



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF PERFORMING AND VISUAL ARTS

**The Implementation of Music Education in Ethiopian Higher Education
Institutions: The Case of Wollo and Jimma Universities.**

BY: EYOB ASSEFA

Advisor: YOHANIS MENGISTU (Ass. Prof)

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BY: EYOB ASSEFA

Signed by the Examining Committee: -

External Examiner: -

Signature

Date

Internal Examiner: -

Signature

Date

Advisor:-

Signature

Date

Head of YSM

Signature

Date

Declaration

I, the undersigned, declare that this thesis entitled:- “**The Implementation of Music Education in Ethiopian Higher Education Institutions: The Case of Wollo and Jimma Universities.**” is my original work.

I have meticulously organized, gathered, tested, and prepared this thesis in adherence to all technical standards. Each scholarly resource applied in crafting the thesis has been duly acknowledged with citations. I confirm this thesis has not been supplied for any degree, diploma, or certificate at any educational institution or agency. Under the steerage and supervision of my Research Advisor, I independently performed the research. Free to use excerpts from this thesis with attribution to the source with no need for earlier permission.

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Signature: - _____

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Table of Contents	Pages
Contents	i
List of Tables	iv
Acknowledgments.....	v
ACRONYMS	vi
DEFINITION OF TERMS	vi
Abstract.....	vii
CHAPTER ONE	1
1.1 INTRODUCTION	1
1.2. Statement of the Problem.....	3
1.3 Objectives of the Study.....	5
1.3.1. General Objective	5
1.3.2. Specific Objectives	5
1.4. Research Questions.....	5
1.5. Significance of the Study	5
1.6 Scope of the Study	6
1.7 Limitation of the Study	7
1.8 Organization of the Study	7
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.1 Higher Education Institution.....	8
2.1.1 Overall Concept of HEIs.....	8
2.1.2 Common Objectives of HEIs	8
2.1.3 HEIs in Africa and Ethiopia.....	9
2.1.3.1 Higher Education in Africa and its Challenges.....	9
2.1.3.2 Higher Education in Ethiopia.....	11
2.2 Music Education in HEIs	12
2.2.1 Elements Important to Higher Music Education.....	13
2.2.2 Quality Music Teaching.....	14
2.2.3 Music Education Assessment.....	15
2.2.4 Budget for Music Education	16

2.3 Quality of Education	16
2.3.1 Meaning of Quality and Educational Quality	16
2.3.2 Quality of HEIs	18
2.3.3 Methods of Measuring (Evaluating) Quality Education	19
2.3.4 Components of Quality Education	22
2.3.4.1 Quality Assurance	22
2.3.4.2 Quality Index	25
2.3.4.3 Quality of Education Policy, Strategy and Accreditation	26
Policies and Strategies for Improving Education Quality	26
2.3.4.4 Quality Control	29
3.1 Introduction.....	30
3.2 Research Method	30
3.3 Source of Data.....	31
3.4 Data Collection Instruments.....	33
3.5 Method of Data Analysis	34
3.6 Ethical Consideration.....	35
CHAPTER FOUR.....	36
PRESENTATION AND INTERPRETATION OF DATA	36
4.1 Introduction.....	36
4.2 Jimma University	36
4.2.1 Teachers' Perspectives.....	36
4.2.2 Students' Perspective.....	39
University Attention to Students.....	40
Strengths and Weaknesses of the Music Department	40
Quality of Education	40
4.2.3 Summary	41
4.3 Wollo University.....	41
4.3.1 Teachers' Perspective	42
4.3.2 Students' Perspective.....	43
4.3.3 Summary	44
4.3.4 Perspectives of Former Wollo University Music Department Students	45
4.3.5 Summary	47

4.4 Results of Interviews with Experienced Music Teachers	47
4.4.1 Summary	50
4.5 Results of Observation	51
4.5.1 Summary	52
CHAPTER FIVE	54
CONCLUSION AND RECOMMENDATIONS.....	54
5.1 Summary	54
4.2 Conclusion	56
4.3 Recommendations.....	58
Bibliography	60
Appendix A:.....	63
Appendix B:.....	67
Appendix E: Observation Checklist for Jimma University Music Department.....	72

List of Tables

Table 3.1: Total number of music students and instructors participated in questionnaire of the study	32
Table 3.2: Total number distributed questionnaire for music students and instructors to participated the study.....	32

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ACRONYMS

HEIs	Higher Education Institutions
YSM	Yared School of Music
MOE	Ministry of Education
CGPA	Cumulative Grade Point Average
AAU	Addis Ababa University
AEC	European Association of Conservatories
HERQA	Higher Education Relevance and Quality Agency
ICT	Information and Communication Technology

DEFINITION OF TERMS

Music Department: – A department within an institution focuses on teaching, learning, and researching music.

Educational Quality: – The standard of education in terms of resources, processes, and outcomes in alignment with academic objectives.

Assessment: – Methods of evaluating the performance and learning of students, such as tests, exams, and practical evaluations.

Curriculum: – The structured set of courses and content provided in a music education program.

Infrastructure: – The physical and organizational facilities and structures needed for the operation of the music departments.

Accreditation: – The process by which an institution's or program's quality is assessed by an external body.

Input Quality: – The resources and conditions available for teaching and learning, such as teachers, instruments, and practice rooms.

Output Quality: – The measurable results of an educational program, such as student performance, graduation rates, and employment outcomes.

Abstract

This research explores the implementation of music education in Ethiopian Higher Education Institutions, focusing on the music departments of Jimma and Wollo Universities. The study examines the strengths and weaknesses of these departments, the factors influencing their educational quality. It also examines perceptions of music educators and students regarding the mission and quality of music education, particularly aiming to contribute the overall development of the field. Using a mixed-methods approach, the research combines quantitative data from questionnaires and qualitative insights from interviews with students, teachers, and senior instructors. Participants include students from various years, current and former university instructors, and experienced Yared School instructors. Using descriptive statistics, data are analyzed across four quality indices; input, process, content, and output; to reveal strengths and areas for improvement in music education quality. Key findings indicate that while there is strong motivation among teachers and students, significant challenges exist, including inadequate infrastructure, limited resources, and insufficient administrative support furthermore indicates the quality of input, process, content, and output in the educational experience. The findings reveal that while both universities show strengths, such as teacher commitment and student enthusiasm, challenges persist, including inadequate infrastructure, limited resources, and the need for better alignment with international standards. The study highlights the need for more focused attention on the unique requirements of music education to improve its quality for the two universities. Recommendations are provided to address these issues and guide the development of new and already opened music departments in the country.

Keywords: Music Education, Higher Education, Jimma University, Wollo University, Educational Quality

CHAPTER ONE

1.1 INTRODUCTION

As noted by Saint (2004), Ethiopia's tradition of elite education dates back 1,700 years, with strong ties to the Orthodox Church. However, formal higher education in the country began only in 1950 with the founding of Addis Ababa University. Over the following 20 years, several independent technical colleges were also established. These institutions inherited an educational culture shaped by their long-standing informal connection to the Orthodox Church. Additionally, Ethiopia has a deep-rooted connection to music and its educational system. A notable example is the Yaredic chants, whose meticulously organized teaching methods have stood the test of time. Ethiopian musical traditions, particularly performances, are primarily passed down informally through generations. For instance, the Azmari, are Ethiopian musicians known for their improvisational singing and playing of instruments like the kirar (lyre) and masenqo (fiddle), Lalibelas, are lepers or descendants of lepers, who perform “drawn Serenades” outside the homes of wealthy Ethiopians, husbands and wives transmit and performs duet characterized by a distinctive vocal style and multi-part texture, and most of Ethiopian traditional music are learned and practiced in informal way. While much of Ethiopian music has been transmitted through informal channels, it is clear that the roots of music education in Ethiopia extend as far back as the 6th century, evolving long before formal institutions occur.

“The first modern music instruments were introduced during emperor Menilik II after Adwa victory with a gift of brass instruments. For these bronze instruments, the Russian Witold Miloski (born in Poland) was the Ethiopian teacher until he returned to his country. After a few years, Haile Selassie I played an important role in today's academies of modern music. Theater houses, military bands and music schools were established to provide their services at this time by the emperor. The Yard Music School was one of the institutions established during the reign of Emperor Hailesilasie in 1960” (Zekeria, 2020: 70).

“During the 1990s, Ethiopia as a country was determined to overcome the major development challenges it faced. These challenges existed in all areas of society and in all regions. Keeping this in mind, new industries should be developed in ways that are beneficial for the development of the country. The planned development plan and work for the higher education institutions is

necessary for the overall development of the country. Many new universities were established throughout the country and old ones were strengthened and expanded” (Ju. edu.et, 2024). This study evaluates the quality of music ensemble education at two selected universities.

Jimma University was established in the 1980s through the merger of Jimma Institute of Health Sciences and Jimma College of Agriculture. The current university was named in December 1999. The department was established as an office from September 2014 and is now upgraded to a school level, named after one of the famous Ethiopian singers, musicians and composer, Dr. Ali Bira. Hence the name was changed to "Ali Bira Music School". Out of 132 students who entered this university, 84 students graduated (Ju.edu.et, 2024).

Wollo University is one of the thirteen universities established as part of the government's initiative to expand higher education, which began in 1996 E.C. (2004 G.C.). In 2003 E.C. (2011 G.C.), three new undergraduate programs were introduced under the Social Science and Humanities division: the Department of Social Anthropology, the Department of Music, and the Department of Theatrical Arts. Out of 97 students enrolled in this university, 89 students have graduated with BA degree. In 2010E.C. the department start Masters Degree program and continue only for three academic years. Within this years, 16 student were joined all of them had graduated (wu.edu.et).

After Addis Ababa University, these two universities are the prior in Ethiopia to start a music department in comparison to other universities. The music department at Addis Ababa University made a significant contribution to their success as a department.

The definition of education quality and the methods to enhance it are often unclear. According to evaluations, education quality viewed in terms of inputs (such as the number of teachers, teacher training, and availability of textbooks), processes (including instructional time and active learning), outputs (like test scores and graduation rates), and outcomes (such as job performance) (Chapman and Adams, 2002). In the realm of higher institution, this refers to musical studies within a higher education setting, emphasizing the practical and creative growth of students. Moreover, quality education may be seen as simply meeting predetermined targets and objectives. Broader interpretations exist, where quality is assessed based on an institution's or

program's reputation, the degree of change in students' knowledge, attitudes, values, and behavior, or an entire framework for learning acquisition and application.

Educational institutions are key centers for developing human resources, preparing students with the skills and knowledge needed to contribute responsibly to society (Mahadppa, 2014). In addition to that, educational institutions are the place of new ideas creating and those ideas are expected to spread within society and solve various problems. A lot of research, especially in higher education institutions, is still used by our world as a way to solve problems.

Musical intelligence cannot be measured in terms of nuts and bolts, test tubes and Geiger counters. Throughout history, music has been a warm life force. The transmission of heritage from one generation to another is of great value (Hale, 1960: 103). Although it is difficult to measure the quality of music education, in this thesis an attempt has been made to evaluate the quality of university education using basic criteria.

1.2. Statement of the Problem

“Higher music education aims to provide students with an optimized environment to develop distinctive artistic profiles” (AEC Publications, 2010). In Ethiopia, the higher education system comprises around 42 public universities, all owned and administered by the Ministry of Education. While this expansion reflects progress in terms of access and quantity, concerns about the quality of education remain significant. The Ministry of Education has acknowledged this issue and is actively working to address it. However, specialized fields like music education may require additional focus and resources.

I have 10 years continued and active participation in music education at higher education level, the first 4 years as a student and the rest years as academic staff at the Yared School of music. In these years I have observed that there is some environment, process and outcome difference with YSM and this had driven me to underline on music education concept and assess music departments in higher education institution.

The concept of quality in higher education remains ambiguous. As noted by Mebrahtom (2012), who suggests that quality is subjective and shaped by the priorities of each institution. In the context of music education, quality can be understood through five dimensions: learners, environments, content, processes, and outcomes. This study defines Music Education Quality

based on these dimensions, which encompass the survival, protection, development, and participation of students. While music departments across Ethiopian universities are bound by similar standards, a comprehensive assessment of their strengths and weaknesses is essential to ensure consistent quality.

Even though every music department across the country adheres to the same standards, the quality should still be assessed, and the department's strengths and weaknesses should be carefully examined. Therefore, in order to address the issue, study is necessary, and I believe there is a significant research gap in this area. Ezra (2002) emphasizes that the core objective of music education should be to foster musicality, which requires improvements in areas such as teaching performance and musical creativity. Moreover, music departments should be equipped with appropriate infrastructure, learning resources, and effective teaching processes to meet their goals. However, the quality and effectiveness of these departments have not been thoroughly examined, creating a research gap that this study seeks to fill.

