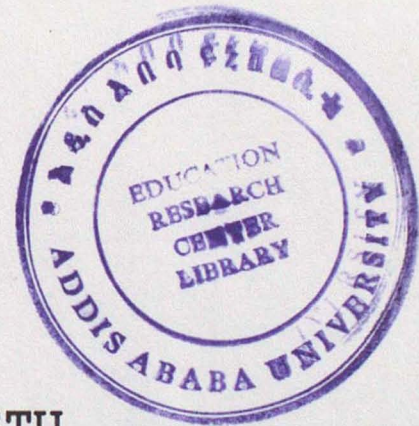


AN ASSESSMENT OF THE IMPLEMENTATION OF  
HERQA'S PROGRAM IN PRIVATE COLLEGES

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE  
REQUIRMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
VOCATIONAL EDUCATION MANAGEMENT

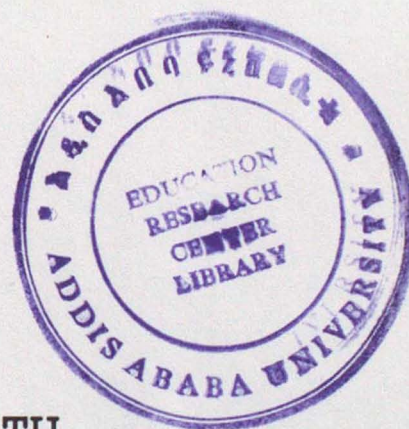


BY: ABREHAM MENGISTU

JULY 2007  
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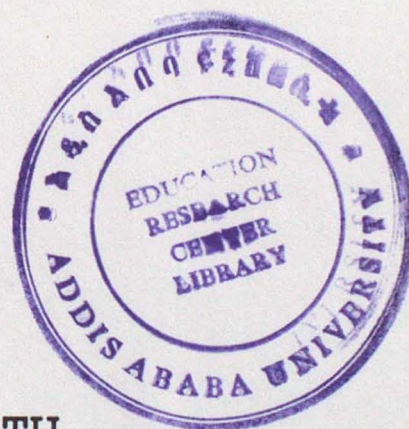


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## Dedication

Affectionately, but low spiritedly, dedicated to My Grand Mom, Woinshet Mamo, whom I lost in April, 2007. I would like to let it be for her memory, who was not educated but disciplined me in the way I should go.

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# Acronyms

HERQA – Higher Education Relevance and Quality Agency

MOE - Ministry of Education

HEI - Higher Education Institutions

PESC- Politics, Economy, Social and Cultural

CQAD - College Quality Assurance Department

TQM - Total Quality Management

ISO - International Standard Organization

## ABSTRACT

*The primary concern of this study was to assess the implementation of HERQA'S program in Ethiopia private colleges. The study was aimed at discovering the status of the implementation session of the agency, as it is the sole agency which was established by proclamation 2003 by the Ministry Of Education and suggesting solutions for the problems encountered HERQA (Higher Education Relevance and Quality Agency) for the fast implementation process. To this end, descriptive survey method was employed.*

*The study was conducted in four colleges and, purposive sampling was employed. The subjects of the study were 131 respondents (14 department heads, 110 Instructors, 7 college quality assurance department officials). Information was solicited from the subjects mainly through a survey questionnaire and interview was conducted in colleges' quality assurance department officials and HERQA officials. And percentage was used to analyze the data. The finding revealed that the implementation of HERQA ever since 2003 is in an increasing manner yet the change is slow for various reasons. Some of the reasons that the finding revealed are lack of subject experts, facilities, vehicles and not readiness of private colleges as the concept is new for the nation. So the progress is weak. On the other hand regarding benchmarks established and distributed were found very valuable. As majority of the respondents said it would give the opportunity to offer the same standard and quality education. Moreover, majority of the respondents were not sure about the fairness or unfairness of the agency. On the other hand lack of training and poor skill of the college quality assurance department officials contributed for the slow implementation of HERQA'S programs and policies. To alleviate the problems some suggestions were recommended, the agency should widen it's horizon to look for experts from the domestic or from foreign markets or else the agency should train individuals from private colleges and let them to work on part time basis for the agency. Or it is better to request help from the external sources from whom who have a developed experience on quality assurance in higher education institutions. On the other hand in order to alleviate the hurdles on the fast implementation of HERQA'S program and policies problems, it is better to strengthen and develop training, seminars and workshops with college quality assurance department officials and the task force under them.*

# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

Education is the key for success of any country in the world. Significantly the country's economy and development is a function of the development of its education. So with no reservation education has to be developed. Specifically higher education is the one which needs significant attention. As Teshome , (2006) stated "higher education and training institutions must be at the forefront of the development and poverty alleviation efforts of Ethiopia"

A key purpose of higher education in Ethiopia is to produce competent, adaptable and responsible citizens who can contribute to the development of the country and to transforming the livelihood of the Ethiopian population. Further more, the research activities undertaken by HEIs are expected to generate knowledge to provide society and the economy with relevant solutions that ensure development, that address problems at the grass-root level and generally contribute to poverty alleviation. HEIs are also expected to provide a range of services to the community. These services may vary from place to place, but are likely to include such as links with secondary schools, consultancy and short-term training institutions and outreach programs in the community.

The values of higher education further extend to building democratic and enlightened society with improved quality of life.

Higher education and training in Ethiopia has started over 55 years ago, but still remains highly underdeveloped. And it was limited to government (public) for a long period of time. Yet as the government understood the fact that the demand of the citizen for education which can not be satisfied by the existing higher education institutions alone, the government of Ethiopia planned to enhance the number of higher education institutions. So that the number of Universities which were only two, Addis Ababa and

Alemaya University in 1983, now it reached to nine universities and as the plan in the in the coming year the number will be reached to twenty one and all of them will be effective.

Even if the number of universities can be increased to 21, the demand of the society for education could not be satisfied by the public universities alone. So that the participation of private investors was permitted to contribute educated citizens for the positions that government and non-governmental organizations have. Not only that the government of Ethiopia was engaged in the massification of higher education institution so as to enhance the intake capacity of higher education institutions but also add the number of higher education institutions.

There are nine higher education institutions under the direct sponsorship of the Ministry of Education, three institutions under different Federal government entities, more than eight teacher-training colleges under Regional Government and over 41 accredited degree offering private higher education institutions. The provision of higher education by private institution is a growing phenomenon. When compared to others parts of the World, however, Ethiopia has been slow to expand the private sector in higher education. The accredited private and non-government higher education institutions in the country account for about 24.8% of the 2004/5 overall (degree and diploma levels) enrollment and about 9.3% of the degree level enrollments of the system (MOE2005c).

Regardless of all these facts MOE has doubt on the quality of education which is offered by higher education institutions of both the government and the privates. Especially the problems have become sever the private higher education institutions. In order to alleviate these problems and in order to assure quality in the nations education MOE establish agency, which is known as HERQA.

HERQA refers to higher education relevance and quality agency, which is an autonomous agency established through the Higher Education Proclamation (351/2003) as one of the key agencies responsible for guiding and regulating the higher education

sector in Ethiopia. HERQA has been established to help ensure a high quality and relevant higher education system in the country. One of the central roles of HERQA is to encourage and assist the growth of an organizational culture in Ethiopian higher education that values quality and is committed to continuous improvement.

## Values

HERQA has committed itself to the following values to underpin its functions. The three core values embraced by the staff of HERQA to accomplish the duties and responsibilities vested on HERQA by society and the government are the following:

### **1. Public Accountability**

HERQA, cognizant of its societal role, will remain committed to serve the society with a full sense of responsibility.

### **2. Professionalism**

HERQA and its staff will provide an expert and professional service informed by knowledge of methods and models for assessing quality throughout the world.

### **3. Transparent and Impartial Service Delivery**

The staff of HERQA shall pursue and have a mind set based on the ideals of impartiality and equality of treatment and will have open and democratic dealings with stakeholders in everything they do.

The following additional values have also been adopted by HERQA.

## 4 Individual Values

### 4.1 Competence

The staff of HERQA shall pursue its responsibilities with the highest possible diligence, standards and demonstration of professional ability.

#### 4.2 Professional Integrity:

All staff of HERQA will operate with utmost honesty and social responsibility. They shall be professional through technical performance and rigor, ethical through exemplary and fair behavior and shall be responsible in the undertaking of duties and responsibilities.

#### 4.3 Self-initiation

Taking initiative to carry out individual and organizational responsibilities is crucial for achieving the goals, objectives and tasks of HERQA. Staff will be willing to move beyond a narrow definition of responsibilities and be flexible and wholehearted in seeking solutions.

### 5 Organizational Values

#### 5.1 Trusted partnership

All relationships with stakeholders and individuals shall be with trust and confidence and on the basis of mutual respect and benefit. HERQA shall respect confidentiality and carefully avoid possible conflicts of interest.

#### 5.2 Participatory team work

HERQA strives to develop internal synergies and the integration of diversified competencies and to promote teamwork and participatory democratic relationships as its powerful instruments to accomplish its roles and responsibilities. HERQA will promote consultation and discussions on a regular basis at every level.

#### 5.3 Client Satisfaction

HERQA commits itself to give proactive, relevant and quality services to the highest standards ensuring the satisfaction and fulfillment of the expectations of its stakeholders.

### 6 Operational Values

#### 6.1 Credibility

HERQA is bound to the principle of demonstrating trust, public satisfaction and acceptance in all its undertakings.

## 6.2 Efficiency and Effectiveness

HERQA is committed to maximize its efficiency and effectiveness so that the output and the outcome of the education system could be reflected in the social, economic and technological development of the country.

## 7 Strategic Values

### 7.1 Commitment to excellence

Commitment to excellence in the performance of HERQA is a key to deliver a quality service to the stakeholders and the society at large.

