, observation checklist was filled by the researcher himself with respect to the availability of educational facilities and infrastructures, and document investigation was made on graduate tracer studies and reports too. The data obtained through the above instruments were analyzed quantitatively using percentages, means, standard deviation and chi-square test, and qualitatively using descriptive statements. Finally, based on the analysis of the data, the following major findings were obtained from the study:

1. The educational qualification, staff ratio and teaching experiences of the academic staffs were found to be unsatisfactory.

- The finding of the study shows that the majority, 71% of instructors in the sampled PHEIs were B.A/B.Sc degree holders while few, 29% of them were M.A/M.Sc degree holders and without any Ph.D degree holders which does not match with the required minimum standard set by HERQA/MOE to give instruction at degree level i.e at least 30% Ph.D degrees, 50% M.A/ M.Sc degrees and 20% B.A/B.Sc degree holders teaching staffs
- The finding of the study also shows that 68% of instructors were permanent academic staffs while 32% of them were part-timer which is not up to the essential required minimum standard set by HERQA/MOE, i.e. 70% permanent and 30% part-timer academic staff ratio
- As pointed out in the study, the majority of instructors (74%) have above 6 years teaching experiences which is promising to improve quality of education. However, 26% of them have 1-5 years of teaching experiences which inturn affects quality of education negatively.

2. The teaching staffs were not competent enough to play their roles and accomplish their responsibilities.

- Even though teacher's pedagogical training is the right hand of instruction and the heart of quality in education, about 45% of instructors in the sampled PHEIs had not taken part in teacher's pedagogical training.
- The finding of the study also reveals that the adequacy of on the job training opportunities given to academic staffs were discouraging

- The proficiency of the teaching staffs were not appreciated in transmitting enough knowledge to students, in problem – solving studies and research, in assisting, guiding and counseling students.
- The finding of the study also illustrates that due to high population of students, the teaching staff/student ratio in the sampled PHEIs is more than 1:40 which doubles the 1:20 national standard set for higher education institutions.

3. The finding of the study shows that the services provided to students and instructors by the support staff in PHEIs were below what was expected and found to be inadequate to contribute their parts in improving quality of education.
4. The finding of the study points out that the majority of instructors (80%) and students (81%) remarked that the majority of students joining PHEIs were those who couldn't join government universities due to high requirement of the Ethiopian higher education qualification examination certificate results.
   - Although there is significant difference between the views of instructors and students, the finding of the study mirrors that the majority of both respondents reported that the academic competencies of students pursuing their learning in PHEIs was found to be fair.
   - As pointed out by the study, 89% of instructors and 84% of students asserted that the pass rate of private higher education graduates was found to be high.

5. The availabilities of educational facilities and infrastructures were not promising to ensure quality of education.
   - The physical location of most private higher education institutions are inconvenient for proper functioning of the teaching- learning process because they are neighbouring with roads of vehicles, music shops, hotels and bars without any demarcation.
   - The finding of the study indicates that educational facilities and infrastructures were not encouraging both in quantity and quality to maintain a good and acceptable quality of education.

- The finding of the study also reflects that the majority of respondents, 91% of instructors and 81% of students assured that the class size was found to be above 41 students per class.

6. The quality of leadership and management of private higher education institutions with respect to their responsibilities and duties was found to be unsatisfactory.
   - The finding of the study depicts that the officials of PHEIs were competent enough in planning, organizing, coordinating, scheduling and controlling. However, they had failed to accomplish their tasks such as creating positive working environment, conducting research and problem – solving activities, managerial and academic decision-making, ensuring academic excellence and mobilizing resources to fulfill educational facilities.
   - As PHEIs are profit- seeking institutions, the teaching staffs were less autonomous to conduct scholarly (research and project) activities and to make criterion referenced assessment in evaluating students' academic performances.
   - The finding of the study also shows that frequent and high turn over of teachers enforce the colleges not to take corrective actions in solving instructional problems on time.
7. The finding of the study shows that with the exception of course guides and teachers' handouts, other curricular/instructional materials were found to be inadequate to give an effective instruction at degree level.
8. The finding of the study illustrates that private higher education institutions had faced an implementation bottle neck with respect to the teaching – learning process.
   - The finding of the study shows that instructors were not dedicated to use various learning strategies to address different learning styles, to cover the course instruction on time, to provide academic advice and tutorial support to students.
   - As pointed out in the study, the majority of respondents confirmed that teacher-centered methods of teaching were dominantly used by instructors compared to learner- centered methods of teaching. Especially, lecture method was frequently used by instructors.
   - Although formative continuous assessment focuses on monitoring learning progress while the teaching – learning process is undertaken, most instructors use

summative evaluation more dominantly to assess their students' academic performances in the form of mid and final exams only for the sake of grading. This finding contradicts with the recommendation of MOE which is 70% continuous assessment to 30% final exam ratio.