The music departments at the selected universities, Jimma and Wollo, are among the more established programs in Ethiopia, compared to newer institutions such as Mekelle, Gonder, Wollega, Wolkite, Dambi Dollo, and Bule Hora Universities, which have recently introduced music programs. These two universities were chosen for their seniority, placing them between the historically older Yared School of Music at Addis Ababa University and the more recently established music programs. While many Ethiopian universities have begun offering music education in recent years, the quality and impact of these programs have not yet to be thoroughly explored. This study aims to address this gap by assessing the quality and effectiveness of music education in these institutions.

Universities are not merely local entities shaped by specific economic, political, or historical factors. Throughout history, higher education has served a broader cultural and civilizational mission, with its legitimacy and development linked to advancing this mission. As noted by Meyer, Ramirez, Frank, and Schofer (2006), universities are central to fostering societal progress. A lack of understanding of this mission, particularly among educators, can undermine the quality of education. Therefore, this research seeks to clarify how the mission of higher education is understood and implemented, particularly within the context of music education in Ethiopian universities.

1.3 Objectives of the Study

1.3.1. General Objective

The main objective of this research is to explore the implementation of music education in Ethiopian HEIs the case of Jimma and Wollo Universities.

1.3.2. Specific Objectives

- To evaluate the strength and weakness of the music departments.
- To identify factors affecting music education in Wollo and Jimma universities.
- Examine the perceptions of music educators and students on the mission and quality of music education.
- To propose potential solutions for addressing the factors impacting music education at Jimma and Wollo universities.

1.4. Research Questions

In line with the objectives of the study outlined earlier, this study examines the quality of education at Jimma and Wollo Universities. The following key research questions are addressed in the analysis section of the thesis:

- What are the strengths and weaknesses of the music departments at Jimma and Wollo Universities?
- What factors affect the quality of music education in these institutions?
- How do music educators and students perceive the mission and quality of music education at Jimma and Wollo Universities?
- What potential solutions can be proposed to address the factors impacting music education at Jimma and Wollo Universities?

1.5. Significance of the Study

This study is significant as it provides a comprehensive evaluation of the music departments at Jimma and Wollo Universities, both of which have had a considerable impact on Ethiopia

through research and cultural activities. These universities, alongside the Yared School of Music, are pioneers in launching music departments, and their experiences serve as valuable models for newer institutions establishing similar programs. By identifying both the strengths and weaknesses of the music departments at Jimma and Wollo, the study offers crucial insights that can help improve the caliber of music education in these institutions and guide the development of new music departments across Ethiopia. Furthermore, the research examines the factors affecting the quality of music education, offering actionable recommendations to address challenges related to resources, infrastructure, and governance. These findings will support administrators, educators, and policymakers in enhancing teaching practices, curriculum design, and student outcomes, thereby benefiting the overall academic performance of these institutions.

Additionally, this study provides practical solutions to overcome the challenges faced by music departments and contributes to the development of national policies in music education. By offering evidence-based recommendations, the research aids decision-makers, such as the Ministry of Education, in allocating resources, developing curricula, and improving teacher training for music programs. The research also fills a critical gap in the literature on music education in Ethiopian higher education, providing a foundation for future studies in this field. It encourages further research and contributes to the continuous improvement of music education in Ethiopia, making it a valuable resource for both institutions and researchers. By examining the effectiveness of Jimma and Wollo Universities in delivering music education, the study not only assesses their current challenges but also provides recommendations that could enhance music education across the country.

1.6 Scope of the Study

Not all universities and educational levels in the nation were evaluated for this study. Although there are nine music departments at Ethiopian universities located in various locations, the project's geographical scope was restricted to the music departments at Wollo and Jimma universities.

Jimma and Wollo Universities' music departments were selected for this study because of their seniority and more established nature. They occupy a middle ground between the oldest

institution, Yared School of Music at Addis Ababa University, and the newer music programs at universities such as Mekelle, Gonder, Wollega, Wolkite, Dambi Dollo, and Bule Hora.

Since there are many criteria by which the music education could be assessed, this study has taken into account input and process factors, particularly department resources and infrastructure. From the standpoint of instructors, the academic qualifications, opportunities for promotions and benefits they receive, quality of teaching, and research endeavors were thoroughly scrutinized in the music departments of the chosen universities. Facilities such as practice rooms, libraries, and internet access are investigated from an infrastructure standpoint.

1.7 Limitation of the Study

Like most of studies, this research has faced many challenges. The unstable state of our country is one of limitation to take a data in observation method. In addition to that financial issue, time and less number of references in such case were faced during conducting the study. In addition, some of the completed questionnaires submitted by students were identical to one another, indicating instances of duplication. In response, the researcher opted to retain only one of the duplicated questionnaires for analysis.

1.8 Organization of the Study

Chapter one introduces various aspects of the study, including the background, problem statement, objectives, research questions, significance, scope and limitations, organization of the paper, and operational definitions of relevant terms. Chapter two presents a literature review that lays the groundwork for comprehending the topic. Chapter three outlines the methodological framework that guides the research. Chapter four discusses the results and interpretations of data collected from the chosen respondents and secondary sources on music in higher education institutions within the context of selected Ethiopian universities. Finally, the concluding, chapter five, summarizes the findings and offers potential recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Higher Education Institution

2.1.1 Overall Concept of HEIs

Education is a process by which individuals share their experiences, findings and learning value over time to contribute to the growth and development of others. . One of the main goals of education is to improve problem-solving skills, skills and general knowledge, starting in elementary school and continuing through all grades. This study focuses on higher education institutions, particularly their music departments.

Mebrahtom (2012) mentioned, “higher education is the main driver of the knowledge economy.” Therefore, a skilled and knowledgeable workforce is essential to create, share, communicate and effectively use knowledge. In addition, knowledge is expected to create an educated workforce, allowing people to continuously improve and adapt their skills to create and use knowledge.

In today's world, higher education, including all training and education at a higher level, is important for development. Many people and communities organize themselves as if "there is no salvation outside of higher education" (Adeogun, 2018). According to Kassu and Jemal (2016), “Academic performance is generally a pedagogical terminology used while determining learners’ success in formal education and which is measured through reports, examinations, researches, and ratings with numerous factors or variables exerting influences.” The national education policy has established that students' performance at Higher Education Institutions (HEIs) is assessed through their Cumulative Grade Points Average (CGPA) from the courses they have completed. Consequently, students are highly motivated to understand their final grades or exam scores, as these are crucial for their graduation. In Ethiopia, the CGPA plays a significant role in determining students' eligibility for further studies in higher education.

2.1.2 Common Objectives of HEIs

One of the major missions of higher learning Institutions (HIEs) is to train qualified and competent professional that are capable of playing considerable role in the socio-economic advancement of the country and protection of democratic culture and society, (Tadesse,

Taye, Bekalu, Adula , Abbi 2013: 267). The Objectives of HEIs is mentioned in many books and articles with various perspectives. It has strong relation with the country politics, initial goal of the school, writers' perspective and other factors. As a consequence of that, it's hard to get the exact definition for the objective of HEIs.

Tesfaye & Kassahun (2009: 59) mentioned briefly HEIs mission and goal focusing on the following three main issues. "As higher education institutions are required to meet the needs of all their stakeholders- the government, employers, society at large, the academia and students they will have to negotiate between the needs of their stakeholders and translate them into goals and objectives for their higher education institutions (mission vision and goals) which will, in turn, be achieved through the implementation of the three major activities of higher education institutions: (i) teaching/learning, (ii) research and (iii) 70 outreach activities. And this is what we call "Fitness for Purpose" the definition of quality higher education accepted by Higher Education Relevance and Quality Agency (HERQA)".

In other ways, the mission of HEI has a lot to do with social work and new knowledge. According to Lalc (2017), when it comes to creating knowledge – "one of the main tasks of higher education institutions is the development of new knowledge and the exchange of existing knowledge." The role of the community is the school's contribution to the local community and the wider community and its contribution to the development of local and wider environments and the provision of appropriate education.

2.1.3 HEIs in Africa and Ethiopia

2.1.3.1 Higher Education in Africa and its Challenges

Damtew and Philip (2004:23) described "higher education in Africa as related to religious education, is as old as the pyramids of Egypt, the obelisks of Ethiopia and the kingdom of Timbuktu." The oldest university globally is Al-Azhar in Egypt, which was established as a prominent center for Islamic education. Al-Azhar is unique in that it is the only significant university worldwide organized according to an Islamic framework. In contrast, all other universities in Africa and beyond have adopted a Western model of academic governance. While Africa has a historical educational system, many traditional centers of higher learning have either disappeared or been influenced by colonialism. Today, the majority of educational institutions

across the continent are built and structured following European models, reflecting the colonial legacy that has shaped higher education in Africa.

One of the biggest problems with African education is that it is not as universal as many think. But quality is the problem. Therefore, Africa needs great thinkers, scientists, researchers, and teachers: those who will be able to contribute to the social development of the country. Most contributors show the success of African education based on the number of students who graduate and the number of students in school. The issue of scale is one that needs to be addressed, but it should not be the standard for all educational interventions in Africa. How to use the African resource by the African child for the better development of Africa is the problem, Mebarahtom, (2012). This view is very useful in Ethiopian colleges. For example, according to Mebarahtom, Association of African Universities (2003), Midland State University of Zimbabwe has a gap in human and physical resources. He also mentioned the lack of human and physical resources and the negative effects on the quality of education in the university as follows:

- There is a shortage of staff and a high turnover rate, placing additional burdens on existing employees at the institutions.
- Employee wages, working conditions, and incentives are typically very low.
- A decline in research funding has led to a reduction in the university's research capacity.
- There is insufficient staff development, including a lack of in-service training and short-term training opportunities.
- Quality control procedures are inadequate; for instance, there are no private institutions in place to oversee educational quality.
- There is a shortage of qualified personnel due to insufficient research and training support.

In addition, the university faces several gaps in physical resources, including:

- A lack of office furniture and equipment for faculty offices.
- Inadequate teaching materials and insufficient classrooms and lecture halls.

- A shortage of books and limited Internet services, including a weak ICT network.
- No access to electronic journals featuring the latest research.
- Insufficient accommodation for both staff and students.

Many of these challenges and weaknesses are also present in universities across our country and significantly impact the quality of education, both directly and indirectly.

2.1.3.2 Higher Education in Ethiopia

The very limited data available on this subject suggest that the Ethiopian higher education system is characterized by inequitable access similar to that found in other African countries, (Saint 2014).

The establishment of Haile Sellassie I University marks the most recent step in the development of modern higher education in Ethiopia, a country where learning at all levels has been slow to free itself from the influence of the traditional Church schools. For generations theological and philosophical studies have dominated the curriculum, from the simple "ethics" of the lower schools through the more advanced "discourses" of the famous monasteries where religious leaders have long been trained.

Not until the reign of the Emperor Menilek at the turn of the century was an attempt made to establish independent secular education, as it is understood today. With the opening of Addis Ababa University in 1950, his dream of a national university for Ethiopia came true (Aklilu, Menguesha and Monika, 1963: 3). This sentence focused on today's higher education in Ethiopia. Moreover, higher education in Ethiopia commenced with the founding of the University College of Addis Ababa (UCAA), which is now known as Addis Ababa University (AAU), in 1950. "Classes [at UCAA] started on December 11, 1950 with nine faculty members and 71 students" Yared (2012).

At the end of the 20th century, Ethiopia found a system of higher education that was stable in its administration, conservative in its intellectual program, with little autonomy, and no Ph. degrees decline in the quality of education. , the research output is weak and the relationship weak with the currents of psychology in the environment of the higher world. The reform movement, which began in the 1960s, was suppressed by Derg in the 1970s and 1980s, and returned to the scene

when an elected government came to power in 1994. At this time, “higher education reform was accepted as a national imperative by the government of the time” (Saint, 2004:85). Parliament approved the Higher Education Declaration in June 2003. At the administrative level, this declaration grants autonomy to universities. Future periodic grants are issued in the form of block grants defined by the grant model. The board and staff of the university elect the heads of departments, and non-academic staffs are separated from public service. Strategic planning, income diversification and information and communication technology (ICT) development are encouraged to meet the economic, spatial and educational needs have continued development. Comparing the vision outlined in the new declaration with the existing practices in Ethiopia's higher education institutions highlights the extent of the ongoing reforms. All non-academic staff are classified as civil servants and are regulated by the Civil Service Commission rather than by university management. An examination of the current reforms in Ethiopia's higher education system begins with a review of the demographic, economic, and social contexts that shape this educational landscape. It also explores the connection between higher education and development in Ethiopia, providing a description of the nation’s higher education system (Saint, 2004:86). Although this is good; it should be monitored in all departments. The university must strive to create equal quality for education in all areas by contributing to the programs that need attention.