And the other thing that HERQA's working tool is subject benchmarking. As HERQA points out, increasing competition and demands for accountability are changing the methods of how institutions of higher education operate in the recent years. Benchmarking has emerged as a useful and effective tool for staying competitive. The strategy of benchmarking is important both conceptually and practically, and is being used for improving administrative processes as well as instructional methods at colleges and universities. Benchmarking is recognized as an essential tool for continuous improvement of quality.

## **1.2 Statement of the problem**

The Ethiopian Government has committed itself to expanding higher education in the country in order to meet its national strategy for economic growth and societal development. The production of high quality, competent and skilled graduates is vital to create the vibrant socioeconomic development of the country.

Ever since higher education in Ethiopia has been established the question of quality is as old as it. Different countries set standards for their colleges and Universities. As quality is the right for the citizen and not a privilege. So in order to check whether colleges are meeting the established standards or not supervisors periodically check or inspect the existence of quality in the respective colleges or Universities. Regardless of these activities by the government officials colleges and other institutions are working against the standards behind the inspectors or supervisors.

Of course, most accounts of inspection suggest that it serves two main functions in an educational system. The first set of claims relates to accountability and providing a picture of what is going on for decision makers. Inspection can be aggregated to provide both a national and local picture about the "state of the system" identifying aspects of quality and standards as well as some of the gaps.

"Inspection has evolved a methodology that represents and judges the quality of what actually happens in colleges and universities. Inspectors, who have been experienced teachers or with a fair relation with education, actually visit schools, directory, observe classes & make judgments about the quality of the teaching and learning based on the evidence they collect at the colleges and Universities". However, even if there are established points as a frame of references we should have forget the fact that Inspection is based on what inspectors observe and see in the respective colleges or Universities. What one person finds straight forward another finds problematic. Therefore, the question of, how valid and reliable inspectors judgments are, how do they attempt to achieve 'consistency' and avoid 'subjectivity'. In addition, are their approaches sufficiently 'rigorous' in weighing the strengths and weaknesses of different kinds of evidence? , is the driving force.

There have also been continuing doubts about the extent to which inspectors, informing their judgments, have been willing to take into account the specific 'contexts' within which schools are operating and, equally importantly, whether they are capable of doing so. Relating to this Brown R. said that

... objective external assessment and 'friendly' advice from professionals or peers who know the schools well are equally important ...simply making schools 'accountable' is unlikely on its own to lead to improvements in performance ...care should be taken to build on the expertise and professionalism of teachers and to provide well-focused programs of staff development which enable them to change, learn to work in teams and to exercise new forms of autonomy fruitfully. (Brown R. 2001)

Yet on the other direction as Harvey (1995) has observed, 'inspection 'is a form of quality control and the trouble with quality control is that it merely monitors the failure

rate or the site of failure but does nothing itself to put the fault right, Japanese industry has succeeded in part because it dropped quality control in favor of quality assurance, which returns to the work force the responsibility for quality.

In any case from what we read and what we exactly observed in colleges and University colleges, especially the private ones, inspection has to do with the controlling phenomena rather than assuring the quality education in the nation. It is because the researcher has different exposures to some of the problems that inspection consists of. It is known that the new policy of Ministry of Education has spent countable years in implementation. As the policy is new for the country it has encountered different problems in implementation. One of the problems is related with quality of education which is delivered by the government and private institutions. So in order to assure quality, Ministry of Education has planned to follow the quality of education which is delivered by the stated colleges and universities. So the follow up is in agreement with the established standards and minimum requirements. Even though there are established standards and minimum requirements as well as a periodic check ups, these can not be a guarantee for the quality of education delivered by the institutions. As the institution may exhibits different resources on borrowing or loaning way, not working in accordance with the curriculum of the ministry of education, like not using the appropriate time which is assigned by the ministry of education, unqualified instructors, using clash programs, not letting the trainees to have enough access to practical and labs and other very pertinent which are considered as an ingredient for quality education are easily neglected by inspection. For inspection is a periodic check up rather than a perpetual activity.

Inspectors are indicators who provide information about the state of an educational system. They act as an early-warning system that something may be going wrong, in the same way that the instruments on the dashboard of a car can alert the driver to a problem or reassure him or her that everything is functioning smoothly. If something is wrong, the indicators themselves do not provide the diagnosis or prescribe the remedy; they are simply suggestive of the need for action. So there should be something, which can

something better to assure quality education which is critical for all who have invested resources in the higher education sector.

So quality standards and benchmark statements and quality audit protocols must be implemented both at program and institutional levels to guarantee a quality that provides good value for money. It is with this dedication of the Government that HERQA was established to enhance the quality of higher education provision in all higher education institutions in Ethiopia, both public and private. The government is observed offering the keys to the agency to assure quality education. Increasing competition and demands for accountability are changing the methods of how institutions of higher education operate in the recent years. Benchmarking has emerged as a useful and effective tool for staying competitive. The strategy of benchmarking is important both conceptually and practically and is being used for improving administrative processes as well as instructional methods at colleges and universities. Benchmarking is recognized as an essential tool for continuous improvement of quality.

Of course we can infer many facts from this, that means even the government itself understands that inspection alone can not bring a significant differences in quality, that is why a new way of reassuring quality is developed. So the implementation of HERQA policies is unquestionable, however this fact needs to be assessed. Considering this fact, the researcher raised the following questions to make research on the assessment of the implementation of HERQA's program.

1. What is the progress of the implementation of HERQA in private colleges of Ethiopia?
2. Are the subject benchmarks effective and valuable to assure quality in private colleges?
3. How HERQA assures quality education in the country?
4. Who are beneficiaries from the implementation of HERQA's program?
5. Is HERQA fair to assess all Private colleges equally?
6. What problems encounter HERQA in implementing its policies and programs?

### **1.3 Purpose of the study**

The study rested on the assessment of the implementation of HERQA, as the quality of the nation higher education rests highly on it. More specifically the study endeavors to:

- measure how much HERQA is implementing its programs and policies so as to assure quality education in the nation, specifically in private colleges.
- assess the problems of implementing HERQA in private colleges of Addis Ababa
- assess the understanding of officials of private colleges to concepts of HERQA like bench marking.
- to check whether the old method of quality assuring like inspections, demerits/gaps are filled by the methods and procedures of HERQA.
- analyze the impact of quality education/ways to achieve quality education on students, instructors and the colleges at large.

### **1.4 Significance of the study**

An awareness of the implementation of HERQA in the quality assurance program plays a significant role on how much the quality of education is assured in Ethiopia. On the other hand, it is believed that, if HERQA is significantly operated and implemented in HEI, especially in private colleges and University colleges, what quality education can offer to the world of work and development can be observed. So this study depicts how quality education can be offered by private colleges.

This study is also to be helpful to arouse the interest of other researchers to make further investigation on the area.

### **1.5 Delimitation of the study**

The study is delimited to the implementation of HERQA's program in private colleges of Addis Ababa city.

The study is confined to the four private colleges of Addis Ababa, namely St. Mary's University College, Unity University College, Admas University College and PESC information Systems College.

### **1.6 Limitations of the Study**

Since this study has not been conducted on national scale, the findings which would have been the basis for fair generalization are not supposed to be free from some limitations which are likely to appear from the study. In fact, the basis taken into consideration was due, principally, to time constraints and unmanageability of the size and number of private colleges.

The next encounter the researcher can state is that some of the respondents were not willing to fill out and return the questionnaires on the very expected time. In general, in carrying out the study, the researcher did not find his work free from these limitations. However, he tried his best to overcome all these pitfalls and finally emerged with this outcome.

### **1.7 Operational Definitions**

Benchmarking- minimum criteria to be satisfied

Internal audit – follow up and control of the quality of education by the institution supervisors

External audit – follow up and control of the quality of education by external supervisors

### **1.8 Organization of the study**

The research paper consists of five chapters. The first chapter contains the background of the study and its approach. The second chapter deals with the review of the related literature. Chapter three focuses on design of the study; and the fourth chapter presents the analysis and interpretation of the collected data; and the last chapter contains the summary, conclusions and recommendations of the research report.

# Chapter Two

## Review of Related Literature

In this section it is tried to discuss empirical and/or reported evidences related to quality education and its implementation in higher education institutions. So this part includes the concept of quality, quality perspectives in education and training, meanings and definition of quality education, educational standards, measurement of quality education, quality related terms like efficiency and effectiveness, quality assurance and teaching & HERQA an agency for quality assurance are observed.

### 2.1 The Concept of Quality

'Quality' is a widely, and perhaps loosely, used term. Those in commercial and industrial organizations, as well as those in professional and educational bodies, are considering what quality means for them. We all have to consider what aspects of quality should be considered in the development of mechanisms of quality control. If the mechanisms and their results are to be understood or useful we must acknowledge the difficulty of which standards of quality to choose.

Many in manufacturing industries adhere to the view that an adequate definition of 'quality' is 'fitness for purpose'. Quality is determined by deciding if the product fits the predefined purpose. Quality, then, is a rating of achievement of purpose.

There are problems in applying this definition directly to education. We can identify two main issues. One debate centers on the adjustment of the 'fitness for purpose' definition to the needs of education by specifying the variety of purposes of education. Supporters claim that being clear about all the purposes of education enables the demonstration of achievements of purposes, and hence the demonstration of quality. For those in education institutions who work closely with industrial colleagues or for those whose courses are based on the assessment of competence, the similarity of terms may be convenient for mutual understanding.

Of course, quality is not a new subject in education and training. Institutions, teachers, administrators, policy makers and learners have always been concerned with quality. Indeed, the quality of an education or training provider eventually depends on the performance of the learners. Even without a formalized "quality" approach such as TQM or ISO9000 (vanden Berghe, 1997), schools and training providers have needed methods, norms, procedures and standards to ensure the quality of their provision. But it is equally true that, traditionally; quality has often been interpreted fairly narrowly, focusing on particular features of the education and training services delivered.