9. The majority, 63% of instructors and 71% of students suggested that graduate tracer studies were not conducted sufficiently by some sampled PHEIs. This inturn mirrors that there were no sufficient flow of information through structural feedbacks from employers to PHEIs and vice-versa. However, Sheba University College and Newmellinium College had carried out graduate tracer studies whose findings show that the graduation rate is greater than the rate of employment. Moreover, it was stated that the knowledge gained and skills acquired by graduates were fair even though their self – expression and communication skills were not encouraging.

5.2 Conclusions

From the major findings of the study, the following conclusions were drawn:
In especial reference to educational inputs; qualification of teaching staff and their terms of employment were found to be below the essential required minimum standard set for higher education institutions. Similarly, the teaching load of instructors was also found to be high due to high population of students. As a consequence, it was becoming difficult to maintain quality in the teaching - learning process.

Although quality demands qualified and outstanding academic staff, many instructors in the sampled PHEIs had not taken part in teachers' pedagogical training and had not got on the job training opportunities. Similarly, the support staffs for libraries, laboratories, pedagogical resource centers, computer and internet services were not encouraging to promote quality of education.

Eventhough the majority of students sought admission to PHEIs were those who couldn't join government Universities, their academic competences was fair and the pass rate of private higher education graduates was found to be high. This has been resulted from poor standards of an evaluation system.

Furthermore, the physical location of PHEIs are not suitable for the smooth functioning of teaching – learning process. Likewise, learning resources such as buildings, classrooms, library, laboratory, computers, lecture halls, offices, reading rooms, etc were found to be below the standards in quantity and quality. The class size for lecture class was also very large to provide students with individualized instruction. As a result, it was difficult to undertake an effective teaching – learning process.

Concerning to educational process; the quality of leadership and management of PHEIs were not to the point of creating positive working environment. Thus, there was the absence of strong relationship and transparency between academic staff members and the management bodies to ensure academic excellence. This was not up to providing quality teaching, learning and research consultancy. In the same manner, instructional/ curricular materials were not accessible to give quality instruction at degree level in their respective libraries.

Similarly, less diversified teacher-centered methods of teaching, namely: lecture method and demonstration methods were dominantly used by instructors as compared to more diversified constructivist methods of teaching. Furthermore, summative evaluation was also most frequently used by instructors in the form of mid and final exams only for the sake of grading as compared to formative continuous assessment which was less frequently utilized. This had affected the system of evaluation negatively in identifying and producing competent and top level graduates.

With respect to educational outputs; the performance level of the majority of graduates was seemed to be shallow to show their abilities and creativity. Moreover, as it was studied through graduate tracer studies, the pass rate of graduates is greater than the rate of employment which pointed out that some graduates were unemployed.

Therefore, it is possible to conclude that the current status of quality of education in PHEIs of Mekelle was found to be not promising when it was evaluated from the point of input indicators, process indicators and out put indicators of quality in education. In line

with the above findings, Ross and Mahlck (1990:72) asserted that educational inputs, processes and outputs are status indicators (benchmarks) of educational quality.

5.3 Recommendations

Based on the above conclusions, the following recommendations were made to be looked critically by the concerned bodies to alleviate the problems of quality of education which are associated with educational inputs, processes and outputs.

1. The educational qualification of the majority of instructors was below the required minimum standard set by HERQA/MOE. Hence, PHEIs should provide instructors either with sponsorship to upgrade their educational level or employ additional masters / Ph.D degree holders teaching staff to maintain quality in the teaching learning process.
2. The teaching staffs were not competent enough in playing their roles and accomplishing their responsibilities due to the lack of pedagogical know – how and on the job training opportunities. Thus, it is imperative to enhance the frontline implementers' empowerment and commitment by introducing teachers' development program (TDP) and implementing it through higher diploma program (HDP).
3. Consideration should be given to the quality and quantity of the support staffs as they are one of the inputs of education monitoring elements which address multiple problems in providing quality services so as to secure quality of education.
4. Eventhough the pass rate of graduates was high, the study evidenced that the academic competencies of students attending their education in PHEIs was fair because of their weak academic background. Therefore, to maximize their students' academic competencies, instructors and managers should adjust consultation hours, tutorial support, project activities and introduce criterion-referenced assessment.
5. The physical location of private higher education institutions are inconvenient for the smooth functioning of teaching – learning process. Therefore, the top managements of the Colleges should device a communication system that

strengthen partnership between their respective PHEIs and the regional government to have standardized and proper location for educational investment.