2.2 Music Education in HEIs

In exploring the multifaceted nature of music, Helfer (2003) categorizes it into five perspectives: music as an aesthetic object, music as symbol, music as practical activity, music as experience, and music as agency. Each view underscores the complexity and significance of music in shaping personal and cultural identities, offering both individual and communal value. Consequently, higher education institutions are pivotal in nurturing these dimensions of music, ensuring that its rich legacy, practical skills, and theoretical frameworks are passed down to future generations. Through structured programs and immersive experiences, universities help to cultivate the next generation of musicians, educators, and cultural contributors, solidifying music's enduring role in society. "Higher music education, music research is conducted in the program of higher education. The main purpose is the professional and creative development of students”, (Polifonia accreditation working group, 2010).

The indigenous person of Africa thought to music is shared, ongoing, known through practice to maintain their musical traditions and traditions. At the center is the old tradition of the "oral university" which produces dedicated professors, musicians and teachers who will teach other music and maintain and expand the musical standards and repertoire of the society (Adeogun 2018: 2).

In addition, the research confirms that although it did not follow the European education system, music education with its own way and management system was established in Ethiopia around 500 G.C.

2.2.1 Elements Important to Higher Music Education

Several key elements vital to higher music education should be acknowledged and preserved. Some assumptions within the Declaration require further clarification when applied specifically to higher music education (Polifonia Accreditation Working Group, 2010).

Training in higher music education fundamentally relies on students having acquired a significant level of musical ability prior to enrollment. Unfortunately, primary and secondary schools do not consistently provide opportunities for students to develop these skills. Music conservatoires (including music academies and university music departments within larger institutions) must evaluate their candidates through specially designed entrance exams, which may include live auditions assessed by faculty juries.

The goal of facilitating mobility among students should be understood in the context of a longstanding tradition in higher music education, where students transfer between institutions and countries to enhance their growth as musicians. The learning process in this field focuses on the personal and artistic development of students. For many conservatoire students, one-on-one instruction is crucial for this growth. In addition to individual lessons, a variety of teaching methods are utilized to address the holistic and interdisciplinary nature of music education. Students' education often blends formal and informal learning experiences, frequently incorporating activities within professional settings.

Achieving a high level of artistry requires mastering both technical and intellectual challenges while also developing artistic maturity. Consequently, the duration of study for higher music

education is likely to exceed the three-year minimum for first-cycle programs stipulated in the Bologna Declaration and is typically longer than that for many other disciplines.

Institutions dedicated to higher music education foster a diverse array of original and innovative work across performing, creative, and academic domains. They embrace a broad definition of research and acknowledge a unique responsibility to cultivate research through practical application in the performing and creative arts.

Higher music education strives to provide each student with an optimal environment for developing a unique artistic identity. This environment values the individuality of both teachers and students, encourages the pursuit and sharing of knowledge, and fosters open discussions and dialogues. While some aspects and concepts related to musical skills can be approached with objectivity, music ultimately lacks definitive solutions or truths; there is no single method or path to achieving artistic aspirations.

According to McClellan (2014), higher music education serves as a means of identity formation. Interactions among undergraduate music education majors, faculty, staff, and fellow students, as well as their identification with the professional field of music teaching, significantly influence their development as future music educators.

2.2.2 Quality Music Teaching

While Hill (1960) emphasizes that quality teaching hinges on instructors well-trained in musical skills who can guide students toward meaningful musical experiences, this perspective overlooks other essential factors. Effective teaching relies not solely on instructor expertise but also on resources such as textbooks, teaching facilities, and various support materials, all of which significantly influence educational quality.

Asmus (1999), illustrate more briefly about teaching and learning qualities in short words as follows. Although music learning can be significantly affected by the context of instruction and the characteristics of the students receiving it, three fundamental factors are present in all music teaching and learning:

- (1) the content and methods of music instruction,
- (2) continuous assessment throughout the instructional process, and
- (3) the results of the instruction.

“Quality teaching is relative to time and place. Much depends on the maturity rate of children. Quality music at the kindergarten level may not be quality music for the average fourth-grade pupil. An instructor must recognize the importance of this "time and place" factor if he is to produce satisfactory results.” Hill (1960: 103). This is also works for music education quality under HEIs level. The university location and surrounding people culture duration or teaching experience and such kinds of factors quality of teaching. To enhance classroom quality, national and local pedagogical resource centers are being established to promote instructional innovation and provide support to less experienced lecturers.

2.2.3 Music Education Assessment

“Assessment is one of the music teacher's professional responsibilities” (Asmus, 1999).

Furthermore Edward P. Asmus emphasizes that well-defined learning targets are essential for effective assessment. District music curricula, state curriculum standards, and the National Standards for Music Education offer teachers valuable learning objectives for music instruction. Musical performance is frequently evaluated at solo and ensemble festivals, and the methods of assessment raise concerns for many music educators. Evaluation can be conducted in a manner that fosters student growth in both musical performance skills and knowledge of performance practices.

Asmus mentioned “basic principles to apply valid, reliable measurements that can be obtained by following a few simple rules:

- Clearly define what is to be measured.
- Clearly define the rules, or rubric, for characterizing the attribute to be measured.
- Be as consistent and objective as possible.
- Use a recording system that minimizes disruption to the ongoing class- room activities.”

Clearly defined learning targets help both teachers and students understand what needs to be learned and outline specific methods for assessing that learning. For instance, educators often use the term "musically" to describe how a student should sing or play. A learning target for the

objective of "the student will be able to sing the phrase musically" might specify that "the phrase will be sung with proper breath control, dynamics, tempo variations, and effective use of tension and release." The assessment would focus on these particular performance elements.

It's important to recognize that assessment is not merely an addition to instruction; rather, it is a fundamental component of the teaching process that can benefit both the instructor and the student. For the teacher, assessment provides valuable information for selecting appropriate materials, experiences, and instructional methods. For the learner, it offers insights into what has been mastered, which strategies promote learning, and encourages motivation for further development in the art of music.

2.2.4 Budget for Music Education

"This is true. Maintaining a good music program can be extremely expensive, but it is important to our students. Eliminating the music program would ultimately be counterproductive" (Slaton, 2012).

The budget issue is the main factor almost in every fields of education in Ethiopian universities. It is understandable that our countries status. However, schools need significant financial resources to maintain their fine arts programs. Sustaining support for school music programs is essential for developing creative and disciplined students who can communicate effectively and collaborate well. It is crucial for school administrations and governments at all levels to unite and reach budget compromises that allow music programs to continue nurturing and shaping future generations.

2.3 Quality of Education

2.3.1 Meaning of Quality and Educational Quality

Quality is defined as the standard of a phenomenon when compared to similar entities; it refers to how good or poor something is, indicating whether it is of high, medium, or low quality. In this context, it relates to the monitoring and evaluation components of education, assessing whether the outcomes meet the desired standards. Thus, quality in education pertains to how relevant and suitable the educational program is for the needs of the community it serves (Oladipo, Adeosun, Oni: 111).

Quality in education encompasses both internal and external factors. The internal aspect involves the implementation of school objectives, while the external aspect focuses on achieving national objectives, which are essential for ensuring quality in any educational institution.

Tesfaye & Kassahun, (2009) reviewed articles and books, in relation for to quality according with the view of different stakeholders. As they noted, many stakeholders concur that the definition of quality education varies among them.

- **Accrediting organizations** perceive quality as meeting specific threshold requirements, which often serve as the foundation for accreditation decisions.
- **Students** view quality as the added value they receive during their education and training. For them, quality reflects the effectiveness of formulating learning outcomes and achieving those outcomes in graduates. The key question regarding quality is: "What has the student learned?"
- **Governments** consider quality in terms of value for money, emphasizing efficiency by measuring outputs against inputs. This concept is often championed by governments and is linked to accountability.
- **Client satisfaction** represents another consumer-oriented perspective on quality. With the emergence of the notion of the "student as a consumer," quality is defined as meeting consumer expectations, with the idea that "quality is achieved when it satisfies the client."

Enhancements in the quality, as well as the efficiency and equity of education, are largely dependent on the relationship between teaching and learning. This indicates that while national policies can shape the characteristics, meanings, and effects of teacher-student interactions, they cannot be imposed from the central offices of education ministries. Chapman and Adams (2002: 9) highlight several factors that impact student achievement and educational quality. From the extensive research on the teaching-learning experience, two broad generalizations with implications for policy can be drawn: "(i) teacher quality, though challenging to quantify with standard indicators, significantly affects student achievement; and (ii) national policy initiatives often struggle to effectively influence the school environment."

2.3.2 Quality of HEIs

The quality of higher education is a primary focus in the field of higher education. However, it is noteworthy that there are multiple interpretations of what quality truly entails. For instance, national and international accreditation systems have differing views on quality and its evaluation at both the institutional and program levels. Some schemes emphasize meeting minimum standards, while others prioritize research productivity, internationalization, or teaching excellence (Lalic, 2017). When we see our experience, there is no specific organization gives quality accreditation to music departments in universities continuously. AAU, YSM tries to cooperate when the departments opening, because of many factors working together couldn't go further.

The experiences of industrialized countries have demonstrated a link between substantial investment in university education and both economic growth and social development. In response to the need to increase access while also alleviating the financial burden of education, governments are inclined to welcome alternative providers of higher education. Nonetheless, it remains the government's responsibility to ensure that quality is upheld by maintaining minimum accepted standards across all higher education institutions (Oladipo, Adeosun, Oni: 113).

The quality of university education is assessed by the external environment (university graduates, employers of graduates, the Accreditation Commission), and the internal environment (student, lecturer, head of department, assistant dean for education, and vice-rector for education). (Mária, Alžbeta, Emese .2015).

While there are several approaches to evaluate the quality of education in higher education institutions (HEIs), the method mentioned above can serve as a viable alternative. Chapman and Adams (2002:16) outline the following characteristics of a quality school:

- Teaching methods that promote independent thinking
- Skilled, motivated, and well-trained educators
- A relevant and well-structured curriculum
- High-quality learning materials, including textbooks
- A safe and well-maintained learning environment

- A valid and reliable examination system
- Strong school leadership, including effective instructional supervision
- Sufficient direct instructional time
- Adequate funding
- An effective organizational structure and support system

This study uses effectively those listed characteristics for the data collection method. The researcher strongly believes that it is very essential to have and shape the school with the above well-defined characteristics of good quality schools.

According to Tesfaye and Kassahun (2009: 66), the quality audit reports released by the Higher Education Relevance and Quality Agency (HEQA) indicate that all audited higher education institutions (HEIs) aim to contribute to national development through problem-solving research. This commitment is primarily evident in the institutions' visions, missions, and goals, which are typically articulated in their strategic plans and other legislative documents. It is clear that all the audited universities strongly believe that research is essential for economic development and for alleviating poverty in the country.

2.3.3 Methods of Measuring (Evaluating) Quality Education

Assessing educational outcomes plays a critical role in determining the overall quality of university education. As Mária, Alžbeta, and Emese (2015) highlight, the evaluation of educational results has a direct impact on the evaluation of the quality of university education. Moreover, the assessment of university education should not solely focus on tracking students' progress throughout their studies; it must also aid in developing the skills and abilities essential for successful employment, lifelong learning, and personal achievement. Evaluation is an integral part of daily human activities. This assessment has evolved from traditional oral exams that prioritize rote memorization to a more comprehensive approach that provides insights into student performance and identifies areas for improvement. The contemporary understanding of evaluation emphasizes project-based teaching, following the model outlined in the proposed framework.

Evaluation of Education

The process of measuring or evaluating educational quality is described from different perspectives in the works of Oladipo, Adeosun, and Oni (pp. 113-115) and Mária, Alžbeta, and Emese (2015).

According to Mária, Alžbeta, and Emese (2015), the evaluation process in education is influenced by its timing within the educational framework. There are three types of evaluation: entry, formative, and summative. Each type focuses on comparing student outcomes against established objectives, which may serve as patterns or standards. These objectives should be clearly defined in terms of content and timeframes and must be measurable. They are informed by both internal conditions (students' developmental state) and external factors (educational and social contexts). To achieve these objectives, it is crucial to determine appropriate teaching methods, formats, and materials.