In the past quality was used to pick out attributes of people, qualities of mind and character, such as independence and honesty-usually good qualities (peters, 1989), Philip cited in Schlechty (1990,57) states, the word quality is used to signify the relative worth of things in such phrases as 'good quality', 'bad quality and that brave new statement' quality of life.

Different writers have tried to explain quality. For example, Sallis (1993:11) defined quality, as "*we all know quality when we experience it, but describing and explaining it is a more difficult task*". In addition Sallis (1993: 22-23) explains that quality can be used both as absolute and a relative concept. Quality in every day conservation is mainly used as absolute. In the absolute definition things, which exhibit quality, are of the highest possible standard, which cannot be surpassed.

This is to indicate that quality products are things of perfection made with no expense spared. Quality as a relative concept is the sense in which it is used in total quality management (TQM). Total quality management is based on the belief that quality is everybody's business all the time. Each person is doing something that is needed by someone else who deserves good service or a good product. This depends on everyone knowing what they are expected to do, having appropriate skills or receiving training, knowing the expected standards, knowing how to make judgments about their contribution, and understanding their contribution and its context well enough to know how to improve their contribution continually.

Mechanisms are set up to check that all of this interacts properly, and to ensure that information gets back to those with responsibility for bringing about improvement. The assumption is that quality can always be improved.

This definition of quality has two aspects to it. The first is measuring up specification. This is measuring up 'fitness for purpose or use'. The second meaning is meeting customer requirements (Badiro and Ayeni, 1993:2). Organizations who follow the TQM path regard quality as being defined by their customers (Sallis, 1993:24; Hoy, Bayne-Jardine and Wood; 1999:15). The reason for this is that customers are the final arbitrators of quality and without them the institutions does not exist. Quality can, therefore, defined as that which best satisfies and exceeds customers' needs and wants.

A very important and powerful definition of quality is that quality can be said to lie in the eyes of the beholder (Sallis; 1993:25). Accordingly it is the customers who make the judgment of quality. Customer-driven quality refers to a notion of quality in which those who are to receive a product or service make explicit their expectations for this product or service and quality is defined in terms of meeting or exceeding the expectations of customers (Murgatroyd and Morgan; 1992: 46). In line with this concept market-driven quality, quality is defined in terms of fitness for use (Juran, 1979 cited in Murgatroyd and Morgan; 1992: 46).

Quality is now considered as a multi-dimensional, relative (customer dependent) and context related concept. Therefore, it is not possible to give a unique definition that fits all circumstances. It is possible, however, to distinguish some important viewpoints and perceptions to quality:

- Quality as excellence, as something special
- Quality as a measure of characteristics (product-oriented quality)
- Quality as conformance to specifications (process-oriented quality)
- Quality as the fulfillment of customer expectations
- Quality as optimal benefit/cost ratio (the value approach)

Such quality perceptions may apply, alone or in combination, to any type of product or service, including vocational education and training. But different people may hold different views about the same object. In the modern quality movement, the three last viewpoints on quality which predominate: conformance to specifications, customer orientation and optimal value. They may be summarized in the slogan "fit for purpose" According to Sallis (1993: 26) that there are three important quality ideas:

Quality Control - is the oldest quality concept. It is an after-the-event process concerned with detecting and rejecting defective items. Quality professionals known as quality controllers or inspectors usually carry it out.

Quality assurance - is a before-the-event process. Its concern is to prevent faults occurring in the first place. It is a means of producing defect and fault-free product. In this case, the aim is quality for zero defects.

Total quality Management - incorporates quality assurance, and extends and develops it. It is about creating a quality culture where the aim of every member of staff is to delight their customers and where the structure of their organization allows them to do so. In this definition, the customer is sovereign.

All the definition of quality indicates that quality is dynamic idea and exact definitions are not particularly helpful (Sallis; 1993:22). As such how the word 'quality' is interpreted will always be open to discussion as it is a subjective term (Deer; 1996: 161).

## **2.2 Quality perspectives in education and training**

Before the emergence of 'modern' quality approaches and concepts, the education and training world had already developed its own quality tradition. The different viewpoints from which quality in education and training has been considered can be summarized as follows (Van den Berghe, 1995)

- Quality from a didactic and/or pedagogical point of view (education quality seen as the optimization of the teaching and learning process)
- Quality from a (macro)-economic point of view (education quality seen as the optimization of the education and training costs)
- Quality from a social or sociological point of view (education quality seen as the optimization of the response to social demand for education).
- Quality from a management point of view (education quality seen as the optimization of the demand)
- Quality from a management point of view (education quality seen as the optimization of the organization and processes of education.)

The order in which these different viewpoints are listed reflects to some extent the shifts in emphasis over the last decades in many European countries. However, it is not so much a question of replacing “old” paradigms, but rather one of adding “new” dimensions-which reflects the growing complexity of the education system and the objectives it has to meet.

Since the 1980s the topics Quality, Quality Assurance and (Total Quality Management) have become a central preoccupation of hundreds of thousands of organizations in Europe. The industrial world was first to recognize that much of the Japanese economic success could be attributed to the consistent focus on quality assurance and quality improvement. It is already more than a decade since European firms have started to adopt the concepts and methods of Total Quality Management – in short ‘TQM’ to meet the quality level which customers expect and for improving continuously the quality of products and service sectors. In particular since the early 90s – this varies somewhat by country – there is increased and renewed attention for quality issues in education and training.

Quality in education and training is linked to purpose. Education is to do with learning, rather than with social control and advantage. Quality is dependent upon the particular context in which it is applied. Quality essentially is part of the learning process, a learning process that is the purpose of educational organization.

### **2.3. Meanings and definition of quality of education**

Different scholars raised different and vast concepts regarding education. Under this term different issues may be raised like; content and methods of teaching, management of the educational process, what that students learn and who the learners are, as well as attempts to adapt education to changing needs through innovation (Coombs, 1969). Teachers and others engaged actively in education look at what is going on in terms of its educational value.

Quality implies different things to different people. Every one is in favor of providing quality education (Sallis; 1993: 21). The argument starts because there is a lack of agreement as to what it means. According to Sallis (1993: 27-29), in defining the quality of education, it is always necessary to ask two fundamental questions when trying to understand quality. The first is, what is the product? And the second is who the customers are? The product of education is often the pupils or the students. Learners are often talked of as the output. The difficulty is that it is impossible to produce pupils and students to any particular guaranteed standard. The idea of the learner as a product misses the complexities of the learning process and the uniqueness of each individual learner. Therefore, it is more helpful to view education as a service rather than a product line. Service quality characteristics are more difficult to define than those for physical products since they include many important subjective elements.

Hoy, Bayne – Jardine and Wood (1999, 10) define quality in education as an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. Accordingly, quality in education is clearly linked to purpose. A quality education is one that enables children to reach high level academic outcomes (McDerMott; 1988:55). According to Ross and Mahlck (1990:71), an adequate definition of quality of education must include student out comes.

The common views of quality in education given by educators and policy makers, according to Adams (1993) are:

Quality as reputation - The existence in the minds of most people folklore about which are the best educational institutions in a country. However, the basis for reputation often includes information or assumptions about inputs and outputs.

Quality as a process – reflects not only inputs or results, but also the nature of the intra institutional interaction of students, faculty and others; the whole institutional environments.

Quality as resource and inputs – fiscal resources, number and qualification of teachers, student quality, size of pedagogical materials and curriculum, extent of facilities and overall prestige

Quality as content - reflects the particular bias of a community, an institution or a country toward a body of knowledge, skills or information.

Quality as outputs or outcomes - Achievement in knowledge, skills, entrance ratios to next level of education, income, and occupational status of graduates. This shows how well institution prepares students to become responsible citizens in skills, attitude & values relevant to the country's needs.

Quality as value added - a measure of change-how the students have changed because of the learning program, the culture, and the norms or the institution; how the institution helps students to achieve their potential or enlarge human capacities. The value added consists of learning gain and the increased probability of income earning activity (World Bank, 1995:45).

Public debate on the quality of education usually concentrates on a small number of issues that most frequent of which is the students' level of achievement. But it appears that the general concept of educational quality is complex and multidimensional.

Evaluating the quality of the educational system as a whole, or a part of that system entails analyzing first and foremost (Grisay and Mahlck, 1991:34):

- a) The extent to which the products or results of the education provided (i.e. the knowledge, skill and values acquired by the students), meet the standards stipulated in the system's educational objectives and.
- b) The extent to which the knowledge, skills and values acquired are relevant to the human and environmental conditions and needs.

But the notion of quality cannot be limited to students alone; it should also take into account their determinants (especially if the ambition is to improve quality) i.e. the various means such as the provision of teachers, buildings, equipments, curriculum, text books and teaching-learning process, etc (Grisay and Mahlck; 1991:4). There is no such thing as general definition of educational quality, since the concept of quality depends on one's concept of the ultimate purpose and objectives of education (Beeby, 1986:37). In line with this Kellaghan and Greaney (2001: 22-23) have explained the role of education as related to its purpose and objective. Accordingly for some, the role of education is a means of promoting social cohesion and nation building; for others, it is a preparation for the world of work. It may be because of this divergence in views that many, though not all, system assessments focus on knowledge and skills that are universally accepted as important.

In general, quality in education can only be conceived as being relative and related solely to the context in which the education is provided. However, in education, quality makes the difference between success and failure (Sallis, 1993:11). Quality demand is increasing. Work is required to be done faster and better. Quality demands are up. This is due to downsizing, restructuring and the needs of organizations that are facing foreign competition (Gerber and Brown; 1994: 197). Therefore, quality education at every level is an absolute necessity today (Mitra 1998:663).