6. The availabilities of educational facilities and infrastructures are very essential to improve quality of education. Thus, the managements of private higher education institutions should equip their Colleges/University College with necessary educational facilities by mobilizing resources from private owners and by generating resources through preparing a project and submitting it to voluntary NGO's (UNICEF, WBO, UN, IMF, etc.)
7. The class size should be in line with the standard set by HERQA/MOE which enables teachers to employ experiential and problem – solving learning which inturn promotes students' motivation, effective learning and achievement.
8. The leadership and management of private higher education institutions should build their capacity to create a positive working atmosphere through making experience sharing practice with other equivalent Universities or Colleges which inturn invites academic staffs to be committed and increase their sense of belongingness and enthusiasm to ensure academic excellence.
9. The managements of PHEIs should also respect the academic freedom of teachers through making strong and transparent collegial relationship, standardizing their work loads, avoiding imposing teachers on students' evaluation, allocating earmarked budget for educational research and giving promotion for their excellent performances.
10. As they are the most important substances of quality in education, curricular/ instructional materials should be fulfilled by preparing, purchasing or borrowing from partner higher education institutions to give quality instruction at degree level.
11. Instructors of private higher education institutions have not had a sense of ownership in improving the standards of instructional process. Therefore, significant attention should be given to alleviate the problems through employing various learning strategies to address different learning styles, participating students in problem- solving activities, adjusting appropriate tutorial support and academic advice to students.

12. Diversified learner- centered methods of teaching should be utilized more frequently by introducing pedagogical training to instructors, standardizing class size and the teaching loads of instructors. Experience sharing practice should also be recommended as a key tool to-up-date the proficiency of instructors on the application of active – learning. For instance, with the College of education in Mekelle University or Addis Ababa University.
13. Private higher education institutions should systematically revise and modify the criteria and procedures for assessment and examination to produce competent and top level graduates. Accordingly, instructors should develop the habit of applying formative continuous assessment to monitor the teaching learning – process through identifying and diagnosing the learning difficulties of students.
14. Having structural and timely feedbacks from employers contribute its parts for the success of private higher education institutions in improving quality of education. So that they had better conduct tracer studies to have data about the employment status of graduates, their academic standings and employers' satisfaction. Moreover, they should design a project to communicate with governmental and non-governmental sectors to maximize the chance of employment or creating job opportunities for future graduates.

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Appendices

Appendix –A
Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teachers' Professional Development studies

Questionnaire to be filled by Instructors

Dear Instructor! This study is aimed at an assessment of the current status of quality of education in private higher education institutions of Mekele. Therefore, this questionnaire is designed to collect information about your experiences related to quality of education in your department/college /university college. Your genuine responses to this questionnaires will have a great effect on the success of the study. Please, read each of the following statement and mark "✓ " on the column that corresponds closely to your experiences and write the necessary information on the spaces provided. Be sure that your responses to the items in the questionnaire will be kept confidential and you are not required to write your name on it.

Thank you in Advance for your cooperation !!

Part I: Background Information

For the following items mark " ✓ " on the one that suits your response or write the required information on the spaces provided.

1. Name of the college/ University college _____
2. Name of Department _____ Field of specialization _____
3. Sex : Male ☐ Female ☐
4. Age: 21-25☐ 26-30☐ 31-35☐ 36-40☐ 41-45☐ Above 45☐

5. Academic Rank :

a) Graduate Assistant ☐ e) Associate professors ☐

b) Assistant lecturer ☐ f) professor ☐

c. Lecturer ☐ g) other (place, specify) _____

d) Assistant professors ☐

6. Educational level of Qualification

a. PhD ☐ c. BA/BSc ☐

b. MA/MSc ☐ d. Other (please, specify_____

7. Teaching Experience:

a. <5 years ☐ c. 11-15 years ☐

b. 6-10 years ☐ d. 16-20 years ☐ e. Above 20 years ☐

8. Job status: permanent ☐ Part-time ☐

Part II. General Questions

9. Please, indicate the causes of poor quality of education in your college by making a " ✓" mark to your corresponding answer.