Entry evaluation assesses the status of students prior to the commencement of educational activities. It identifies resources for developing educational content and methodologies. The significance of entry evaluation lies in its ability to categorize students into homogeneous groups based on their knowledge levels. A didactic test is an essential tool for conducting entry evaluations, as it objectively measures the knowledge and skills of the assessed student group in a specific subject. Formative evaluation, or continuous assessment, aims to improve the acquisition of knowledge and skills by enabling teachers to adjust objectives, content, and methods. Summative evaluation serves as a conclusive assessment that compares results against the established objectives.

Furthermore, the above authors note that the evaluation of education precedes the assessment of teaching outcomes (testing), which can be conducted orally, in writing, or practically. This process is followed by diagnosis, where the observed results are compared with standards. Education evaluation assesses these results and draws conclusions, which can be presented in quantitative forms (such as letters, grades, or numbers) or qualitative forms (providing verbal feedback on strengths, weaknesses, and recommendations for enhancing knowledge acquisition and skills development). Diagnosis typically presents statements, while evaluation focuses on assessments and evaluative propositions.

“Quality of education could be measured in terms of quality of input, quality of output, quality of content and quality of process,” (Oladipo, Adeosun, Oni: 113-115). This research employs this technique specifically in the data analysis section.

Quality of Resource Input: It is often asserted that the quality of education is fundamentally tied to the quality of its teachers, who represent the most crucial input in educational delivery. Understanding that the quality of university graduates is vital is essential, as these individuals go on to become teachers, administrators, planners, and supervisors in lower levels of education. There exists a gap between educational policy and its practical application.

Quality of Output: The effectiveness of education is influenced not only by resource inputs but also by outputs, which encompass academic performance, test scores, progression rates, and pass rates—essentially reflecting both internal and external efficiency.

To address these challenges in light of globalization, countries must prioritize improvements across the entire educational sector, including preschool, primary, secondary, vocational, and higher education levels. All stakeholders in education must actively fulfill their responsibilities to ensure quality education in Nigeria.

Quality of Process: This refers to the interactions between students and teachers, as well as the extent of student participation and engagement in the learning process.

Quality of Content: The achieved curriculum consists of the knowledge, skills, and attitudes that learners acquire, while the implemented curriculum translates educational intentions into actual practice in various settings such as classrooms, laboratories, workshops, and playgrounds, while also considering the language provisions outlined in the National Policy on Education. Consequently, there should be flexibility in the curriculum. Rigid curricula should evolve into more adaptable frameworks that address both individual learner needs and broader societal demands.

Those writers, (Oladipo, Adeosun, Oni) generally believed that “the purposes of evaluation in the school system are to:

- Assess the quality of school using nationally agreed criteria;
- Increase the level of accountability in the education system;

- Strengthen the support given to schools by government and other agencies;
- Provide feedback to stakeholders through a publication of reports resulting from whole school evaluation; and
- Identify aspects of excellence in schools as well as areas of major under-achievement, thus, improving the understanding of what makes an effective institution.”

According to Kassu & Jemal, (2016:17), academic performance or quality has different perspective with the above writers. For these writers, In the Ethiopian context, academic performance is a term commonly used to assess learners' success in formal education, typically evaluated through reports, examinations, research, and ratings, with various factors influencing these outcomes. The national education policy has established that student performance at Higher Education Institutions (HEIs) is measured by the Cumulative Grade Points Average (CGPA) derived from the courses completed by each student. Consequently, students are highly motivated to know their final grade points or exam scores, as these are critical for their graduation and determine their eligibility for further education in Ethiopia.

2.3.4 Components of Quality Education

2.3.4.1 Quality Assurance

Quality assurance refers to universities' capacity to fulfill specific criteria concerning academic standards, staff-to-student ratios, the composition of staff by rank, professional development opportunities, physical infrastructure, funding, and sufficient library resources. Ensuring that various input factors in the education system are both adequate in quantity and high in quality is essential for enhancing educational standards. Moreover, quality assurance is a crucial element for achieving international success in higher education. It is a way to establish the reputation of the institutions in the local and international competitions and the priority is to protect the customers. (Oladipo, Adeoson, Oni: 111).

Quality assurance encompasses the systems utilized by institutions to guarantee reliability, consistency, fairness, and high standards in their courses and qualifications. The Bologna Process, which involves a series of agreements among European countries aimed at ensuring comparable standards and quality in higher education qualifications, differentiates between internal and external quality assurance systems.

Internal quality assurance systems, as explored by the Polifonia Accreditation Working Group (pp. 5-6), consist of monitoring processes established and managed by the institution itself, including annual evaluations, the appointment of external examiners, and periodic comprehensive course reviews. Educational authorities expect higher music education institutions to perform internal reviews to enhance their quality. These reviews may target specific educational programs or courses or address the institution as a whole. They can focus on various aspects of educational programs, such as student-centered learning outcomes, transparency and fairness, employability in a dynamic professional landscape, visibility within local or national music contexts, and the encouragement of creativity among students and staff. Typically, internal reviews rely on assessment reports generated internally, along with feedback from external peers.

Conversely, external quality assurance and accreditation systems are managed by government agencies and accreditation bodies. In many countries, educational authorities carry out quality assurance or accreditation reviews at the national level to confirm that institutions and higher education programs meet established national standards. Essential components of these reviews include the institution's self-evaluative report and an on-site evaluation.

To ensure the sustainability of educational program quality within universities, it is essential to bolster the institution's instructional mandate by aligning qualified and capable faculty members with academic units that offer courses requiring government licensure examinations.

Alejandro and Flores, (2019: 188) stated that, "Program accreditation must also be pursued and sustained, making the University relevant and matched with trends in the changing times, as well as strengthening its corporate structure and strategy to generate more funds for investment in more modern facilities, equipment, and upgrading of human resources in the pursuit of its vision and mission."

An examination and analysis were conducted regarding the processes involved in developing the institution's strategic plan. This included identifying its quality assurance policies, documenting the performance of its graduates in government licensure examinations, describing the measures in place to ensure the sustainability of educational programs, and outlining the administration's

mechanisms for generating and managing funds. This effort aimed to establish a model for quality education.

According to Oladipo, Adeosun, and Oni (p. 113), the scope of quality assurance encompasses several dimensions:

- **Regulation:** This includes legal frameworks, governance structures, and the responsibilities and accountabilities of involved parties.
- **Educational Process:** This dimension covers aspects such as admissions, enrollment, curriculum design and delivery, student support services, and assessment methods.
- **Curriculum Design and Content:** This includes frameworks for validation and approval, as well as the levels and standards expected.
- **Learning Experience:** This aspect focuses on consumer protection, the overall student experience, and mechanisms for complaints and appeals.
- **Outcomes:** This dimension pertains to the qualifications, certificates, transcripts, security, transferability, recognition, and overall value of the education received.

The same authors also discuss quality control measures essential for sustainable university education, along with various challenges facing quality assurance in Nigerian universities.

Leadership and Administration of Higher Education

The effectiveness of university administrators should be sustained through the efficient use of materials and human resources to achieve institutional goals and objectives.

Internal Quality Assurance

Quality assurance is seen as an organizational approach that establishes a system to verify that program activities are executed as planned. To ensure internal quality control, both student intake and the quality of university graduates must be monitored starting from the admission process.

Teaching and Learning

Academic staff are expected to fulfill their roles by providing effective teaching, guidance, and counseling to students, thereby serving as positive role models in character and learning.

Supervision and Inspection

Effective supervision fosters awareness of sound educational philosophies among teachers and keeps them informed about educational policies and reforms. It also enables administrators to assess the quality of lecturers and ensure a balance between academic and non-academic staff and students.

Monitoring and Evaluation

Constant monitoring and evaluation of system activities, through effective oversight by department heads and regular feedback to management based on comprehensive reports, are crucial for maintaining and enhancing standards within the educational system.

2.3.4.2 Quality Index

Quality indicators serve as essential measures of educational services, reflecting various characteristics that contribute to overall educational effectiveness. As Yared (2012) notes, “Quality indicators are variables or parameters that represent different characteristic features of educational services.” Many authors emphasize defining quality through these indicators, which encompass factors such as administration, student satisfaction, instructor training and motivation, student-instructor relationships and roles, class size, physical facilities, and more.

According to Arega (2016), preferred key factors that determine the quality of higher education; the key factors that determine the quality of education provided at the institutions should contain the following ten indicators. “(a) teaching and learning process; (b) organizational structure, policy, and procedure; (c) management services; (d) attributes related to instructors; (e) attributes related to students; (f) leadership; (g) resources; (h) faculty; (i) administrative staff; and (j) infrastructure.” This study effectively used these quality indicators in the data collection stage of the research.

2.3.4.3 Quality of Education Policy, Strategy and Accreditation

Highlights in the importance of accreditation in the enhancement of quality in higher education in the Philippines can be good experience to Ethiopian HEIs. Alejandro and Flores (2019: 186), mentioned about Philippines quality accreditation in higher education. Accreditation, whether at the institutional or program level, is recognized as essential for achieving quality in education. It functions as a quality management mechanism alongside the minimum quality standards set for institutions and programs. The effectiveness of accreditation can be measured through performance indicators, including the employment rates of graduates, their income levels, and the percentage of students passing professional board examinations.

As Polifonia accreditation working group (2010), explained, “there are two major groups in policies of HEIs education quality and has sub classes with strategies to implement. The groups are Policies and Strategies for Improving Education Quality and Developing More Effective Teachers and Teaching, which has great roles in quality of education.”

Policies and Strategies for Improving Education Quality

To enhance education quality, effective policies and strategies can be formulated at various administrative and decision-making levels. Here are key policies and their associated strategies:

1. Strengthening the Policy and Planning Environment

- **Mobilizing Public Concern and Political Support:** Engaging the community and stakeholders to prioritize education quality in policy discussions.
- **Capacity Building:** Enhancing the skills and capabilities of institutions and personnel involved in education through targeted training and resources.
- **Decentralization:** Restructuring mid-level administration to enable local decision-making, while recognizing the potential challenges in maintaining quality due to diminished central oversight.
- **Fostering Positive School Conditions:** Ensuring that schools encourage teamwork, collaboration, and innovative practices among teachers, while also providing administrative support for improvement efforts.

- **Role of the Head Teacher:** Redefining the head teacher's role to focus on fostering a culture of quality education within the school community, particularly in peripheral areas.

2. Developing and Implementing a Well-Designed Curriculum

- **Effective Learning Materials:** Creating and disseminating high-quality learning resources, including textbooks, that align with the curriculum.
- **Valid and Reliable Examination Systems:** Establishing assessment methods that accurately measure student learning and progress.
- **National Guidelines and Standards:** Developing comprehensive guidelines to ensure quality across all educational programs and institutions.

3. Strengthening Research, Innovations, and Development

- **Learning from Governance and Funding Changes:** Adapting education policies based on successful governance models and funding strategies observed in other contexts.
- **Encouraging School-Level Experimentation:** Promoting innovative practices at the classroom level to identify effective teaching methods and learning strategies.
- **Data Collection and Processing:** Gathering and analyzing data to inform decisions that improve educational practices and outcomes.

These policies and strategies, when effectively implemented, can lead to significant improvements in education quality, thereby enhancing the overall learning experience for students and better preparing them for future challenges.

Developing More Effective Teachers and Teaching

Two policies are explained in this issue. The first Policy is Strengthening Teacher Preparation and Upgrading. **Strategies for Improving Education Quality**

To effectively enhance education quality, particularly in the context of teacher involvement and training, the following strategies can be implemented:

1. Restructuring Teacher Preparation

- **Upgrading Teacher Training:** Improving teacher preparation programs globally is considered one of the most effective strategies for enhancing education quality. This includes:
 - **Curriculum Updates:** Revising training programs to include modern teaching methodologies and relevant content that aligns with current educational needs.
 - **Greater Teacher Involvement:** Encouraging teachers to take an active role in organizing their training and professional development, allowing them to tailor their learning experiences to better suit their teaching contexts.
 - **Flexibility in Training:** Providing opportunities for teachers and head teachers to collaborate in designing and implementing teaching and learning strategies within their schools, fostering a more adaptive and responsive educational environment.