## **2.4 Educational Standards**

The idea of standards is closely related to the idea of quality, and has had a part in much debate about education since the 1980s (Kellaghan & Greaney; 2001:23). The philosophy or ideology of a government will implicitly or explicitly determine goals and specify standards for different aspects of education, although naturally each one will differ in the relative emphasis it places on cognitive as compared to affective achievement and social skills (Grisay and Mahlck, 1991:4). This means that education standards must be viewed as being relative to the particular purpose, place and time of student. When students receive performance standards which articulate a specific content area or skills focusing on expected students' work regularly and consistently in advance of their assignments, their work change both qualitatively and quantitatively. Much of the confusion in the debate on the decline of educational quality stems from the common belief that there exists a set of universal and eternal criteria for judging the achievement or performance of pupil's schools or the entire educational system. But, since the conditions and needs vary from one country to another, and knowledge and technology are constantly changing, educational standards must be regarded as fundamentally relative (Beeby, 1969). Furthermore, standard set should be periodically reviewed – on the basis of research studies – also because aspirations and expectations of the population change (Grisay and Mahlck, 1991; 4). For this purpose, content standards and instructional objectives can serve as important point of entry for teachers and administrators working to revise curriculum (Zumda and Tomiano; 2001: 28). Finally changes in standards must be related to changes pertaining to learning conditions, such as resources, classroom practices and teacher competence.

## **2.5. Measurement of quality education**

As stated earlier, quality in education is difficult to define and measure (World Bank, 1995:2). Regarding this, Tegegn Nuresu (1998:41) expressed that a discussion on the quality of education usually focuses on level of pupil's achievement in examinations, parents' satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. However,

some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute to the quality of educational provisions. These are pupil-teacher ratios, class-size and availability of facilities and qualification of teachers.

One indicator of the quality of school work is the rate and frequency with which students complete an assignment; the performance, moreover, must conform to the requirements of the task (Schlechty, 1990:58). On the other hand, the quality of educational system, or part of the system is often described in terms of inputs into the teaching process rather than in terms of student achievement, basically because inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified but not necessarily motivated staff, where as another can be poorly equipped and yet able to make good use of the few facilities it has. There also some indicators which are frequently used by planners in developing countries as approximate means of measuring quality, e.g. repetition, dropout, promotion and transition rates. This is probably due to their availability (Grisay and Mahlck, 1991: 4-5). Nevertheless, whilst they are useful for making aggregate comparisons between regions of a country and between countries, they are less relevant for analyzing differences in performance between schools and between students with in the same grade. For this, measures of learning outcomes will be necessary (Lockheed and Hanshek, 1987). Learning outcomes are typically being measured through standardized measurements of student learning implemented at the end of the schooling grades (Gropello, 2003:9). Most countries now have some form of national standardized assessment given at the end of schooling cycle. In cases where those do not exist, results of simple school leaving examinations can be used as proxies, but the probable lack of comparability of the results. These measurements may provide a sort of mechanism to keep some attention placed on quality of instruction (Schiefelbein, 1990:21). Finally, the participation in regional assessments or even international assessments would also provide a country with some measurements of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance. It is, advisable to measure learning outcomes through both national and non-national exams (Gropello,2003,11). Where such

data like results in standardized achievements tests and further more, the attainment of more complex-but not less vital educational objectives-are rarely evaluated: individuals capable of working in cooperation with others to demonstrate ability of inquiry and problem solving, etc. can be used to measure quality of education (Ross and Mahlck 1990:72-73), every society has certain explicit or implicit measures or status indicators of educational inputs, educational outputs and educational outputs and educational processes.

## **2.6 Quality, efficiency and effectiveness**

The concept of good education varies with the stage of development of the school system and of the teachers who serve it. Quality of education according to Beeby (1966: 10-13) may be termed the classroom conception of quality, quality as seen by an inspector of schools. This embraces such measurable skills as ability in 3 R's, and the acquisition of a given range of facts about history, geography, hygiene and the like.

The second level is termed outside the classroom and into the market place, where the quality of education is measured by its productivity. The economist may show an interest in the relation between the 'input' and 'output' of the school system as a measure of its immediate productivity and efficiency. Economic efficiency signifies that cost and benefit values are attached to inputs and outputs (Grisay and Mahlck; 1991:6). According to economists an improvement in the quality of secondary education can occur by way of an increase in the volume of resources devoted to education or by an improvement in the efficiency with which existing resources are employed (Burkhead, Fox and Holland, 1967:5). An increase in the quality of resources takes the form of more and better inputs into education.

At third level, where quality is judged by broader social criteria, new set of values must be taken into account, and clashes of opinion become inevitable. At this level every one becomes an expert on education and each judges the school system in terms of the final goals we set for ourselves, our children, and our country. Among these three levels, it is

at the classroom level that the greatest measure of agreement on quality of the work might be expected to increase the number of failures and dropouts in schools.

The term 'quality' and achievement (i.e. Students' examination results or test performance) are sometimes used interchangeably by planners and administrator when describing the evaluation of the educational system or when comparing the situation of a school or group of schools (Grisay and Mahlck, 1991:5). In response to public concern in the 1960's, those in positions political responsibility for the quality of schools implemented local, state and even national school reform initiatives. As a result of this demand for evidence of school effectiveness, over the past few decades billions of dollars were invested in USA in the production, administration, and the use of standardized tests (Stiggins, 2002:19).

Most recently, state wide standard based assessment have become the latest approach to outcome accountability. Standard based approaches are similar in some respects to minimum competency testing, but different in other. For example, performance based assessments were rarely used in minimum competency testing, many standards-based approaches, however, include performance-based assessments that require pupils to produce or apply knowledge, not just remember it (Airsain and Abrams, 2002:55). An effective school is then a school, which gives a significant contribution to the student's achievement independently of the students' background and the community context (Gropello, 2003:11). In other words it is the value added by the school to the students' literacy, academic and social skills though it's teaching practices, general organization and management, etc. High quality schools are sometimes defined by their results e.g., cognitive tests or examination scores or by their material correlates (e.g. resources per students) (Lloyd, Tawilla and Clark, 2003:447). Quality education puts students at the center of the process; student achievement must be the school's first priority since schools exist because of students, this would seem self-evident (UNICEF,2000:16). Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening

device to decide who can continue to the next grade of level rather than as a tool to help improve educational quality for individuals and systems (UNICEF, 2002:19).

Current state legislative policies across the United States aimed at strengthening educational accountability through standards based practice, parent choice and charter schools emphasize policy maker's belief that schools may be evaluated in terms of their effectiveness in educating their students (Heck, 2000:20), educational practitioners have often been reluctant to rely solely on these types of indicators of educational quality (Salgnk, 1994 in Heck 2000:513). One important issue is that the use of student outcomes as an indicator of educational quality raises concern about test fairness (Oakes, 1989 in Heck, 2002:513). One important issue is that the use of student outcomes as an indicator of educational quality raises concern about test fairness (Oakes, 1989 in Heck, 2000:513). For examinations (tests) to improve quality of education, quality of examinations themselves should be considered carefully. Regarding the quality of examination, Kellaghan and Greany (1992:9) have argued that defects of examinations have been pointed out in numerous occasions in African countries. These are:

- i. Most examinations, at both primary and secondary level, are limited to pencil-and-paper tests and so ignore a variety of skill that cannot be measured in this way.
- ii. Examinations emphasize the achievement of scholastic skills paying very little attention to more practical skills.
- iii. In most examination question, the student is required to recall or recognize factual knowledge, rather than to synthesize material or apply principles to new situations.

## **2.7 Quality assurance and teaching**

Education certainly has a number of consumers beyond the individual student. There is the potential employer of the student and the society that may benefit from his skills. There are the short-term monitors of the teacher, including her head of department, external examiner and colleagues. There is the critical self-monitoring that characterizes professional action, (or so we are told). Without becoming too metaphysical, the student

may be conceived as a multiplicity of consumers stretching into the future: the product may not appeal to him today but eventually he will see the point of it. Despite all this there is value in recognizing the student as a consumer here and now, and one who is unlikely to operate in a market with purchasing power and for whom, therefore, special steps must be taken. It is not so much that the student as consumer determines what is of quality in knowledge but that he or she should be judge of quality in teaching methods. So quality is about satisfying the consumer. But assurance implies that quality can be maintained consistently unit after unit. Standards must be met not just in the handmade prototype but also in the everyday production run. At this point it is worth making the distinction between quality control and quality assurance. Quality control means checking a particular product against standards and rejecting any product that do not measure up to these standards. This is, of course, a necessary at the final stage of quality control. Thus quality control is about the product, whereas quality assurance is concerned with the whole process of production. Quality assurance is about managing the entire process of design and production to minimize rejection by quality control.

## **2.8. HERQA an agency for quality assurance**

HERQA is an autonomous agency established through the Higher Education Proclamation (351/2003) as one of the key agencies responsible for guiding and regulating the higher education sector in Ethiopia. HERQA has been established to help ensure a high quality and relevant higher education system in the country. The vision of HERQA is “to be a nationally and internationally recognized center of excellence in the safeguarding, accreditation and enhancement of standards and quality in higher education.”

### **2.8.1 Mission of HERQA**

HERQA’s mission is to ensure a high quality and relevant higher education system in Ethiopia. To this end it will assure stakeholders that accredited Higher Education Institutions are of an appropriate standard and that the programs of study offered by these

HEIs are of an appropriate quality and relevance to the world of work and the development needs of the country.

### **2.8.2 Objectives of HERQA**

HERQA's operational objectives have been derived from its mission statement.

These are:

- Assessing the relevance and quality of higher education offered by higher education institutions;
- Ensuring that the higher education curriculum supports the country's development needs;
- Providing an efficient and transparent accreditation system;
- Disseminating information regarding standards and programs offered by both Ethiopian and foreign HEIs.