5= Strongly agree (SA) 4= Agree (A) 3= Undecided (UD) 2= Disagree (DA) 1= Strongly Disagree (SDA)

No.	Causes of poor quality of Education	**Rating Scales**				
		5	**4**	**3**	**2**	**1**
1	Frequent change of government policy					
2	Lack of clear objectives with reference to curricula					
3	Lack of institutional self – evaluation					
4	Poor methods of teaching and assessment					
5	Poor skills of leadership and management					
6	Poor educational facilities					
7	Poor academic competencies students					
8	Lack of reasonable quality standards					
9	Lack of quality audits by HERQA					
10	Poor status of guidance and counseling services					

10. Have you taken pedagogy or teacher trainings? A. Yes ☐ B. No☐

11. To what extent does pedagogy or teachers' training have an impact on the quality of teaching –learning process?

a. Very high☐ b. High☐ c. Average☐

d. Low☐ e. Very low ☐

12. How do you rate the adequacy of training opportunities offered by your college in the past two or three years to academic staff? Use a "✓" mark to the corresponding answer.

3= Very adequate 2= Adequate 1= Adequate

No.	Modes of Training	Rating Scales		
		3	2	1
12.1	Short – term training			
12.2	Professional writing or research projects			
12.3	In-staff training (faculty – meeting, evaluation)			
12.4	Visiting other colleges			
12.5	Opportunities for overseas study			

13. How far do you agree on the quality of your academic staff? Use " ✓ " mark to base your evaluation?

5= Strongly agree (SA) 4= Agree (A) 3= Undecided (UD)

2= Disagree (DA) 1= Strongly Disagree (SDA)

No.	Quality indicators	Rating Scales				
		5	4	3	2	1
13.1	Transmitting enough knowledge to students					
13.2	Respecting students' ideas in class					
13.3	Assisting, counseling and guiding students					
13.4	Conducting problem – solving studies and research					
13.5	Working in teams and collaboratively					

14. The work load of instructors in your college/ University College is

a. 12-15 credit hours per week☐ b. 16-21 credit hours per week☐

c. Above 21 credit hours per week. ☐

15. The teaching staff/ student ratio in your college/ University College is approximately

a. 1:20 ☐ b. 1:30 ☐ c. 1:40☐ d. More than 1:40☐

16. Indicate the extent of the adequacy of the following support staffs in your college Use tick (" ✓ ") mark to the corresponding answer.

3= Very Adequate 2= Adequate 1= inadequate

No.	Quality Indicators	Rating Scales		
		3	2	1
16.1	Support staff for libraries			
16.2	Support staff for laboratories			
16.3	Support staff for pedagogical center			
16.4	Support staff computer and internet services			
16.5	Support staff for guidance and counseling services			

17. What types of students are joining your college /university college? Use tick (" ✓ ") mark to the corresponding box.

a. Those who could not join public universities

b. Those who search for quality education

c. Other (please, specify) _____

18. If your answer to question No. "17" is "A", how do you rate the competency of your students?

a. very Good ☐ b. Good ☐ c. Fair ☐ d. Poor ☐

e. Very poor ☐

19. Indicate the pass rate of graduates in your University College/College?

a. High ☐ b. Moderate ☐ c. Low ☐

20. How do you rate the degree of your agreement on the adequacy of educational facilities and infrastructures of your college? Use "✓ " mark to the corresponding answer.

5= Strongly Agree (SA) 4= Agree (A) 3= Undecided (UD) 2= Disagree (DA) 1= Strongly Disagree (SDA)

No.	Educational Facilities and Infrastructures	Rating Scales				
		5	4	3	2	1
20.1	Physical Location of the University/ College is suitable					
20.2	Sufficient buildings and classrooms in the college					
20.3	Well – equipped and up-to-date library					
20.4	Well-equipped laboratory					
20.5	Enough lecture halls and offices for instructors					
20.6	Sufficient chairs in the classrooms					
20.7	Sufficient number of computers for students					
20.8	Sufficient reading rooms, water supply, toilets for teachers and students separately.					