2. Developing Incentives for Teachers

- **Initiating Realistic Incentives:** Implementing incentive programs that reward teachers for their performance and commitment to quality education. This can include:
 - **Professional Development Opportunities:** Offering training and professional growth initiatives that motivate teachers to enhance their skills and knowledge.
 - **Recognition Programs:** Establishing awards or recognition for outstanding teaching practices to acknowledge and celebrate teacher contributions to student learning.
- **Enhancing Salaries and Other Compensations:**
 - **Competitive Salaries:** Reviewing and adjusting teacher salaries to ensure they are competitive and reflect the value of the teaching profession.
 - **Additional Benefits:** Providing benefits such as health insurance, retirement plans, and support for continuing education, which can contribute to teacher satisfaction and retention.

By focusing on these strategies, educational institutions can significantly improve the quality of education, leading to better student outcomes and a more effective teaching workforce.

2.3.4.4 Quality Control

Quality assurance in education is critical for ensuring that educational services remain relevant and effective, aligning with the needs of society. It involves a series of operational techniques and activities aimed at fulfilling established quality standards. The primary stakeholders in quality assurance can be categorized into four key areas: learners, teachers, the teaching and learning process, and the flow of operational funds. Understanding the characteristics and backgrounds of learners, such as their entry behaviors and demographic factors, is essential for tailoring teaching methods and support systems to enhance their learning experiences.

The qualifications and pedagogical skills of teachers play a pivotal role in delivering quality education. Teachers' academic backgrounds, professional credentials, and attitudes toward teaching significantly influence the educational environment. Furthermore, the structure of the curriculum and the overall learning environment are crucial components of the teaching and learning process. An effective curriculum should be relevant and adaptable to the changing educational landscape, while a supportive learning environment fosters engagement and academic success among students.

Financial resources are equally important in maintaining and improving educational quality. The adequacy and regularity of funding directly affect the availability of essential resources such as infrastructure, learning materials, and teacher development programs. By managing these resources effectively, educational institutions can ensure that funds are directed toward areas that enhance the overall quality of education. Collectively, these factors contribute to a comprehensive quality assurance framework that can significantly improve educational outcomes for students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the research design and methodologies that employed in this study is mentioned briefly. Research design is a plan that provides guidelines on how to carry out research. *Kothari (2004)* defined a research design “is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” Music education assessed in terms of quality of input, quality of output, quality of content and quality of process. The collected data were analyzed according with the above four categorization.

3.2 Research Method

The study employed descriptive survey method enable to assess the music education in the case of two selected universities. The mixed research method, both qualitative and quantitative methods were used. Using descriptive survey method, the researcher tried to identify the strength and weakness or education of those campus’s music departments.

Approaches to Research

Both quantitative and qualitative (Mixed) methods were applied on the study in order to assess the issue under study.

Qualitative data were collected from key informants and other respondents through their responses to open-ended questions in a questionnaire created by the researcher, as well as through interview questions. The interviews and questionnaires helped to extract conceptual themes and specific ideas regarding higher music education from the key informants.

The quantitative method focuses on measuring quantities or amounts, making it suitable for phenomena that can be expressed numerically. In this research, quantitative data were obtained from two primary sources: responses from current teachers and students via a questionnaire and secondary data collected from graduates from selected universities. In addition, experienced teachers from Addis Ababa University's Yared School of Music contributed insights through a qualitative approach.

3.3 Source of Data

The sampling technique for this case study research is both purposive and random according with informants type. College of Social Sciences within two universities specifically music department and randomly selected Students and teachers were identified as areas of the study. Current graduating class students, instructors, former (graduated) students and YMS experienced teachers were the informants. In-depth interviews with purposively selected informants were conducted with graduated students from Wollo University Music College and YMS experienced teachers.

As primary source of data, both current students and teachers from Wollo and Jimma Universities were participants for this research. In addition, secondary data sources were from Yared School of music instructors, who had a great role to open those departments were also my respondents. Because of both they have small in number, I used random sampling method for graduated senior students from Wollo university music department and also current music teachers and students in those universities as my informants. Only for YSM instructors; by reason of their experience of working with selected universities, teaching and leading YMS, the researcher used purposive sampling method for them.

Target Population

The study was carried out on Jimma and Wollo universities music departments. The target populations of the study are students, teachers and experienced instructors with music education.

Table 3.1: Total number of music students and instructors participated in questionnaire of the study

Name of University	No. of 1st year	No. of 2 nd year	No. of 3 rd year	No. of 4 th year	No. of teachers	Total
Wollo university Desie Campus music department	3	4	6	1	2	16
Jimma university Ali-Birra School of Music	4	7	7	9	11	38
Total	7	11	13	10	13	<u>54</u>

Table 3.2: Total number distributed questionnaire for music students and instructors to participated the study

Name of University	No. of 1st year	No. of 2 nd year	No. of 3 rd year	No. of 4 th year	No. of teachers	Total
Wollo university Desie Campus music department	5	5	7	5	5	27
Jimma university Ali-Birra School of Music	8	9	7	11	14	49
Total	13	14	14	16	19	<u>76</u>

Two groups of informants gave their responses for interview questions. The first group is YMS instructors and contains four participants with in it. They are highly experienced with music

education and related things. The other group members are senior or graduated music students in Wollo University and they are six in numbers.

Method of Sampling

Target population included students, teachers and experienced persons. The researcher preferred these method of sampling purposefully include those highly experienced in music education in the sample. The technique chosen for the students and teachers is to get effective representation of the heterogeneous population.

3.4 Data Collection Instruments

Data collection methods used in this research are Questionnaires, observation, and Interview.

Questionnaire

Two sets of questionnaires were prepared and administered to teachers and students. The two sets of questionnaires to be filled by teachers, and students were prepared in English language. But their answers could be either in English, Amharic or Afan Oromo. Teacher questionnaires intended a simple personal question about respondents and questions aimed at gathering information on the checking and assessing the quality of music education on their universities. Students' questionnaire has also same shape with teachers, but it's used as a tool for data gathering to check the quality with students' perspective. Prior to the main data collection, a pilot test was conducted to ensure the clarity and effectiveness of the questionnaires, allowing for adjustments based on feedback to improve the reliability and validity of the survey instruments.

Interview

‘The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal response’ Kothari (2004).

Telephone interview was conducted with randomly selected six senior or graduated students and face-to-face interview with four AAU Yared School of music second-degree program instructors. The data from the interview consist of answers of the experts about their experiences, opinions, and knowledge. The data collected through interviews have been analyzed qualitatively and by

combining them with the compatible questionnaire items. All interview questions were written in Amharic language to make it more simple and clear to informants.

Observation

Due to current unstable condition of the country and financial issue, the researcher cannot make observation in both universities with observation method. Only Jimma University is applicable to observe with Non-participant observation method. “Non-participant observation is relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants” (Williams, 2014: 561). The researcher observation focused on the conditions of input (resources) for education, Such as, infrastructure, classrooms, practice rooms and music instruments and related resources. The observation checklist that was used is included in “Appendix E”.

3.5 Method of Data Analysis

After necessary data was collected from the primary source, it was processed and analysed by descriptive statistical method of data analysis. Data analysis, in this research, is the process of systematically searching and arranging the questionnaire, observation and interview. Music education analyzed in this research in terms of quality of input; quality of output; quality of content; and quality of process. Those collected data are analyzed with the above four quality indices. But, instead of using these four terms, the researcher describes their detail items.

For example, quality of input stated in terms of infrastructure and students’ or teachers’ academic background to music and others would be concluded. Quality of output assessed in terms of current students’ future goal with their profession, current condition of graduate students’ and performance students in masters class at AAU Yared School of music. Quality of process and content are described in the way of teaching learning process and its’ obstacles. To a minimum extent, quantitative analysis was used in the next chapter of this research.

Responses taken from every informant; either it’s for questionnaire or interview, interpreted or analyzed by grouping interrelated questions. All questions or answers in data analyzing chapter, maximally has six categories that helps to interpret the music education effectively.

3.6 Ethical Consideration

The researchers adhered strictly to ethical guidelines throughout the study, ensuring the protection of human subjects involved in the fieldwork. Key ethical considerations included the right to informed consent, privacy, confidentiality, and the assurance that participants would not be deceived or harmed during their participation, as emphasized by Bryman (2007).

Participants were fully informed about the procedures and any potential risks associated with the research. They provided their consent voluntarily, with the understanding that they could withdraw from the study at any time without facing any negative consequences. The names of informants have either been altered or omitted entirely to ensure the safety of respondents.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents analysis of the collected information. The researcher made a concerted effort to involve experienced music instructors and students from institutions that have already established music education as a formal field of study.

The tools used to assess the impact of education on university-level music education included questionnaires and structured interviews. The questionnaires were designed for the following groups:

- **Students:** To assess their willingness toward their profession, the university's attention to their needs, the strengths and weaknesses of the music department, and the quality of education.
- **University Teachers:** To evaluate their perception of students' enthusiasm for music education, the strengths and weaknesses of the department, their understanding of the department's mission and goals, their commitment to their profession, the university's support for the department, and the quality of education provided.
- **University Graduates:** To explore the influence of their music education, the strengths and weaknesses of the department, and the overall quality of music education in higher education institutions (HEIs) in Ethiopia.

4.2 Jimma University

4.2.1 Teachers' Perspectives

Eighty percent of the participants responded to the questionnaire administered to ten randomly selected music teachers at Jimma University. The questions were categorized into six distinct groups to facilitate analysis. Specifically, questions 1, 2, and 8 were combined into Category 1; questions 5, 6, 14, and 15 were grouped into Category 4; question 10 was assigned to Category

2; question 11 fell under Category 5; questions 4, 7, 9, and 12 were categorized as Category 3; and questions 3 and 13 were placed in Category 6.

Willingness and Satisfaction in the Profession

Satisfaction in one's profession is essential for effectiveness. According to the data, 87.5% of respondents expressed Satisfaction with their careers. The majorities of these individuals pursued music out of personal passion and have ambitious plans for their future, including pursuing advanced degrees up to the PhD level and engaging in related professional activities.

Understanding of the Department's Mission and Goals

A significant proportion of the teaching staff (75%) demonstrates a clear understanding of the department's mission and goals. In contrast, 25% of the informants lack clarity regarding these objectives.

Strengths and Weaknesses of the Department

Respondents provided insights into both the strengths and weaknesses of their university and department. Strengths identified include the adequate provision of musical instruments, high-quality education comparable to international standards, and a dedicated staff. Conversely, several weaknesses were noted: these include a shortage of faculty members leading to a stressful teaching schedule, inadequate infrastructure such as substandard classrooms and restroom facilities, limited internet access, and issues related to student motivation and the curriculum.

In response to question 12 (issue of ranking quality education in different angels), 5% of participants assigned a rank of 0, 15% assigned a rank of 1, 25% assigned a rank of 2, 25% assigned a rank of 3, 20% assigned a rank of 4, and 10% assigned a rank of 5. This distribution indicates that most respondents rated the department around the mid-range (ranks 2, 3, and 4). While this suggests a generally positive assessment, there remains significant room for improvement to enhance the effectiveness of the educational environment.

University attention for the department

The findings from the closed-ended questions reveal that (62.5%) of respondents believe the university pays insufficient attention to the music department, while the remaining 37.5% agree that attention is lacking. Respondents identified several areas where the university could improve its support, such as promotions, provision of personal computers, housing, and opportunities for professional development, and access to essential teaching materials such as pens and notebooks.

One participant highlighted the unique challenges faced by music educators, stating: "Music education is one of the most expensive types of education in the world. However, we do not receive the necessary attention and benefits as music teachers."

Analysis of Question 14 (issue of quality assessment) further corroborates these sentiments: (46%) of respondents strongly agree that the university lacks sufficient attention to the music department, (38%) agree, (14%) are neutral, (8%) disagree, and none strongly disagree.

Inspiration of their students for Music Education

In response to the closed-ended question on student motivation in music education, 25% of the teaching staff respondent did not provide a clear answer regarding whether the class inspired their students. However, 75% indicated that their students demonstrated a strong motivation to learn. Notably, no respondents expressed that their students lacked interest in the field of education.

In the open-ended responses addressing the level of student inspiration, one typical response was: "It is generally positive, although many students have limited prior musical experience, as they are being introduced to music for the first time at the university level."

Informants frequently mentioned students' lack of musical background and initial interest in music education as challenges. Nevertheless, they with one accord agreed that most students exert significant effort in class and strive to improve.

About Quality of Education

The relationship between teachers and departmental or college management was frequently cited as a factor contributing to the lower quality of music education. Additionally, time constraints were noted as a challenge:

“Music needs more time and need for professionals. Now a day in our university music department there is no enough time to teach”.