### **2.8.3 Duties of HERQA**

The duties of HERQA are as follows:

- Ensuring that the higher education and training offered at any higher education institution are up to standard, relevant and have quality;
- Ensuring that the higher education and training offered at any higher education institution is in line with economic, social and other appropriate policies of the country;
- Evaluating higher education institutions at least once every five years;
- Examining the applications submitted for pre-accreditation, accreditation and renewal of accreditation permits and submitting its recommendations to the Ministry;
- Giving periodic information to the public about the current situation and status of higher education institutions;
- Gathering and disseminating information about the standards and programs of study offered by foreign higher education institutions as well as about their general status.

#### **2.8.4. Academic and support staff**

As HERQA stated out the quality of an educational program depends on the quality of the staff who provide teaching and student support. So that institutions have to be serious on that at the time of recruitment of new staffs, there should be a procedure to ascertain to select a necessary level of competence. Moreover each institution has to have appropriate number of staff so as to implement the program.

##### Reference Points

- Availability of adequate number of qualified academic staff to support programs and an appropriate staff-student ratio for each program.
- The suitability of the teaching staff in terms of the mix of qualifications, experience, full-time/part-time, local/expatriate; *etc.*
- The existence of suitable, clearly stated, well-established and effectively implemented policies for the appointment and promotion of staff.
- The operation of a transparent staff appraisal system that identifies the strengths and weaknesses of staff and which leads to action.
- The provision of pedagogical and other training organized to support staff development.

#### **2.8.5 Student Admission and Support Services**

As HERQA stated out every HEI must have a transparent admissions policy and adequate student support services to ensure effective implementation of its programs. Moreover there should be a clarity, transparency and accessibility of admissions policies. In addition to this an assessing mechanism should also needs to be devised and appropriate support and counseling program has to be implemented.

The source of information should be student enrollment data, student handbooks, documents on careers guidance, documents on student counseling, etc.

#### **2.8.6. Program Relevance and Curriculum**

According to HERQA every HEI is expected to justify the relevance of its programs and to have robust procedures for curriculum design, approval and review.

HERQA will observe descriptions of program approval, monitoring and review mechanisms, the extent of involvement of external professionals and employers in curriculum design, evaluation and review process.

- The extent to which curricular aims and objectives are made explicit and are known to students; the appropriateness of the balance of subject knowledge and transferable skills is also observed.

### **2.8.7 Teaching, Learning and Assessment**

Every HEI must employ appropriate teaching, learning and assessment methods to ensure effective implementation of its programs. So HERQA will assess

- ❖ The appropriateness, variety and level of innovation of teaching methods
- ❖ Practice regarding academic advice and tutorial support.
- ❖ The balance of theory and practice.
- ❖ The extent of evaluation of approaches to teaching and learning and the consequent action.
- ❖ The extent to which the assessment policy and procedures and the criteria for marking ensure that students are graded fairly and that standards are appropriate and applied consistently.
- ❖ The extent of communication of the assessment policy and procedures.
- ❖ The appropriateness of mechanisms to ensure that assessment methods for each course in each program are balanced (*e.g.* between continuous and end of course, formative and summative, diagnostic and attainment), are matched to the learning outcomes and are applied appropriately.
- ❖ The adequacy of the student appeal procedures.

### **2.8.8. Self Evaluation Procedures**

The quality assurance program is a function of once self evaluation and adjusting oneself in accordance with the standards. So HERQA is very interested with the concept of self evaluation. And an institutional self evaluation may include the following procedures:

1. Establishing a team for the self evaluation

2. Compiling and communicating a timetable for the self evaluation
3. Gathering and analyzing information for self evaluation
4. Reporting the self evaluation
5. Making use of the self evaluation

#### **2.8.8.1. Establishing a Team for the Self Evaluation**

HEIs are advised to establish a team to carry out self evaluation. If the HEI has a member of staff responsible for quality assurance then it would be of advantage to include this person in the team.

#### **2.8.8.2 Compiling and Communicating a Timetable for the Self Evaluation**

Staff, students and possibly other stakeholders will need to be informed of the self evaluation and of any expectations for their cooperation with data collection. It may be that the team will wish to observe teaching, conduct interviews, arrange focus groups or issue questionnaires.

#### **2.8.8.3 Gathering and Analyzing Information for Self Evaluation**

A self evaluation must make judgments of the quality of the HEI and its programs. This needs to be set against what the HEI aims to achieve (*i.e.* its mission and vision) and should be based on the analysis of sound evidence.

#### **2.8.8.4 Analysis of Documentation**

Many of the sources of evidence for self evaluation will be documentation that exists already in the HEI. The task of the team will be to locate and analyze this. Some documentation will be public such as relevant government regulations, the HEI prospectus and annual report.

Other useful documents may be those used by several sections of the HEI community such as the HEI's regulations, course guides and student handbooks.

### **2.8.8.5 Reporting the Self Evaluation**

The self evaluation team will need to meet to discuss their findings, validate their judgments and agree their recommendation. This is very important when different team members have undertaken to gather data on particular aspects of the HEI or to collect data from different stakeholders.

## **2.9. Benchmarking**

As HERQA benchmark is a reference point or, a standard against which outcomes can be measured or compared. On the other hand benchmarking is a method of self-evaluation that involves measuring performance against specified standards to determine where to do well, where to do better and what to improve.

Benchmarking helps to identify weak areas and indicates what needs to be done to improve. Benchmarking attempts to answer the following questions:

- How well are we doing compared to others?
- How good do we want to be?
- Who is doing it the best?
- How do they do it?
- How can we adapt what they do to our institution?
- How can we be better than the best?

Benchmarking stems from a personal and organizational willingness to learn, and it is conducted as part of a long-term process for continuous improvement. The goal of benchmarking is to help identify where opportunities for improvement may reside.

What is subject benchmarking?

Subject benchmarking is a method of self-evaluation aimed at improving the quality of student learning in higher education institutions by providing a set of reference points or benchmarks related to the key features of a program (including the educational aims,

intended learning outcomes, teaching/learning strategies, assessment methods and performance criteria) that can be used to compare against with what the institutions are doing and the actual student performance.

The subject benchmarking process makes generally explicit the educational aims of a program, the intended learning outcomes, the learning/teaching strategies and the assessment methods embedded in curricula. Subject benchmarking is essential to improve the overall quality of education provision, so as to meet the expectations of students, employers and other stakeholders.

Subject benchmarking promotes an outcomes approach to learning which the results of learning are expressed in a form that permits tier achievement to be demonstrated and measured. An outcome approach to learning has three components:

- Explicit statements of learning outcomes that reflect educational aims
- The processes (curriculum, teaching/learning and assessment methods) that enable the outcomes to be achieved and demonstrated.
- The criteria for judging whether the intended outcomes have been achieved in terms of performance level of students.

# Chapter Three

## Research Methodology

### Methodology

As has been stated previously, the major theme of this study was assessing the implementation of HERQA programs in Ethiopia private colleges. To this end, a descriptive survey approach is employed as the method of the study to reveal the current state of HERQA's implementation in assuring quality education in the nation.

To achieve the objectives of the study, relevant information has been secured from primary and secondary sources. Related literature-books, journals and articles, and local research findings have been reviewed.

### 3.1 Subjects and Sampling Procedures

The subjects of this study are primarily HERQA officials, Colleges quality assurance Department officials of Unity University College, Admas University College, St. Mary University College and PESC Information Systems College, and instructors of these colleges.

These colleges in Addis Ababa are selected as the center of the study for two basic reasons. Firstly, the investigator is familiar with the colleges since he has some experience with them regarding quality assurance departments. And secondly, as the researcher had information about these colleges from HERQA, he decided to use these colleges as a source of information.

The population of the study includes all private colleges, which are currently offering Degree program in Addis Ababa city. In this regard, as to the statistical information obtained from HERQA 52 private colleges have begun functioning ever since HERQA officially established. As the number of private colleges indicated above is too large, the need to use a purposive sampling technique has become necessary.

Thus, this sampling technique is felt to facilitate easy access to reach the required respondents with the limited time available at the researcher's disposal and to facilitate to a reasonable control over the sample size without jeopardizing its representative ness.

Therefore, using this sampling technique, among the 52 private colleges, four colleges are selected; Unity University College, St. Mary University College, Admas University College, and PESC Information Systems College. In each college four departments from Unity University, five departments from St. Mary University, four departments from Admas University College and 1 department from PESC information Systems college were selected as a target group on the basis of random selection.

In supplying the information required, 14 department heads, 110 instructors and 7 college quality assurance department officials were selected. In addition, the college's quality assurance department officials and HERQA officials have provided information to secure further data.

## **3.2 Instruments of Data Collection**

In order to collect data two basic instruments i.e. questionnaire and interview were employed.

### **3.2.1 Questionnaire**

A questionnaire (open and close ended) prepared in English for, Quality assurance department officials, department heads and instructors of the respective colleges.

The first part of the questionnaire was to collect general information about the respondents and then it put questions to assess the implementation of HERQA's policies and procedures in private colleges.

### **3.2.2 Interview**

In order to substantiate the questionnaires both structured and unstructured interview were prepared to HERQA officials and college's quality assurance departments officials. The interview with HERQA officials generally addressed to some problems encountered by their experts as they discharge their duties and thereby to suggest some possible solutions for the good prospects of the implementation of HERQA programs. On the other hand, the interview with the college's quality assurance department officials mainly focused on the support services provided by HERQA in facilitating the implementation of quality assurance programs.

In general, the interview conducted with HERQA officials and quality assurance department officials aimed at strengthening the information obtained from the department heads and instructors through questionnaire and the responses of the interview have been used in the process of discussing data.

### **3.3 Method of data Analysis**

Regarding the methods of data analysis and interpretation, the researcher employed descriptive survey method of data analysis to make things clearer and visualized through the presentation. In the tables, the data are presented in both figure and percentages to add more clarity to the presentation of the finding/finding of the study.

In any research data analysis is not an end by itself. Data presentation and interpretation are indispensable elements of any research. Hence, having introduced these aspects of the

research the researcher interpreted discussed and presented the findings of the study here under.