21. What are the other challenges in your college concerning the adequacy of educational facilities as far as you know?

_____

22. What supports did the government provide to your college with respect to educational facilities and techniques inorder to maintain quality of education? _____

_____

23. What is the average class size in your lecture class?

A. 11-15☐ B) 20-30☐ C. 31-40☐ D) 41-50☐ E) Above 50☐

24. If your answer to question no "23" is "41-50" and "above 50", what are some of the expected quality problems in the teaching learning process? _____

_____

25. In your opinion, the desired optimum class size will be

a. 11-20 ☐ c. 31-40 ☐

b. 21-30 ☐ d. 41-50 ☐

26. How do you rate the quality of leadership and management of your college/university college? Use tick "✓" mark to the corresponding answer

5= Very Good 4= Good 3= Fair 2= poor 1= very poor

No.	Quality of Leadership and Management	Rating Scales				
		5	4	3	2	1
26.1	Performing technical management : planning, coordinating, scheduling and controlling					
26.2	Creating open, transparent, collegial and positive work environment					
26.3	Research and problem – solving skills					
26.4	Creating participatory decision making capacity for teachers and students					
26.5	Commitment for academic excellence					
26.6	Mobilizing resources and providing necessary facilities.					

27. What major administrative problems do you observe in your college?

a. Academic problems _____

b. Managerial problems _____

c. Financial Problems _____

d. Other (Please, specify) _____

28. Please, indicate the availability of the following curricular materials in your college/university college? Use (" ✓ ") mark to the corresponding answer. 3= Highly Available 2= Available 1= In available

No.	Curricular Materials	Rating Scales		
		3	2	1
28.1	Course guides or outlines			
28.2	Different audio-visual materials			
28.3	Up-to-date multiple copies of reference books			
28.4	Abstracts, journals and articles			
28.5	Teachers' hand outs			

29. How do you rate the degree of your agreement on the current standards of instructional process in your college ? use tick Mark "✓" to your corresponding answer.

5= Strongly agree, 4= Agree 3= Undecided
2= Disagree 1= Strongly Disagree

No.	Quality of Indicators	Rating Scales				
		5	4	3	2	1
29.1	Instructors use various teaching strategies to address different learning styles					
29.2	Instructors adjust tutorial support to over come poor instructional process due to high population of students					
29.3	Instructors cover the course instruction on time					
29.4	Students have enough opportunity to participate in practical training					
29.5	The course materials written by instructors have a required quality standards.					
29.6	The curricula stimulate active learning, independent thinking and problem solving					

30. How do you rate the frequency of the following methods of teaching that you use in the classrooms? Use (" ✓ ") mark to the corresponding answer. 5= Always, 4= Often 3= Sometimes, 2= Rarely, 1= Never

No.	Methods of Teaching	Rating Scales				
		5	4	3	2	1
30.1	Lecture method					
30.2	Demonstration method					
30.3	Questioning and answering					
30.4	Project work / Term paper					
30.5	Group Discussion					
30.6	Field Trips					
30.7	Role Playing					
30.8	Experimentation					

31. Please, rate the assessment methods that most of the instructors use to evaluate their students' academic performance use tick (" ✓ ") mark to the corresponding answer. 5= Always, 4=Often 3=Sometimes, 2= Rarely, 1= Never

No.	Assessment Methods	Rating Scales				
		5	4	3	2	1
31.1	Continuous assessment (tests, quizzes, interviews, attendance, etc) are practiced					
31.2	Summative evaluation is given at the end of the course					
31.3	Papers and research are taken in to consideration					
31.4	Oral examination and defense are used					

32. What other methods do you use to assess your students' performance other than paper pencil test? Please, enumerate:

---

33. What are the major challenges that your college faces regarding

a) curricular materials _____

b) methods of teaching _____

c) methods of assessment _____

d) What measures do you under take to make the teaching – learning process effective? _____

34. Does your college /university college undertake a graduate tracer study to check employment status, employers' opinion and satisfaction?

A. Yes ☐ B. No☐

35. If your answer to question No. 34 is yes, how do you evaluate the contribution of tracer study to ensure quality of education?

A. Very high ☐ B. high☐ C. Medium ☐ D. Low☐ E. Very low ☐

36. If your answer to question no, 35 is "very high/high" how do you evaluate the performance level of private higher education graduates based on the tracer study reports / information from stake holders?

a. Very good ☐ b. good ☐ c. fair ☐

d. poor☐ e. Very poor ☐

Thank you again!!

Appendix – B

Addis Ababa University

School of Graduate Studies

College of Education

Department of Curriculum and Teachers' Professional Development studies

Questionnaire to be filled by Students

Dear students! This study is aimed at an assessment of the current status of quality of education in private higher education institutions of Mekelle. Therefore, this questionnaire is designed to collect information about your experiences related to quality of education in your department/college /university college. Your genuine responses to this questionnaires will have a great effect on the success of the study. Please, read each of the following statement and mark "✓ " on the column that corresponds closely to your experiences and write the necessary information on the spaces provided. Be sure that your responses to the items in the questionnaire will be kept confidential and you are not required to write your name on it.