Respondents as having both positive and negative implications perceived the presence of multiple music departments across various universities. One respondent remarked:

“Music plays a vital role in promoting culture and also there is a need to develop the culture and students’ whose dreams are to be a musician or performer. So we have to fulfill their dream by giving well organized education not only by experience but also by formal knowledge of music education”.

The lack of postgraduate programs in music in Ethiopia was also highlighted as a significant negative factor affecting the overall quality of music education in the country.

4.2.2 Students' Perspective

The responses were categorized into four groups for analysis. Questions 1, 2, 3, 4, and 11 were grouped under Code 1; questions 7 and 8 under Code 2; questions 6, 9, 10, and 12 under Code 3; and questions 5 and 13 under Code 4.

Willingness Toward the Profession

According to the informants, students generally demonstrate a high level of enthusiasm for music education. Half (50%) of the respondents joined the program by choice, having successfully passed the university entrance exams conducted by the music department. Meanwhile, 30% were assigned to the program by the Ministry of Education, and 20% did not respond to the question.

Only one respondent reported having a direct musical background, specifically with a musical instrument. The remaining students had no prior formal experience in music beyond listening. Most students' musical experiences were limited to involvement in elementary school media clubs, listening to music, and singing. Despite this limited background, the majority of respondents expressed a strong commitment to their chosen profession. Their future aspirations include becoming performers, participating in concerts, teaching music, and playing a pivotal role in advancing the level of music in their country, as well as introducing and promoting their cultural music.

University Attention to Students

From the responses to the closed-ended questions (specifically questions 7 and 8), 75% of respondents strongly agreed that the university provides appropriate attention to students, while 55% also indicated that there is a noticeable lack of attention from the university in certain aspects. Additionally, 30% of the respondents did not provide any answer to the question focusing on university support for students.

Strengths and Weaknesses of the Music Department

The researcher compiled and organized the students' responses regarding the strengths and weaknesses of their department. One student noted, "The teachers are approachable and very friendly."

Strengths of the Departments include the availability of sufficient musical instruments and positive teacher-student relationships. On the other hand, the weaknesses identified by students include overcrowded classes, overlapping exam schedules, limited instructional time, insufficient practice rooms, and the long breaks between semesters (such as the summer and semester breaks).

Quality of Education

From the closed-ended questions, 94% of respondents strongly agreed that they are receiving a relatively high-quality education. Additionally, 88% of students supported the opening of new

music departments in other universities. Only a small percentage disagreed, though they did not provide specific reasons for their dissent.

4.2.3 Summary

In conclusion, the analysis of both teacher and student perspectives at Jimma University reveals valuable insights into the state of music education at the institution. Teachers generally express satisfaction with their profession and demonstrate a strong commitment to their field. A majority of them understand the department's mission and goals, though there is a small percentage of teachers who lack clarity. While the department is recognized for strengths such as the availability of musical instruments and quality education, various challenges persist, including an understaffed faculty, insufficient infrastructure, limited internet access, and lack of adequate support from the university.

Students similarly express enthusiasm for music education, with many joining the program by choice and aspiring to contribute to the cultural advancement of Ethiopia through music. Despite having limited prior musical experience, the majority of students demonstrate a commitment to their studies. They appreciate the availability of instruments and the positive relationship with their instructors but highlight issues such as overcrowded classes, limited practice time, and long semester breaks as obstacles to their learning experience.

Both teachers and students note that the university's attention to the music department is lacking, particularly in terms of support for professional development, essential resources, and faculty promotions. Additionally, the absence of postgraduate programs in music education is a significant concern that impacts the overall quality of education in Ethiopia. Overall, while the foundation for quality music education is present, there is considerable room for improvement in terms of institutional support, infrastructure, and curriculum development to fully realize the potential of music education at Jimma University.

4.3 Wollo University

The researcher encountered a smaller number of respondents for the questionnaire at Wollo University compared to the Jimma University music department. This was largely due to

instability in parts of the Amhara region at the time of data collection. To compensate for this gap, the researcher employed phone interviews as an alternative method. Nonetheless, the limited number of collected questionnaires was analyzed as follows.

As anticipated, the responses to the closed-ended questions revealed a significant overlap between Wollo and Jimma University in terms of perspectives on the quality of music education, as well as the challenges and strengths faced by both departments. Therefore, only the unique and new insights provided by students and teachers from Wollo University were highlighted and analyzed.

4.3.1 Teachers' Perspective

Out of six randomly selected music teachers at Wollo University, 76% responded to the questionnaire. Their responses were brief, and the researcher analyzed them as follows.

Willingness toward the Profession and Understanding of the Department's Mission and Goals:

Teachers in the Wollo University music department expressed a strong commitment to music and their profession. They reported having a clear understanding of the department's mission and goals and emphasized their efforts to work towards achieving the department's objectives.

Strength of the Department and University Support

According to most of the teachers, while the university provides some support to the music department, it falls short of meeting the department's needs. The limited understanding of the unique requirements of music education on the part of university management creates gaps and challenges for the department. However, the department and its staff are striving to deliver high-quality music education and produce competent graduates despite these limitations.

Student Motivation for Music Education

The same challenges affecting student motivation in the Jimma University music department were observed at Wollo. Teachers noted that students' limited musical backgrounds and the fact that some students were assigned to the program without their own choice negatively impacted

their motivation and performance, particularly during their first and second academic years. Nevertheless, the teachers stated that, overall, most students display strong enthusiasm for their education, which is reflected in their academic performance.

Quality of Education

“Our music education quality is not sufficient; it has the potential to be much better than it currently is.”

This quote, taken from a teacher's response to an open-ended question about the quality of education, reflects the general sentiment among the teachers at Wollo. Respondents also echoed the need for establishing more music departments at universities across the country, similar to the consensus at Jimma University.

4.3.2 Students' Perspective

The music education in the Wollo University music department, as perceived by the students, is interpreted as follows:

Willingness toward the Profession

Interestingly, music students at both Jimma and Wollo Universities share many similarities in terms of their musical background, current motivation, and future career plans. One student expressed a unique perspective about their aspirations, stating:

"I want to be a music teacher and I should produce students who are better than me."

University Support for Students and Strengths and Weaknesses of the Music Department

None of the students highlighted any weaknesses in the department in their responses. The availability of sufficient musical instruments and the positive relationship between teachers and students were frequently cited as strengths. Additionally, respondents agreed that the university provides appropriate attention to the students' needs.

Quality of Music Education

Students in the Wollo University music department strongly agreed that there is no need for additional new music departments in Ethiopian universities. All respondents provided similar answers to the closed-ended question regarding the benefits of increasing the number of music departments. One student commented on this issue:

"We have around 40 universities, but only a few are truly effective and maintain a high standard at the university level. Music departments face the same challenge."

4.3.3 Summary

The analysis of feedback from Wollo University's music department reveals both commonalities with Jimma University and unique insights. Teachers at Wollo expressed a strong commitment to their profession and a clear understanding of the department's goals, despite limited support from the university. While the university provides some assistance, the lack of understanding of music education's specific needs by management creates challenges. Teachers highlighted issues similar to those at Jimma, such as students' limited musical backgrounds and the impact of being assigned to the program involuntarily, which affects motivation in the early academic years. However, students generally show strong enthusiasm for their studies.

Students at Wollo University shared positive views about the quality of education, noting strong teacher-student relationships and sufficient musical instruments. However, there was consensus that the overall quality of music education could be improved and that increasing the number of music departments across the country might not be necessary, given that many existing universities struggle to maintain high standards. The need for better management and focused development of existing programs was emphasized, similar to the concerns raised at Jimma University.

Overall, Wollo University faces many of the same challenges as other institutions, including resource limitations and the need for improved support from university management. Despite these obstacles, both teachers and students are dedicated to advancing music education and achieving better outcomes.

4.3.4 Perspectives of Former Wollo University Music Department Students

This section presents insights from six randomly selected graduates of the Wollo University music department. Four of the students graduated in the 2009 Ethiopian academic year, while the remaining two graduated in 2011. Currently, all six are music teachers at different universities, and five are pursuing their second degree at Addis Ababa University (AAU). Their interview responses are interpreted across three key areas:

Influence of Music Education on Graduate Students

While music is a passion for most respondents, similar to the current students at Wollo University, many of the graduates lacked formal musical training or education before entering the program. Despite this, all of the informants expressed satisfaction with their decision to study music. Except for one, all respondents indicated a desire to continue advancing in their careers, either as academics or performers. Additionally, a few students expressed an interest in conducting research in music and related fields.

Strengths and Weaknesses of the Department

The four senior students who graduated in 2009 E.C. shared similar views regarding the strengths and weaknesses of the music department at that time. The most commonly mentioned weaknesses included a shortage of musical instruments, limited opportunities for teachers to collaborate with more experienced colleagues from other institutions, and a lack of sufficient learning and practice spaces. Despite the fact that the university's logo prominently featured musical instruments, the department did not receive adequate support.

One former student expressed his concerns as follows:

“Students from that academic year were significantly affected, and it’s hard to say they received a quality education.”

Additionally, the assignment of students to the program without regard to their interest in music was seen as a major factor negatively impacting the quality of music education.

On the positive side, teachers' high energy and passion for teaching were unanimously highlighted as a strength of the department. Students who graduated in 2011 E.C. noted that the department had an ample supply of musical instruments, but they also pointed to common weaknesses, such as insufficiently qualified teachers, a university administration with limited understanding of music education, inadequate budgets, and a shortage of practice rooms and teacher offices. After becoming teachers themselves, they observed that the oversight and regulation of teachers' activities remained insufficient.

Quality of Music Education in Ethiopian Higher Education Institutions (HEIs)

To improve the quality of music education in Ethiopian HEIs, the graduates offered various suggestions. Some proposed incorporating more digitalized approaches to teaching and introducing subjects like music studio production and sound engineering at the university level. They also emphasized the importance of focusing on performance-based music education at universities, while foundational subjects should be introduced earlier at the elementary and high school levels. Furthermore, they stressed that studying and preserving Ethiopian indigenous music should be a key responsibility of university music departments.

One student provided a particularly insightful suggestion:

“I believe teachers should continuously update their skills and teaching methods to enhance the quality and effectiveness of music education in HEIs.”

Graduates from 2011 E.C. also highlighted the need for highly trained teachers (rather than focusing solely on quantity), collaboration with other music schools, and an effective curriculum as essential components of quality music education. They added that raising awareness about music education at all levels of society and conducting thorough studies before opening new music departments are crucial for maintaining educational standards.

Half of the respondents expressed skepticism about the rapid expansion of new music departments, citing the experiences of recently opened departments. However, others argued that being a new department should not automatically equate to lower educational quality.

4.3.5 Summary

The perspectives of former Wollo University music department graduates highlight both challenges and opportunities in advancing music education in Ethiopia. Although many of the graduates entered the program without prior formal music training, they expressed overall satisfaction with their education and career choices. Most graduates are now pursuing advanced degrees and are committed to furthering their careers as music educators or performers.

However, the graduates pointed out several weaknesses in their Departments during their academic year at the university, such as a shortage of musical instruments, limited collaboration opportunities, insufficient practice spaces, and a lack of qualified faculty. The university administration's limited understanding of the unique needs of music education also hindered departmental progress. Despite these challenges, the passion and dedication of the teachers were unanimously recognized as a key strength.

In terms of improving the quality of music education in Ethiopian higher education institutions (HEIs), graduates emphasized the need for more digitalized teaching methods, the inclusion of music production and sound engineering courses, and a stronger focus on performance-based education. They also called for an increased emphasis on studying and preserving Ethiopian indigenous music. Importantly, the graduates stressed the necessity of highly trained teachers, improved curricula, and greater collaboration between universities. They advised careful planning before opening new music departments to ensure that educational standards are maintained.

Overall, the insights from these graduates reflect both their personal commitment to music education and a clear vision for enhancing its quality across Ethiopia's universities.

4.4 Results of Interviews with Experienced Music Teachers

The researcher conducted interviews with selected individuals divided into two categories. The first category comprised experienced teachers from the Yared School of Music (YSM), including two lecturers in graduate programs who have also served as directors of YSM. These individuals contributed to the establishment of music departments at various universities and have had the opportunity to teach students who graduated from these institutions. The second category

consisted of bachelor's degree graduates from the music departments of Jimma and Wollo universities who are now teaching in those or other university music departments. This section focuses on the analysis of the insights provided by the YSM teachers.