### **3.4 Procedures of data collection**

The researcher contacted the Deans in respective colleges and gave them letter written by Business Education department of Addis Ababa University.

After mutual understanding was set with Deans, they introduced the researcher with other concerned members of staff of the University Colleges/Colleges. St. Mary University College and Admas University College quality assurance department officials cooperated highly. In Unity University College and PESC information Systems College the research & publication department cooperated highly as most of them had acquaintance with the researcher.

Department heads and Instructors were told above the purpose of the study and, the confidentiality of the data they would give and about their unaccountability for whatever issue concerning the study so that they may respond more honesty.

The questionnaire was initially developed in view of the basic research question of the study. Before it administered to respondents, a pilot test was carried out in Rift Valley University College to ensure language clarity and appropriateness of the item contained in the questionnaire. Expert in the field were consulted and appropriate change was made depending on the comments collected during the tryout. So based on the pilot test ambiguous words were changed, questions which were irrelevant for the basic researches were eliminated, At last, the questionnaire was set in its final forms. Objectives of the study were explained to respondents to maximize return of questionnaire.

# Chapter Four

## Presentation, Analysis and Interpretation of Data

As it has been explained in the previous chapter the over all objective of this study was to assess the implementation of HERQA programs in Ethiopia private colleges. Related data were, therefore collected through questionnaires, and interviews made with different instructors, Department heads, college quality assurance department officials and HERQA officials. Hence, this chapter deals with the presentation and analysis of the already collected data.

### 4.1 Presentation and Analysis of data

This section attempts to present and analyze the collected data in light of the research questions which were set for this research and presented in the first chapter. The results are presented in tables and analyzed using percentages and descriptive statements.

#### 4.1.1 Background information about the Respondents

Background information of the subject of a given study is important. It helps to reveal the past and present status of individuals or groups which direct the researcher to reach on the right findings. Hence, it seems reasonable to describe some backgrounds of the respondents such as sex, age educational status and marital status.

These personal characteristics of college officials of the sample areas were found to be sufficient and sound. So, as shown in tables 1, 2 and 3, these important characteristics of respondents were believed to represent reliable, dependable and weighty responses.

**Table 1 Distribution of Questionnaires & collection of Data**

No.	Item	Questionnaire		
		Distributed	Collected	response rate
1	St. Mary University College			
	a. department heads	5	5	100%
	b. Instructors	33	26	86.67%
	c. CQAD officials	2	2	100%
2	Admas University College			
	a. Department Heads	4	4	100%
	b. Instructors	35	22	62.86%
	c. CQAD officials	2	2	100%
3	Unity University College			
	a. Department Heads	4	4	100%
	b. Instructors	38	25	65.78%
	c. CQAD officials	2	2	100%
4	PESC Information Systems College			
	a. Department Heads	1	1	100%
	b. Instructors	6	6	100%
	c. CQAD officials	1	1	100%
5.	Grand total	131	100	76.34%

As indicated in the above table, all questionnaires distributed to department heads, quality assurance department officials of all colleges were collected. Among instructor respondents, the response rate was 86.67% for St. Mary, 62.86% for Admas, 65.78% for Unity and 100% for PESC.

The over all responses rate could be taken as high enough for the study to base itself on a sufficient number of responses as was intended.

**Table 2 Respondents by Age, Sex, marital status & qualification**

No.	Item	Department heads		Instructors		CQAD officials		Total	
		No	%	No	%	No	%	No	%
1	Sex								
	a) Male	14	100%	64	81.01%	4	57.14%	82	82%
	b) Female	-	-	15	18.99%	3	42.86	18	18%
	Total	15	100	79	100	7	100	100	100%
2	Age	6	42.86%	22	27.85%			28	28%
	a) Below 25								
	b) 26-30	6	42.86%	29	36.71%			35	35%
	c) 31- 40	2	14.28%	28	35.44%	5	71.43%	35	35%
	d) 40+					2	28.57%	2	2%
	Total	14	100%	79	100%	7	100%	100	100%
3	Marital status	8	57.14	9	11.39	3	42.86	20	20%
	a) Married								
	b) widow	-	-	-	-	-	-	-	-
	c) separate d	2	14.29	8	10.13	-	-	10	10%
	d) divorced	4	28.57	3	3.8	-	-	7	7%
	e) bachelor	-	-	59	74.68	4	57.14	63	63%
4	Qualification	1	7.14	-	-	-	-	1	1%
	a) PhD								
	b) 2 <sup>nd</sup> Degree	8	57.14	26	32.91	5	71.43	39	39%
	c) 1 <sup>st</sup> Degree	5	35.71	53	67.09	2	28.57	60	60%

According to the above table, 14 Departments Heads, 7 College Quality Assurance Department officials and 79 Instructors were included in the study. With regard to sex, 100% of department heads, 81.01% of instructors and 57.14% of the college quality assurance department officials were male and 18.99% of the instructors and 42.86% of the college quality assurance department officials were females. This means, the participation of females was not as such minimal in the case of college quality assurance department. Since the study had not involved issues that required gender-specific responses, this phenomenon would affect the reliability to a null degree.

**Table 2 Respondents by Age, Sex, marital status & qualification**

No.	Item	Department heads		Instructors		CQAD officials		Total	
		No	%	No	%	No	%	No	%
1	Sex								
	a) Male	14	100%	64	81.01%	4	57.14%	82	82%
	b) Female	-	-	15	18.99%	3	42.86	18	18%
	Total	15	100	79	100	7	100	100	100%
2	Age	6	42.86%	22	27.85%			28	28%
	a) Below 25								
	b) 26-30	6	42.86%	29	36.71%			35	35%
	c) 31- 40	2	14.28%	28	35.44%	5	71.43%	35	35%
	d) 40+					2	28.57%	2	2%
	Total	14	100%	79	100%	7	100%	100	100%
3	Marital status	8	57.14	9	11.39	3	42.86	20	20%
	a) Married								
	b) widow	-	-	-	-	-	-	-	-
	c) separate	2	14.29	8	10.13	-		10	10%
	d) divorced	4	28.57	3	3.8	-		7	7%
	e) bachelor	-	-	59	74.68	4	57.14	63	63%
4	Qualification	1	7.14	-	-	-	-	1	1%
	a) PhD								
	b) 2 <sup>nd</sup> Degree	8	57.14	26	32.91	5	71.43	39	39%
	c) 1 <sup>st</sup> Degree	5	35.71	53	67.09	2	28.57	60	60%

According to the above table, 14 Departments Heads, 7 College Quality Assurance Department officials and 79 Instructors were included in the study. With regard to sex, 100% of department heads, 81.01% of instructors and 57.14% of the college quality assurance department officials were male and 18.99% of the instructors and 42.86% of the college quality assurance department officials were females. This means, the participation of females was not as such minimal in the case of college quality assurance department. Since the study had not involved issues that required gender-specific responses, this phenomenon would affect the reliability to a null degree.

With regard to their age structure, about 42.86% of the department heads, and 27.85% of the instructors were below 25. About 42.86% of the department heads and 36.71% of the instructors were between 26 and 30 years. About 14.28% of the department heads, 35.44% of the instructors and 71.43% of the college quality assurance department officials were in the age interval of 31 and 40. And 28.57 of the college quality assurance department officials were above 40. Hence, the responses they gave were believed to be credible and weighty.

The above table indicates that 57.14% of the department heads, 11.39% of the instructors and 42.86% of the college quality assurance department were married. About 14.29% of the department heads, 10.13% of the instructors were separated from their families. About 28.57% of the department heads, 3.8% of instructors were divorced. And 74.68% of instructors and 57.14% of college quality assurance department officials were bachelors.

With regard to educational status, 7.14% of department heads were PhD holders. About 57.14% of department heads, 32.91% of instructors and 71.43% of college quality assurance department officials were 2<sup>nd</sup> degree holder. And 35.71% of department heads, 67.09% of instructors and 28.57% of college quality assurance department officials were 1<sup>st</sup> degree holders.

Generally, the relative level of the respondent's educational status together with the positions they hold in the respective colleges and institutions puts the respondents in a position that they would be most likely to provide adequate and reliable information about the implementation HERQA (Higher Education Relevance and Quality Agency) in Ethiopian Higher Education Institutions, especially Private Higher Institutions.

**Table 3 The availability of CQAD in the college & method used to assure quality**

Is quality assurance department available in the your college	Respondents							
	St. Mary		Admas		Unity		PESC	
	No.	%	No	%	No	%	No.	%
a) yes	33	100%	27	96.43	31	100%	8	100%
b) no	-	-	1	3.37	-	-	-	-
Total	33	100	28	100	31	100	8	100
If the answer to the above question is "yes", the method used to assure quality in the college			Respondents					
					No.	%		
a) Opportunity for training workshops					6	6.06		
b) conducting evaluation research					38	38.38		
c) Introducing internal review process					52	52.53		
d) Inviting external audits and assessments					-	-		
E) all methods					3	3.03		
Total					99	99		

With the regard to the question weather quality assurance department was available or not in the above table, all respondents of St. Mary University College, Unity University College, PESC information Systems College and 96.43% of Admas University College clearly pointed out that there were Quality assurance department in their college. Only one respondent from Admas University College said there was no quality assurance department. This probably has to do with the respondent's lack of awareness about the presence of the quality assurance department in his college. Thus, all the colleges included in this study have their own quality assurance departments.

As quality assurance department has to do with quality education delivered by each department in the college, the presence of such departments in each university college and college is an important indicator in the endeavor to assure quality in private colleges. And as the interview conducted in the target colleges' quality assurance department revealed, this department has different roles and responsibilities. These include, development & implementation of quality system across the process of the college according to the requirements of HERQA & college's environment. In addition to this,

the departments conduct & led internal assessment/evaluation & submit finding reports including improvement plans by developing instrument for assessing quality and relevance of education in the college. Moreover the department conduct pre-accreditation quality audit & initiate corrective actions on the outcome in coordination with the quality assurance task force.