Thank you in Advance for your cooperation !!

Part I: Background information

For the following items mark " ✓ " on the one that suits your response or write the required information on the spaces provided.

1. Name of the college/ University college _____
2. Name of Department _____ Year of study 2nd ☐ 3rd ☐
3. A. Sex : Male ☐ Female ☐

   B. Age: _____

Part II: General Questions

4. How far do you agree on the quality of academic staff of your college? Please, Use " √ " mark to base your evaluation?

   5= Strongly agree (SA) 4= Agree (A) 3= Undecided (UD)

   2= Disagree (DA) 1= Strongly Disagree (SDA)

No.	Competencies of academic staff	Rating Scales				
		5	4	3	2	1
4.1	Transmitting enough knowledge to students					
4.2	Respecting students' ideas in class					
4.3	Assisting, counseling and guiding students					
4.4	Conducting problem – solving studies and research					
4.5	Working in teams and collaboratively					

5. The teaching staff/ student ratio in your college/ University College is approximately

   a. 1:20 ☐ b. 1:30 ☐ c. 1:40☐ d. More than 1:40☐

6. What types of students are joining private higher education institutions/your college? use tick ("√ ") mark to the corresponding box.

   a. Those who could not join public universities ☐

   b. Those who search for quality education ☐

   c. Other (please, specify) _____

7. If your answer to question No. "6" is "A," How do you rate the competency of your students?

   A. very Good☐ b. Good ☐

   c. Fair☐ d. poor☐ e. very poor☐

8. Indicate the pass rate of graduates in your college/University College?

   a. High☐ b. Moderate☐ c. Low☐

9. Indicate the extent of the adequacy of the following support staffs in your college Use tick (" ✓ ") mark to the corresponding answer.

   3= Very Adequate 2= Adequate 1= inadequate

No.	Quality Indicators	Rating Scales		
		3	2	1
9.1	Support staff for libraries			
9.2	Support staff for laboratories			
9.3	Support staff for pedagogical center			
9.4	Support staff computer and internet services			
9.5	Support staff for guidance and counseling services			

10. Indicate your agreement on the adequacy educational facilities and infrastructures of your college. Use " √ " mark to the corresponding answer.

5= Strongly agree (SA) 4= Agree (A) 3= Undecided (UD)
2= Disagree (DA) 1= Strongly Disagree (SDA)

No.	Educational Facilities and Infrastructures	Rating Scales				
		5	4	3	2	1
10.1	Physical Location of the University/ College is suitable					
10.2	Sufficient buildings and classrooms in the college					
10.3	Well – equipped and up-to-date library					
10.4	Well-equipped laboratory					
10.5	Enough lecture halls and offices for instructors					
10.6	Sufficient chairs in the classrooms					
10.7	Sufficient number of computers for students					
10.8	Sufficient reading rooms, water supply, toilets for teachers and students separately.					

11. What are the other challenges in your college concerning the adequacy of educational facilities as far as you know?

_____

_____

12. What is the average class size in your lecture class?

A. 11-15☐ B. 20-30☐ C. 31-40☐ D. 41-50☐ E. above 50☐

13. If your answer to question No. "12" is "41-50" and above "50", What are some of the expected quality problems in the teaching –learning process?

_____

_____

14. In your opinion, the desired optimum class size will be?

a. 11-20 ☐ c. 31-40 ☐

b. 21-30 ☐ d. 41-50 ☐

15. How do you rate the quality of leadership and management of your college/university college? Use tick "✓" mark to the corresponding answer

5= Very Good 4= Good 3= Fair 2= poor 1= very poor

No.	Quality of Leadership and Management	Rating Scales				
		5	4	3	2	1
15.1	Performing technical management : planning, coordinating, scheduling and controlling					
15.2	Creating open, transparent, collegial and positive work environment					
15.3	Research and problem – solving skills					
15.4	Creating participatory decision making capacity for teachers and students					
15.5	Commitment for academic excellence					
15.6	Mobilizing resources and providing necessary facilities.					

16. What major administrative problems do you observe in your college?

A. Academic problems _____

B. Managerial problems _____

C. Financial Problems _____

D. Other (Please, specify) _____

17. Please, indicate the availability of the following curricular materials in your college/university college? Use (" ✓ ") mark to the corresponding answer. 3= Highly Available 2= Available 1= In available

No.	Curricular Materials	Rating Scales		
		3	2	1
17.1	Course guides or outlines			
17.2	Different audio-visual materials			
17.3	Up-to-date multiple copies of reference books			
17.4	Abstracts, journals and articles			
17.5	Teachers' hand outs			

18. How do you rate the degree of your agreement on the current standards of instructional process in your college ? use tick Mark "✓" to your corresponding answer.