High Motivation in Teachers and Students to Transmit and Receive Knowledge

Passion is essential for success in any field, and 95% of the interviewees strongly agreed that high levels of inspiration and motivation are crucial for both teachers and students in music education. Three informants from the first group had the opportunity to observe the functioning of at least one of these university music departments. They expressed admiration for the strong motivation displayed by the teachers in imparting their knowledge and the enthusiasm of students in learning.

Assistant Professor Tafese, the current director of the Yared School of Music, shared his experiences of working with the Jimma University music department. When the department was initially established, its overall structure and teaching methodologies were modeled after those of YSM. The teachers, who were bachelor's degree graduates from Addis Ababa University and selected by senior YSM faculty, faced numerous challenges. Despite this, they were highly passionate about their work and were committed to making their department professional and developing it into one of the leading music departments across all Ethiopian universities.

What Makes a Good Music School in Higher Education?

A high-quality music school in a higher education institution (HEI) should incorporate several key elements to achieve better educational outcomes. While it is not necessary for all music schools at different levels to have identical inputs, criteria, or quality indicators, there should be common foundational elements that contribute to enhancing the overall quality of music education. All of the informants from the first group shared their perspectives on the essential criteria that music schools in HEIs should include.

Assistant Professor Alemu, one of the informants and a former director of Yared School of Music (YSM) for an extended period, had the opportunity to visit a music school in France. According to him, students in France typically begin formal music education at an average age of five, with the program structured into three cycles, each consisting of four academic years.

Drawing from his experience, he emphasized that music education is more effective when started at a young age, which serves as a solid foundation for music departments in higher education institutions. Additionally, he highlighted several key components that most informants agreed upon for ensuring the quality of a music school: adequate infrastructure, qualified teachers, access to musical instruments, practice rooms, and reading materials. Furthermore, the curriculum should align with international standards to provide a comprehensive and competitive education.

Performance of Graduate Students from Selected and Other Universities

Dr. Tezera and Assistant Professor Alemu, both graduate-level instructors at the Yared School of Music (YSM), have had the opportunity to teach students from the selected universities. Dr. Tezera noted that these students are highly active, competitive, and capable of meeting the demands of the courses he teaches. In fact, in certain academic years, students from Wollo and Jimma universities demonstrated better performance in his subjects compared to others.

Assistant Professor Alemu echoed Dr. Tezera's positive assessment of their academic performance. However, since his subject focuses on instrumental performance, he observed a slightly lower level of performance among these students compared to those from YSM, a point also raised by Assistant Professor Tafese. Tafese mentioned that this gap is sometimes noticeable during teacher recruitment exams at YSM. Nevertheless, all the informants agreed that this performance gap does not apply to every student from these universities. They emphasized that many exceptional performers and musicians have emerged from these institutions.

Working Experiences with Selected Music Departments

Two respondents, Assistant Professors Tafese and Yonas, had direct experience working with the music departments at Jimma and Wollo universities, respectively. When these departments were first established, both professors served as committee members and later as guest lecturers for several years. According to them, the fundamental structure of these departments—including the curriculum, assessments, and teaching facilities—was largely modeled after Addis Ababa University's Yared School of Music, with an aim to adopt internationally recognized teaching and learning methods.

Both informants shared a common perspective on the healthy competition these departments have fostered with YSM. They acknowledged that these universities are striving to develop effective music programs that contribute to the broader goal of enhancing music education in Ethiopia.

4.4.1 Summary

The interviews conducted with experienced music teachers from the Yared School of Music (YSM) and graduates from Jimma and Wollo universities highlight several key themes in music education within higher education institutions.

High Motivation: A prevalent sentiment among the interviewees is the critical role of motivation in the success of both teachers and students in music education. The enthusiasm and commitment observed among educators and students at various institutions underscore the importance of passion for effective teaching and learning.

Essentials of a Good Music School: For a music school to be successful, certain foundational elements are crucial. These include adequate infrastructure, qualified teachers, access to instruments and practice spaces, and a curriculum aligned with international standards. Early initiation of music education, as observed in some international systems, also contributes significantly to the quality of music programs.

Performance of Graduate Students: The performance of students from the selected universities—Jimma and Wollo—has generally been positive, with some demonstrating high levels of competence. However, there is a noted discrepancy in instrumental performance compared to peers from YSM. Despite this, exceptional talent and capability are present among graduates from these institutions.

Working Experiences: The establishment of music departments at Jimma and Wollo universities, modeled after YSM, has fostered healthy competition and contributed to the broader goal of advancing music education in Ethiopia. The direct involvement of YSM faculty in these departments has played a role in shaping their curricula and teaching methodologies.

Overall, the findings indicate a strong foundation for music education in Ethiopia, characterized by motivated educators, well-structured programs, and a commitment to continuous improvement.

4.5 Results of Observation

The researcher conducted a non-participant observation using checklist form at Jimma University's music department, focusing on key input factors related to educational quality. These factors include infrastructure, musical instruments, classrooms and practice rooms, teaching materials, and the overall environment of the music department.

The department occupies its own building, which includes classrooms, practice rooms, a music studio, and faculty offices. At the entrance, a logo dedicated to the department, bearing the name of the esteemed Dr. Ali Birra, is displayed. However, the female dormitories are located at considerable distance from the classroom building. While the exterior of the building is of good quality, it is evident that it requires renovation. Although there are a seemingly adequate number of classrooms, the department faces challenges in providing additional spaces for student practice.

Given the department's relatively short history and the university's limited budget, the lack of building maintenance is understandable, but concerning. Some classrooms need better furnishing, painting, and general maintenance, especially regarding the floors and ceilings. Despite having sufficient seating, whiteboards, and pianos, (many of the pianos are not properly tuned), a significant issue raised by one of the instructors in the questionnaire. The researcher also observed this deficiency firsthand. While the quantity of instruments appears adequate, the department lacks sufficient maintenance and tuning services, which directly affects the quality of education.

Creativity plays a central role in music education, particularly in solo performances, group collaborations, composition, and studio work. The department does have a music studio, which is a commendable resource for enhancing student performance. However, it falls short of being fully equipped to meet higher education standards. The studio would benefit from better

soundproofing to control both internal and external noise. Additionally, the restrooms for both students and faculty are in need of repairs.

Overall, the observation highlighted both positive and negative aspects that influence the quality of education at Jimma University's music department. Positive factors include the availability of sufficient instruments, adequate classrooms, and a decent building structure, though in need of renovation, and the presence of a music studio. On the negative side, the lack of proper instrument maintenance, building renovations, and studio improvements were noted as key areas that need attention to enhance the quality of music education in the department.

4.5.1 Summary

The non-participant observation at Jimma University's music department revealed both strengths and areas for improvement in its educational quality.

Strengths:

- **Dedicated Facilities:** The department benefits from its own building with essential components such as classrooms, practice rooms, a music studio, and faculty offices.
- **Adequate Resources:** There is a sufficient quantity of musical instruments and classroom space available, which supports the educational activities.
- **Music Studio:** The presence of a music studio is a valuable asset for enhancing student performance.

Areas for Improvement:

- **Building Maintenance:** The building, though structurally adequate, requires renovation and general maintenance, including improvements to the flooring and ceilings.
- **Instrument Condition:** Many pianos are not properly tuned, which affects the quality of musical instruction. There is also a lack of adequate maintenance and tuning services for the music instruments.

- **Studio and Environment:** The music studio, while beneficial, needs better soundproofing and overall enhancement to meet higher education standards. Additionally, the restrooms for students and faculty are in need of repairs.
- **Distance of Dormitories:** Female dormitories are located far from the classroom building, which may impact convenience for students.

Overall, while Jimma University's music department has several positive attributes, addressing the highlighted deficiencies connected with maintenance, instrument care, and facility improvements is crucial for elevating the quality of its music education

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Jimma University

Teachers' Perspective

At Jimma University, 80% of music teachers responded to the questionnaire. The data indicate that 87.5% of teachers are satisfied with their profession and have plans for advanced studies. Most teachers (75%) understand the department's mission and goals. Strengths identified include good educational quality and sufficient music instruments, while weaknesses include a lack of teachers, inadequate infrastructure, and insufficient student motivation. Teachers also reported that 62.5% believe the university pays insufficient attention to the music department needs such as better promotions and equipment. Despite these challenges, 75% of teachers feel that students are motivated, though issues with students' initial music background and inspiration persist. Teachers pointed out that limited time and resources, exacerbated by the absence of postgraduate programs, hinder music education quality.

Students' Perspective

Among Jimma University students, 50% chose the music program voluntarily, while the Ministry of Education assigned 30%. The majorities of students have minimal prior music experience but express strong commitment to their studies. Students generally believe the university provides appropriate attention, though 55% noted some lack of support. Strengths of the department include strong teacher-student relationships and sufficient musical instruments, while weaknesses include overcrowded classes and a lack of practice rooms. Students largely agree that the quality of education is high, with 94% expressing satisfaction.

Wollo University

Teachers' Perspective

At Wollo University, 76% of music teachers participated in the survey. They report high passion for their profession and a good understanding of the department's mission and goals. While teachers acknowledge some university support, they feel it is insufficient given the needs of the department. Challenges include students' limited prior music experience and a lack of resources. Teachers concur that the quality of education could be improved, with some advocating for more music departments to enhance music education across Ethiopia.

Students' Perspective

Students at Wollo University have similar backgrounds and future plans to those at Jimma, showing strong motivation despite limited previous experience. They report adequate university attention and effective teacher-student relationships. Strengths include sufficient music instruments, while weaknesses are not explicitly mentioned. Students believe the current number of music departments is sufficient and do not see a need for expansion.

Former Students' Perspective

Interviews with former Wollo University students reveal that, despite limited prior music training, they are generally satisfied with their education. Graduates note similar issues with instrument scarcity and inadequate facilities. They emphasize the need for improved curriculum and teacher training to enhance the quality of music education in Ethiopia's higher education institutions.

Results of Interviews with Experienced Music Teachers

Interviews with experienced music educators from Yared School of Music highlight the importance of passion and motivation in both teachers and students. They note that music departments in Jimma and Wollo initially adopted international standards but face challenges such as inadequate facilities and resources. The overall quality of music education is seen as

improving but still requires significant enhancements, including better infrastructure and more professional development for teachers.

Results of Observations

Observations at Jimma University reveal a mix of positive and negative aspects. The music department has a building with classrooms, practice rooms, and a music studio, though maintenance issues and inadequate facilities impact education quality. While there are sufficient instruments, lack of maintenance and outdated infrastructure hinder the overall effectiveness of the program.

4.2 Conclusion

This study investigates music education in Ethiopian Higher Education Institutions (HEIs), focusing on Jimma and Wollo Universities. Data was collected through questionnaires, interviews, and observations, targeting music instructors, students, and graduates. The conclusion focuses on key components such as inputs, processes, content, and outputs.

Inputs

- **Infrastructure:** Both universities have music department buildings, classrooms, practice rooms, and music studios. However, issues such as lack of renovation, poorly maintained instruments, and inadequate facilities (e.g., un-tuned pianos and non-soundproofed studios) were noted.
- **Music Instruments:** While the quantity of instruments is generally sufficient, the quality and maintenance are lacking, impacting the overall educational experience.
- **Staff and Resources:** Teachers in both universities are passionate and motivated, but there is a shortage of qualified personnel, which leads to a high teaching load and less focus on individual student development.

Process

- **Teaching Methods:** The teaching approaches are largely modeled after the Yared School of Music (YSM) at Addis Ababa University, aiming to maintain international standards.

However, the process is hindered by resource constraints and a lack of sufficient administrative support.

- **Student Engagement:** Most students show a strong willingness to pursue music education, although many come from non-musical backgrounds. The lack of prior experience poses a challenge, especially in the early years of study.
- **Teacher-Student Relationship:** Teachers are generally described as approachable and supportive, fostering a positive learning environment despite the challenges.

Content

- **Curriculum:** The curriculum is designed to align with international standards but is constrained by limited resources and infrastructure. The absence of postgraduate programs in music is seen as a significant gap in the content offered.
- **Course Offerings:** Subjects such as music studio work and sound engineering are highlighted as areas needing more focus. There is also a call for integrating Ethiopian indigenous music into the curriculum.
- **External Input:** Former students and experienced educators suggest that the quality of music education could be improved by incorporating more digital tools and advanced subjects, starting music education at an earlier age, and focusing on performance-oriented teaching.

Outputs

- **Graduate Performance:** Graduates from both universities have shown competence, particularly in theory, but there is a noted gap in practical performance skills when compared to YSM students. Despite these challenges, graduates are contributing positively to music education in other Ethiopian universities.
- **Impact on Students:** Many graduates pursue further education, with a significant number enrolled in postgraduate programs at YSM. The passion for music and education among graduates suggests a positive, though limited, output of the current system.