The availability of this department opened the opportunity to the college to assure quality in the college and to work with other organizations which works on quality and quality related things in higher education institutions.

The interview conducted with HERQA officials showed that the agency had a good relationship with the colleges for they had the quality assurance department and with them the implementation of the agency program was some how faster than when compared with other private colleges who had no established and organized quality assurance department.

Quality assurance departments of the colleges use various methods to assure the delivery of quality education in their compound. The most widely used method, as mentioned by 52 (52.53%) of the total respondents from the four colleges, is the introduction of internal quality assuring in departments and reviewing the progress. 38 (38.38%) of the respondents said that the college conducts evaluation research to come to know the current status of the college and took corrective measures in accordance with the findings in the research. Third in the rank of being widely used is the method by which colleges offer training opportunities for their staff. 6 (6.06%) of the respondents said that their colleges use this method as a way of assuring quality. And 3 respondents (3.03%) said that all methods including using external audits and assessments are used in their colleges.

In addition to the above responses obtained from the questionnaire, the interview conducted with the college quality assurance departments showed that the departments employ some other quality assurance methods. These are; training the University college

staff members on quality assurance requirements, documentation, curriculum development and related quality and relevance issues; ensuring the availability & provision of adequate teaching facilities. The departments also attempt to assure quality through coordinating and conducting regular feedback from the customer on relevance and standards of the education by developing & implementing policies & guides. This is done in coordination with quality assurance task force and student & social affairs dean and involves coordinating and monitoring of the system and remediation if standards are not met by establishing corrective & preventive action procedures.

**Table 4 Involvement of external organizations & types of organization involved**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Are colleges working with external organizations to deliver quality education										
a) yes	29	87.9	19	70.4	11	39.3	8	100	67	69.8
b) no	-	-	-	-	-	-	-	-	-	-
c) not sure	4	12.1	8	29.6	17	60.7	-	-	29	30.2
Total	33	100	27	100	28	100	8	100	96	100
If the answer to the above question is 'yes' the type of organization that colleges are working with.	Respondents									
	St. Mary		Admas		Unity		PESC		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
a) educational bureau of the sub city	2	6.9	6	31.6	8	72.7	-	-	16	23.9
b) Higher education relevance & quality agency	25	86.2	13	68.4	2	18.9	8	100	48	71.6
c) Ministry of Education	6	20.7	9	47.4	19	172.7	-	-	34	50.8
d) Others										
Total	33	113.8	28	147.4	29	264.3	8	100	98	146.3

With regard to the question whether colleges were working with external organizations which are working on quality assurance, 87.9% of St. Mary, 70.4% of Admas, 39.3% of Unity and 100% of PESC respondents said that their colleges were working with external organizations to assure quality education. With the exception of Unity University College, the colleges seemed to have worked fairly well in creating awareness in their staffs that they were working with external organizations on quality assurance. On the other hand 12.1% of St. Mary, 29.6% of Admas, and 60.7% of Unity University respondents said that they were not sure whether their colleges were working with external organizations or not. This shows that external organizations which are working on quality assurance program were not deeply known by the colleges' staffs who are directly related with quality education. So it is evident that there remains much more awareness creation to be done by these organizations or by the colleges. This is especially true for Unity University College since as many as 60.7% of its staff did not know that their college was working with external organizations on the issue of quality assurance. .

It is clear that assuring quality is not a single organization phenomenon, in that many organizations seem to be responsible for the quality of private higher education institutions. These organizations have been involved directly or indirectly in the process of assuring quality in the colleges. Among these are MOE, HERQA, and Educational bureaus of the sub cities.

Out of the total number of respondents who were aware that their colleges are working with external organizations, 71.6% said that their colleges were working with Higher Education Relevance and Quality agency. 50.8% of them said that their colleges had a relation with ministry of education regarding quality and quality related issues. And 23.9% said that their college is working with educational bureau of the sub city

In addition, the interview with quality assurance departments of the colleges showed that the colleges were working with organizations like MOE, Education Bureau of the Sub city and HERQA. But more intensively they were working with HERQA especially on

quality and quality related issues. So it seemed that colleges' staff members were aware that they were working with HERQA concerning quality. Moreover, the interview conducted with HERQA officials confirmed that HERQA has been working with different colleges concerning quality assurance, as the agency was the sole organization which was delegated by MOE to follow and control quality of education in Higher Education Institutions.

**Table 5 The areas where HERQA is working with colleges**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a) Concerning pre accreditation and accreditation	28	84.8	20	71.4	19	61.3	8	100	75	75
b) Implementing auditing systems to assure quality education	2	6.1	3	10.7	10	32.3	-	-	15	15
c) Training and development of personnel	3	9.1	5	17.9	2	6.4	-	-	10	10
Total	33	100	28	100	31	100	8	100	100	100

Ever since its establishment, HERQA has been working to ensure that the higher education and training offered at any higher education institution are up to standard, relevant and have quality. To execute this goal it basically focuses on two major areas. The first is on accreditation & pre accreditation and the other is on developing and implementing auditing systems after the self evaluation of the respective colleges. Other areas where HERQA is actively working on include:

- ensuring that the higher education and training offered at any higher educational institution are in line with economic, social and other relevant policies of the country; evaluating higher education institutions at least once every five years;
- examining the applications submitted for pre-accreditation, accreditation and renewal of accreditation permits and submitting its recommendations to the Ministry.

Table 8 above shows the number and percentage of respondents from the five colleges who are aware of the different areas where HERQA was working with their colleges. 75% of the respondents said that their colleges were working with HERQA in relation with accreditation and pre accreditation, 15% of the total respondents said that HERQA was working with their college in relation to the auditing systems which were designed by the agency, and 10% of them said that they had the opportunity for capacity building through training.

The interview conducted with HERQA showed that the agency is also working on areas like encouraging colleges to establish quality assurance unity, preparing manuals and guidelines for enhancing quality.

**Table 6 The method that HERQA is working with the colleges**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a) Setting benchmarks and following their implementations	25	41.7	19	38	20	90.9	6	33.3	70	35.9
b) devising internal and external auditing systems	5	8.3	9	18	12	54.5	7	38.9	33	16.9
c) Sending experts and providing technical support to the college	20	33.3	12	24	16	72.7	-	-	48	24.6
d) Arranging seminars and workshops and upgrading the capacity of the colleges in terms of quality assurance	10	16.7	10	20	19	86.4	5	27.8	44	22.6

As shown in Table 6, 35.9% of the total respondents said that HERQA is working with the colleges through setting benchmarks and following their implementation, 22.6% of them said that organizing seminars and workshops and upgrading the capacity of the colleges in terms of quality assurance are the ways HERQA is working with their colleges. About 24.6% of the respondents said that HERQA has sent experts to their colleges to provide them with technical support.

**Table 7 The values of benchmarks**

The values of benchmarks to quality assurance department helped	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a) strongly	20	60.6	10	34.5	20	64.5	6	75	56	55.4
b) medium	10	30.3	18	62.1	8	25.8	2	25	38	37.6
c) low	3	9.1	1	3.4	-	-	-	-	4	4
d) very low	-	-	-	-	3	9.7	-	-	3	3
Total	33	100	29	100	31	100	8	100	101	100

According to Sallis (1993:26), quality control is an after the event process & quality assurance is a before-the-event process. So in order to assure quality education in the institutions there should be a tool to use before the event actually happened. For that, a minimum criterion needs to be established and that minimum criterion is known as benchmark.

On the other hand, to Jackson N. and Lind H. (2000) benchmarking stems from a personal and organizational willingness to learn, and it is conducted as part of a long-term process for continuous improvement. The goal of benchmarking is to help identify where opportunities for improvement may reside.

It also provides higher education institutions general guidance for making explicit the intended learning outcomes of a program. Moreover, it provides a general expectation about the level of performance and standards of minimum achievement for the award of qualifications at a given level. In addition to these, it helps for self-evaluation and academic improvement in higher education institutions. Yet, the way concerned

individuals such as academic staff and quality assurance officials' perceive the value of benchmarks is important for the aforementioned purposes of benchmarks to be met. Table 10 presents the respondents' opinions about the values of the benchmarks to the quality assurance departments. A majority of the respondents (55.4%) strongly agreed that the benchmarks which were designed and sent to them from HERQA are highly valuable to assure quality in their colleges. About 37.6% of the total respondents said that the benchmarks were of a medium value. The proportion of the total respondents who expressed that the benchmarks have had low and very low value is 4% and 3% respectively.

The result obtained from the interview with HERQA officials and Quality assurance department of colleges showed that the values of the benchmarks were rated as very high.

**Table 8 The fairness of HERQA**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Whether HERQA is fair to assess all colleges equally or not										
a) yes	18	58%	5	17.85	5	16.13	8	100	36	36.73%
b) no	5	16.12	10	35.71	6	19.35	-		21	21.43%
c) not sure	8	25.8	13	46.42	20	64.31	-		41	41.84%
Total	31	100	28	100	31	99.79	8	100	98	100%

As the sole agent delegated by the government to follow and control the quality of education in higher education institution, HERQA is expected to assess colleges fairly. Table 11 shows respondents' assessment of the fairness of HERQA in its overall dealings with the private colleges. 36.73% of the total respondents said that HERQA is fair to assess, support and control the colleges. On the contrary 21.43% of the total respondents said that the dealings of HERQA with colleges lack fairness. Yet, most respondents (41.84%) were rather unsure about, or couldn't exactly put the fairness of HERQA,

probably the agency's activities might not be clear, measurable or a significant activity of the agency might not be observed by these respondents.