5= Strongly agree, 4= Agree 3= Undecided
2= Disagree 1= Strongly Disagree

No.	Quality of Indicators	Rating Scales				
		5	4	3	2	1
18.1	Instructors use various teaching strategies to address different learning styles					
18.2	Instructors adjust tutorial support to over come poor instructional process due to high population of students					
18.3	Instructors cover the course instruction on time					
18.4	Students have enough opportunity to participate in practical training					
18.5	The course materials written by instructors have a required quality standards.					
18.6	The curricula stimulate active learning, independent thinking and problem solving					

19. How do you rate the frequency of the following methods of teaching that your instrucrors use in the classrooms? Use (" ✓ ") mark to the corresponding answer. 5= Always, 4= Often 3= Sometimes, 2= Rarely, 1= Never

No.	Methods of Teaching	Rating Scales				
		5	4	3	2	1
19.1	Lecture method					
19.2	Demonstration method					
19.3	Questioning and answering					
19.4	Project work / Term paper					
19.5	Group Discussion					
19.6	Field Trips					
19.7	Role Playing					
19.8	Experimentation					

20. Please, rate the assessment methods that most of the instructors use to evaluate their students' academic performance use tick (" ✓ ") mark to the corresponding answer. 5= Always, 4=Often 3=Sometimes, 2= Rarely, 1= Never

No.	Assessment Methods	Rating Scales				
		5	4	3	2	1
20.1	Continuous assessment (tests, quizzes, interviews, attendance, etc) are practiced					
20.2	Summative evaluation is given at the end of the course					
20.3	Papers and research are taken in to consideration					
20.4	Oral examination and defense are used					

21. What other methods do your instructors use to assess students' academic performances other than paper pencil test? Please, enumerate:

---

22. What are the major challenges that your college faces regarding

a) curricular materials _____

b) methods of teaching _____

c) methods of assessment _____

d) What measures do your instructors under take to make the teaching learning process effective? _____

_____

23 . Does your college /university college undertake a graduate tracer study to check employment status, employers' opinion and satisfaction?

A. Yes ☐ B. No☐

24. If your answer to question No. 23 is yes, how do you evaluate the contribution of tracer study to ensure quality of education?

A. Very high ☐ B. high☐ C. Medium ☐ D. Low☐ E. Very low ☐

25. If your answer to question no, 24 is "very high/high" how do you evaluate the performance level of private higher education graduates based on the tracer study reports / information from stake holders?

a. Very good ☐ b. good ☐ c. fair ☐

d. poor☐ e. Very poor ☐

Thank you!!

Appendix – C
Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teachers' Professional Development studies

Interview Guides for Academic Vice Deans of Private Higher Education Institutions of Mekelle on the Current Status of Quality of education

1. How does your college /University college make educational facilities available?
2. What does the government support with respect to educational facilities, infrastructures and techniques look-like?
3. What is the average class size in your college for degree students?
4. What is the average teaching staff /student ratio in your college?
5. What does the college do if the class size and teacher/ student ratio are found to be larger than the required minimum standard set by MOE /HERQA?
6. How does your college/ university college ensure the competency of its academic staff to bring about quality education?
7. Does your college offer on the job training opportunities to improve the quality of academic staff?
8. How do you evaluate the competency of your students?
9. Do the Management and instructors make any effort to evaluate the teaching – learning process such as methods of teaching and assessment techniques?
10. Does you college/university college undertake institutional self-evaluation?
11. Does your college/university college undertake a graduate tracer study to check employment status, academic standings employers opinion, and satisfaction?
12. How do you evaluate the contribution of graduate survey to improve quality of education?

Thank you in Advance !!

Appendix –D
Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teachers' Professional Development studies

Objective of the Study

This study is aimed at an assessment of the current status of quality of education in private higher education institutions of Mekelle. Therefore, the observation will focus on assessing physical facilities of the college, organization of classrooms workshops, library, laboratory pedagogical resource center, etc.