- **Challenges Identified by Informants:**
 - **Teachers:** Highlighted the lack of administrative attention, insufficient resources, and heavy workloads as significant challenges. Despite this, they remain dedicated to their students and the mission of their departments.
 - **Students:** Noted the strengths of their departments, including teacher support and the availability of instruments, but pointed out the overcrowded classrooms, overlapping exams, and inadequate practice facilities as major drawbacks.
 - **Graduates:** Expressed satisfaction with their education but also identified areas needing improvement, such as the need for more practice time, better infrastructure, and a more diverse curriculum.

4.3 Recommendations

To address the issues identified and improve the quality of music education at Jimma and Wollo Universities, the following recommendations are proposed:

1. Enhancing Input:

- **Faculty Development:** Invest in ongoing professional development for instructors, focusing on contemporary music education techniques and industry trends. This will help bridge the gap between traditional and modern teaching methods.
- **Infrastructure Improvement:** Upgrade facilities, including practice rooms, classrooms, and access to digital resources and musical instruments. Ensuring that these resources are up-to-date and adequately maintained will support a higher quality of education.

2. Improving Process:

- **Innovative Teaching Methods:** Introduce more interactive and student-centered teaching methods, incorporating technology and collaborative learning. This approach will enhance student engagement and better prepare them for real-world challenges.
- **Curriculum Implementation:** Ensure that the curriculum is implemented effectively by providing the necessary resources and support for faculty. This

includes offering specialized courses that address the current needs of the music industry.

3. **Revising Content:**

- **Curriculum Enhancement:** Revise the curriculum to include a wider range of courses that cover modern music trends, such as digital music production, sound engineering, and music business. This will help align the educational content with industry demands and better prepare students for diverse career paths.
- **Cultural Integration:** Continue to emphasize on the importance of Ethiopian traditional music while also expanding the curriculum to include global music and contemporary practices.

4. **Maximizing Output:**

- **Career Support Services:** Strengthen career counseling and job placement services to assist graduates in transitioning into the workforce. Offering internships, industry projects, and networking opportunities will improve graduates' employability.
- **Monitoring Graduate Outcomes:** Establish a system to track graduate success and gather feedback to continually refine and improve the music education programs.

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Appendix A:

A Questionnaire for music teachers in Jimma and Wollo University.

ADDIS ABABA UNIVERSITY

SCHOOL OF PERFORMING AND VISUAL ARTS

MASTERS OF ART IN MUSIC

A Questionnaire for music students in Jimma and Wollo University.

The aim of this questionnaire is to collect information to assess the quality of music education in the case of Wollo and Jimma Universities. The information obtained through this questionnaire is going to be used only for research undertaking. Therefore, your cooperation by giving genuine information enhances and enriches to complete the study.

You can use one of the three languages; **Amharic, Afaan Oromoo** or **English** to explain your answer briefly. Also you can use back pages to write your answer briefly and please don't forget to write number of question.

No need of writing your name on the questionnaire.

Thank you in advance for your cooperation.

FOR STUDENTS

Name of your university _____

Age _____

Sex _____

Academic year (G.C)_____

1. How did you get a chance to learn music?
2. Does being in music field is based on your willingness?

Yes No

3. What are your backgrounds related to music?
4. Are you happy with learning music?

Yes No

If your answer is “No”, Please explain it (why?)

5. Do you think you are getting quality music education in your university?

Yes No

If your answer is “No”, Please explain it (give an examples)

6. What do you think as a negative factor that affects your education?
7. Did you get enough attention from the department from the university as a student?

Yes No

If your answer is “No”, Please explain it (give an example).

8. Are you getting enough Students Services Provided from the university?

Yes No

9. What do you think strong sides of your university for music department?

10. Did your college have good Infrastructure and enough Learning Resources for music education?

Yes No

If your answer is “No”, Please explain it (give an example).

11. What is your future plan? Do you think to continue with your music profession or change to other field?

12. There are given ranks from the very low to the highest OR from 1 to 5. Give your rank that you think suitable for your college (university) on blank boxes using “×” or “-“.

		0	1	2	3	4	5	Neutral for this question.
1	Capable, motivated, well-trained teachers							
2	Effective learning materials including, but not limited to, textbooks							
3	Teaching methodologies designed to encourage independent thinking							
4	Effective organizational structure and support							
5	A safe, well-maintained learning environment							
6	cultural relation with music education							
7	A valid, reliable examination system							
8	Effective school leadership, including instructional supervision							
9	Adequate financing							
10	Appropriate, well-designed curriculum							
11	Teaching, Learning and Assessment							

13. What do you think about having a number of music departments in Ethiopian Universities?

Good

Not Good

Please explain it (give an example).

Appendix B:

A Questionnaire for music teachers in Jimma and Wollo University.

ADDIS ABABA UNIVERSITY

SCHOOL OF PERFORMING AND VISUAL ARTS

MASTERS OF ART IN MUSIC

A Questionnaire for music teachers in Jimma and Wollo University.

The aim of this questionnaire is to collect information to assess the quality of music education in the case of Wollo and Jimma Universities. The information obtained through this questionnaire is going to be used only for research undertaking. Therefore, your cooperation by giving genuine information enhances and enriches to complete the study.

You can use one of the three languages; **Amharic, Afaan Oromoo** or **English** to explain your answer briefly. Also you can use back pages to write your answer briefly and please don't forget to write number of question.

No need of writing your name on the questionnaire.

Thank you in advance for your cooperation.

FOR TEACHERS

Name of your university _____

Age _____

Sex _____

Graduating year (G.C) _____

Employing duration: since _____ (G.C)

1. How did you get a chance to learn music?
2. Are you happy with your profession or teaching music?

Yes No

If your answer is “No”, Please explain it (why?)

3. Do you think there is good quality music education in your university?

Yes No

If your answer is “No”, Please explain it (give an examples)

4. What do you think as a negative factor that affects your teaching?
5. Did you get enough attention from the department from the university as a student?

Yes No

If your answer is “No”, Please explain it.

6. Are you getting enough Staff Services Provided from the university?

Yes No

If your answer is “No”, Please explain it (give an example).

7. What do you think strong sides of your university for music department?

8. What is your future plan? Do you think to continue with your music profession or change to other field?
9. Did your college have good Infrastructure and teaching Resources for music education?

Yes No

If your answer is “No”, Please explain it (give an example).

10. Do you think that you have well understanding about Vision, Mission and Educational Goals of your school or your department?

Yes No

11. What do you say about student’s level of learner participation, willingness and engagement in learning?
12. There are given ranks from the very low to the highest OR from 0 to 5. Give your rank that you think suitable for your college (university) on blank boxes using “×” or ” _ “.

		0	1	2	3	4	5	Neutral for this question.
1	Capable, motivated, well-trained teachers							
2	Effective learning materials including, but not limited to, textbooks							
3	Teaching methodologies designed to encourage independent thinking							
4	Effective organizational structure and support							
5	A safe, well-maintained learning environment							
6	cultural relation with music education							

7	A valid, reliable examination system							
8	Effective school leadership, including instructional supervision							
9	Adequate financing							
10	Appropriate, well-designed curriculum							
11	Teaching, Learning and Assessment							

13. What do you think about having a number of music departments in Ethiopian Universities?

Good

Not Good

Please explain it (give an example).

14. Those 10 items are quality assessing methods according with staffs. Please choose one from the five level of your personal agreement with those items.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Lack of office furniture and equipment for staff offices.					
2	Lack of teaching materials like insufficiency of classes and halls					
3	Shortage of books, internet services i.e. ICT network are limited.					
4	Lack of staff and students accommodation					
5	Lack of adequate staff, and high staff turnover resulting in heavy					

	workloads for staff in place.					
6	The Staff salaries and conditions of services and general for extraordinary incentives are low.					
7	Lack of research funding has resulted in a decrease in research output in the institution.					
8	Lack of staff development like pedagogical training and short time trainings.					
9	Shortage of qualified staffs i.e. which are not supported by research and pedagogical trainings					
10	Absence of quality control mechanisms. For example, absence of autonomous bodies to control quality of education.					

15. Please mention the way other departments threat music department.

Appendix C: A Questionnaire for senior YSM teachers.

ለማስተርስ ጥናታዊ ጽሁፍ የተዘጋጀ ቃለ መጠይቅ (INTERVIEW)

1. ስም፣ የትምህርት ደረጃ፣የስራ ድርሻ
 - 1.1 ከተጠቀሱት የሙዚቃ ትምህርት ቤቶች ጋር ምን ያህል ግንኙነት አለው
2. ጥሩ የሙዚቃ ትምህርት በ ከፍተኛ የትምህርት ምን ምን ማካተት ይኖርበታል ብለው ያስባሉ
3. ከተጠቀሱት ወይም ከሌሎች የሙዚቃ ት/ ቤቶች ወይም ዩኒቨርሲቲዎች ከመጡ የማስተርስ ተማሪዎች በተለይም ምን በትምህርት ጥራቱ ዙሪያ ምን ታዘበዋል
4. ከተጠቀሱት ወይም ከሌሎች የሙዚቃ ት/ ቤቶች ወይም ዩኒቨርሲቲዎች ጠንካራ ጎኖች በለው የሚያስበውን ግለጹ
5. ወደፊት የሚከፈቱት አዳዲስ የሙዚቃ ዲፓርትመንቶች ከትምህርት ጥራት አንጻር መልካም ነው ብለው ያስባሉ

6. ከተጠቀሱት የሙዚቃ ት/ ቤቶች ወይም ዩኒቨርሲቲዎች ጋር ሲሰሩ ምን ምን ችግሮችን አስተወለዋል
7. ስለ ከፍተኛ የትምህርት ተቆማት የየሙዚቃ ዲፓርትመንቶች ይሚሰጡት ተጨማሪ ሀሳብ ካለ እድሉን ልስጡት...

እናመሰግናለን!

Appendix D: A Questionnaire for graduated Wollo University students.

ይህ ለማስተርስ ጥናታዊ ጽሁፍ የተዘጋጀ ቃለ መጠይቅ የተዘጋጀው በወሎ ዩኒቨርሲቲ ሙዚቃ ዲፓርትመንት ውስጥ የቀድሞ ምሩቃን ተማሪዎች ነው።

- 1) ስም፣ ትምህርት ያጠናቀቁበት አመት እና አሁን ያሉበትን የስራ መስክ
- 2) የሙዚቃ ትምህርት ለመማር እድሉን እንዴት እነዳገኙ እና ከመማር በፊት በሙዚቃ የነበሩትን ተሞክሮ (background experience) ይግለጹ።
- 3) የሙዚቃ ትምህርት በመማር ደስተኛ ኖት፣ በተማሩበት ዘርፍ ምን ለመስራት ያስባሉ
- 4) ጥሩ የሙዚቃ ትምህርት በ ከፍተኛ የትምህርት ምን ምን ማካተት ይኖርበታል ብለው ያስባሉ
- 5) ትምህርት ላይ በነበሩበት ጊዜ ሙዚቃ ትምህርት ክፍሉ የነበሩትን ጠንካራ እና ደካማ ጎኖች ምን ምን ነበሩ (ለምሳሌ፤ ከ መምህራን ጥራት፣ መማሪያ መሳሪያ አቅርቦት፣ መሰረተ ልማት፣ ከዩኒቨርሲቲው በቂ ትኩረት ከማግኘት እንዲሁም ከሌሎች ነገሮች አንጻር)
- 6) ወደፊት የሚከፈቱት አዳዲስ የሙዚቃ ዲፓርትመንቶች ከትምህርት ጥራት አንጻር መልካም ነው ብለው ያስባሉ...ምክንያቱን ይግለጹ
- 7) ስለ ከፍተኛ የትምህርት ተቆማት የየሙዚቃ ዲፓርትመንቶች ይሚሰጡት ተጨማሪ ሀሳብ ካለ እድሉን ልስጡት...

Appendix E: Observation Checklist for Jimma University Music Department

Observation Area	Criteria/Details	Condition/Comments
1. Infrastructure		
- Building Structure		
- Exterior Quality		
- Location of Dormitories		

- 2. Classrooms** - Quantity - Furnishings - Flooring and Ceilings
- 3. Practice Rooms** - Availability
- 4. Musical Instruments** - Quantity - Condition
- 5. Music Studio** - Availability - Equipment Quality - Soundproofing
- 6. Restrooms** - Condition
- 7. Environment & Ambience** - Department Logo - General Environment