Name of college _____

Observation Checklist

No.	Inventory Observation	Very Available	Available	Inavailable
I.	Physical Facilities of the college			
1.	Buildings of the College			
2.	Library			
3.	Laboratory			
4.	Computer lab.			
5.	Multi purpose/ Lecture halls			
6.	Sport center			
7.	Toilets for teachers and students separately			
8.	Offices for teaching and administrative staffs			
9.	Quality assurance department			
10.	Quality testing center			
II.	Organization of classrooms			
1.	Chairs			
2.	Blackboard/white board			
3.	Ventilation and lighting condition of Classrooms			
III.	Workshops			
1.	Electric supply			
2.	Water supply			
3.	Over head projectors			
4.	Equipments			
5.	Manuals			

Appendix – E1 Details of rating of Responses

No.	Quality Indicators	Instructors N=65						Students N=145						M1+M2 / 2
		S.A	A	U. D	D. A	S.D .A	M1	S.A	A	U. D	D. A	S.D. A	M2	
1.	Transmitting enough knowledge to students	17	15	-	20	13	**3.05**	20	33	13	57	22	2.81	2.93
2.	Respecting students' ideas in class	14	23	5	13	10	3.28	43	28	-	40	34	3.04	3.16
3.	Assisting, guiding and counseling students	15	10	-	20	20	2.69	24	30	7	58	26	2.78	2.74
4.	Conducting problem solving studies and research	11	11	-	15	28	2.42	17	33	18	43	34	2.69	2.56
5.	Working in teams and collaboratively	13	13	-	20	19	2.71	31	25	16	21	52	2.74	2.73

M1= mean of Instructors, M2= Mean of Students, $\frac{M1 + M2}{2}$ *= Grand mean*

Appendix E-2

No.	Quality Indicators	Instructors N=65						Students N=145						
		S.A	A	U. D	D. A	S.D .A	Mean	S.A	A	U. D	D. A	S.D. A	Mean	M1+M2 2
1.	Physical location of the university college/ college is suitable	10	14	-	26	15	**2.66**	25	32	8	33	47	2.69	2.68
2.	Sufficient buildings and classrooms in the college	12	13	-	30	10	2.80	20	45	-	65	15	2.93	2.87
3.	Well-equipped and up-to-date library	18	8	-	19	20	2.77	29	18	8	60	30	2.70	2.74
4.	Well-equipped laboratory	10	13	6	16	20	2.65	23	30	15	32	45	2.68	2.67
5.	Enough lecture halls and offices for instructors	13	11	2	22	17	2.71	31	26	7	33	48	2.72	2.72
6.	Sufficient chairs in the classrooms	13	13	15	15	9	3.09	29	38	15	33	30	3.02	3.06
7.	Sufficient number of computers for students	19	12	-	21	13	3.05	26	30	-	67	22	2.80	2.93
8.	Sufficient reading rooms, water supply cafeteria and toilet for teachers and students separately.	12	15	4	19	15	2.85	25	34	12	38	36	2.70	2.78

M1= Mean of Instructors, M2= Mean of Students, $\frac{M1 + M2}{2}$ = Grand mean, For each indicator, the ideal mean value is 3

Appendix E-3

No.	Quality Indicators	Respondents												
		Instructors N=65						Students N=145						
		VG	G	F	P	VP	M1	VG	G	F	P	VP	M1	M1+M2 / 2
1.	Performing technical management: Planning, organizing coordinating, scheduling and controlling	17	14	9	20	5	**3.28**	18	39	51	37	-	3.26	3.27
2.	Creating open, transparent, collegial and positive work environment	13	10	6	19	17	2.74	13	25	48	38	21	2.80	2.77
3.	Research and problem- solving skills	7	6	10	35	7	2.55	8	18	46	54	19	2.60	2.58
4.	Creating participatory decision-making capacity for teachers and students.	13	11	6	16	19	2.74	13	20	51	51	10	2.83	2.79
5.	Commitment for academic excellence	10	17	5	17	16	2.82	25	24	28	55	13	2.95	2.89
6.	Mobilizing resources and providing necessary educational facilities	12	19	4	13	17	2.94	21	21	54	36	13	3.01	2.98

M1= Mean of Instructors, M2= Mean of Students, $\frac{M1 + M2}{2}$ *= Grand mean, VG= Very good , G= Good F= Fair, P= Poor VP= Very Poor For each indicator, the ideal mean value* is 3.

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Declaration

This thesis is my original work and has not been presented in any other University, and that all sources consulted for the thesis have been properly acknowledged.

Name Girma Motti

Signature _____

Date 05/7/2010

Approval

This thesis has been submitted for examination with my consent and approval as a thesis advisor.

Name Amare Asgedom (PhD).

Signature _____

Date 05/7/2010