On the other hand the interview which was conducted with HERQA officials showed that, as an autonomous agency, it is one of its codes of belief that HERQA treats all colleges equally. According to the officials the fairness the agency displays is not only for the benefit of the colleges but also for the agencies as this helps facilitate HERQA's duties by smoothening its relationship with the colleges. In addition to this the interview conducted on colleges quality assurance department officials confirmed that HERQA was open for all the colleges all the time. As some of them said the problem is that they did not have the time to explore and utilize the assistance that HERQA has to offer.

The fact that a majority of the respondents (41.84%) were not able to tell about the fairness of HERQA shows that the activities of the agency were not made clear instructors. Moreover, those respondents who said that HERQA was not fair (21.43%) might have felt so because of the unclear activities of the agency. Such obscurity of the agency's activities from one of the main actors, (i.e. instructors) of the educational quality assurance endeavor may seriously impede the overall effort to boost the quality of higher education in the country. It is thus obligatory that the agency and colleges need to do much familiarizing that targets all concerned parties including instructors.

On the other hand about 21.43% of the total respondents said that the agency was not fair. Probably the agency's tighten program as the interview showed that may led this respondents to say the agency was not fair.

**Table 9 problems related to working with HERQA**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
	No.	%	No.	%	No.	%	No.	%	No	%
Whether there are problems while working with HERQA										
a) yes	2	6.45							2	2.04%
b) no	4	12.9	8	28.57	3	9.68			15	15.31%
c) not sure	25	80.65	20	71.43	28	90.32	8	100	81	82.65%
Total	31	100	28	100	31	100	8	100	98	100

Table 9 depicted whether or not colleges encountered problems working with HERQA.

Most respondents were not sure whether there were problems working with this agency; this might be due to many factors. Once again, lack of awareness on the part of the instructors about the relationship between their colleges and HERQA could be the main reason. The figure for Unity University College on this regard is particularly depictive of the magnitude of the problem. 28 out of 31 respondents from this college said that they were not sure if their college has had problems working with HERQA. Yet, it appears to be promising that only 2.04% of the total respondents said that they had problems working with HERQA. And 15.31% of the total respondents said they had no problem working with the agency.

On the other hand the interview conducted with colleges' quality assurance departments showed that they had problem working with the agency. As they listed out, the problems were: as the program was new the department faced challenges in creating awareness to instructors, department heads and other concerned bodies in the colleges. On the other hand as the departments organized a task force from the department heads, instructors, they were not willing to work with out incentives and the colleges were not giving incentives and reduction of time from their work load. This resulted in delays to create awareness and work in high speed with HERQA.

Moreover, the interview conducted with HERQA officials revealed that the agency had such problems as shortage of experts in various fields, cooperation from HEIs, resources and facilities like vehicles and finance.

**Table 10 The beneficiaries of the implementation of HERQA**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
	No.	%	No.	%	No.	%	No.	%	No	%
Questions regarding beneficiaries from HERQA'S implementation										
a) Students	30	90.90	28	100	25	80.65	8	100	91	91%
b) Parents	28	84.85	25	89.29	29	93.55	6	75	88	88%
c) Instructors	12	36.36	14	50	10	32.26	6	75	42	42%
d) private college officials	25	75.76	27	96.43	20	64.52	-		72	72%
e) Employers	30	90.90	20	71.43	20	64.52	8	100	78	78%

Education certainly has a number of consumers beyond the individual student. There is the potential employer of the student and the society may benefit from his skills generated from quality education.

According to Murgatroyd and Morgan; 1992:46 quality is defined in terms of meeting or exceeding the expectations of customers. In line with this concept market-driven quality is quality defined in terms of fitness for use. Yet whose expectations need to be exceeded? On the other hand Sallis raised the concept that when we are thinking about quality education two questions need to be raised; what is the product and who the customers are ? Learners are often talked of as the output. According to Sallis, it is difficult to produce pupils and students to any particular guaranteed standard.

The second meaning of quality education is meeting customer requirements (Badiro and Aveni, 1993:2). The reason for this is that customers are the final arbitrators of quality and without them institutions does not exist.

Anyways quality education is pertinent to the development of the nation at wide. Professional growth and quality output is believed to be the function of quality education. So the beneficiaries from quality educations are many. The above table shows the views of respondents about who the main beneficiaries are from quality education. Most, that is, 91% of the total respondents said that students are the main beneficiaries. About 88% of the total respondents said parents, 78% of them said employers, 72% of them said private colleges and 42% of them said instructors are beneficiary from quality education.

And the interview conducted on HERQA officials and colleges' quality assurance department officials corroborated these responses in that the beneficiaries of HERQA implementation were basically students, parents, instructors, college community and employers at large.

**Table 11 Responsible body for education quality improvement**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
To improve the quality of education in private colleges much has to be done on	No	%	No.	%	No.	%	No.	%	No	%
a) At MOE	10	30.30	12	42.86	20	64.52	2	25	47	47%
b) At the regional education Bureaus	-				1	3.23	-		1	1%
c) At the sub city level	14	42.42	12	42.86	10	32.26	5	62.5	31	31%
d) At HERQA	25	75.76	20	71.43	6	19.36	8	100	39	39%
e) college	10	30.30	14	50	14	45.16	6	75	44	44%
Total	59		58		51		21		162	162%

According to Sallis (1993: 22-23) total quality management is based on the belief that quality is everybody's business all the time. Each person is doing something that is needed by someone else who deserves good service or good product. And assuring the quality of higher education is not one party's job; all stakeholders have their own role to play. It is important that they work in cooperation with each other. It is also essential to clearly identify the responsibilities of each of these stakeholders so as pin on the areas where changes or improvements are needed. Table 14 above presents the views of respondents as to where much work has to be done in order to improve educational quality. 47% of the total respondents said that ministry of education should take the major responsibility for the quality of education to improve. 44% of the respondents said much has to be done at the respective colleges, 39% of them said that as HERQA is the delegated and autonomous agency the improvement of the quality education at colleges is in the hands of the agency and 31% of the respondents said that the colleges quality education can be improved by the day to day activities of at the sub city education bureau level and only 1% of the total respondents said that much has to be done at regional education bureaus to improve quality of education in private colleges.

Although it is clear that the actual educational activities take place at colleges, most respondents felt that much of the quality assuring task need to be done by the MOE. This might imply that the instructors themselves doubt the trustworthiness of colleges to offer quality education. It may also be that they are not confident enough on the ability or capacity of the colleges to keep the education they offer up to the required quality. The doer of the action, that is, the colleges were put to be the second responsible body to assure quality. As the interview result showed that college's have departments and task force established to oversee the day to day activities of the college in relation to quality, and colleges were working with HERQA in an integrated manner. And HERQA has the responsibility to look after the implementations of its quality standards. This was also supported by respondents (39% of them) who said that HERQA has much of the responsibility to the improvement of quality education in HEI's.

As many bodies are responsible for the improvement of educational quality in HEIs, these bodies are also to take their share of responsibility when a decline in educational quality happens. This is because a decline in the nation's educational quality in one or another way point to the failure of those organizations to accomplish their tasks. Table 15, shows respondents' perception about who the responsible body is for the decline of quality of education in private colleges. Accordingly, 96% of the total respondents said MOE, 95% said private colleges, 78% of them said Higher Education Relevance and Quality Agency, 89% of them said private colleges, 26% of the respondents said instructors and 38% of the respondents said regional education bureaus are responsible for the decline of quality of education in the nation specifically in private colleges.

**Table 12 Responsible body for the decline of college's education quality**

Item	Respondents									
	St. Mary		Admas		Unity		PESC		Total	
Who is responsible if there is a decline of quality education in private colleges	No.	%	No	%	No.	%	No	%	No	%
a) MOE	33	100	28	100	28	90.32	8	100	96	96%
b) HERQA	30	90.9	25	89.29	15	48.49	8	100	78	78%
c) Regional education bureaus	13	43.33	8	28.57	17	54.84	-		38	38%
d) Private colleges	32	96.97	28	100	30	96.77	5	62.5	95	95%
e) Instructors	5	15.15	4	14.29	12	38.71	5	62.5	26	26%
f) sub city education bureau	28	84.84	25	89.29	28	90.32	8	100	89	89%

It is reasonably expected that the MOE was believed by most respondents to be most responsible for the educational quality decline as majority of the respondents had a view that much of the work to improve educational quality at the ministry. This might have emanated from the belief that the ministry has all the power to influence all the other bodies and even to reject or cancel the accreditation of colleges which fail to meet standards of quality.

Currently, directly responsible for the quality of education in higher education institutions is HERQA. However, the responses of most of the respondents indicated that they believe that the MOE is still involved the specifics of quality related matters. As it has been indicated earlier, this might have to do with lack of awareness. Yet, a substantial number of respondents (78%) expressed that HERQA was one of the responsible organizations. The responsibility was also extended to instructors as they are the ultimate implementers of the procedures, policies and programs of quality strategy and benchmarks, so if there is to be a problem in the quality of education part of the blame was also to the instructors.

**Table 13.1 Obstacles on the fast implementation of HERQA's program**

No	Items	Admas College Respondents					
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
		No/ %	No/ %	No/ %	No/ %	No/ %	No/ %
1	Unwilling by the administrative staffs		14 50%	8 8.57%		6 21.43%	28 100%
2	Negative attitude of principal to quality assurance program			16 57.14%	10 35.71%	2 7.14%	28 100%
3	Lack of skills due to poor or no training regarding quality assurance by quality assurance department officials	20 71.14%	8 28.56%				28 100%
4	Failure to inform awareness about HERQA'S policies and procedures, to instructors, department Heads and college's higher officials by quality assurance department officials	22 78.57%	4 14.29%	2 7.14%			
5	Not accepting the objectives of HERQA		-		3 10.71%	25 89.29%	28 100%

Table 13.1 shows the extent to which respondents from Admas University College agree or disagree if the various factors listed were obstacles which hurdled to the fast implementation of HERQA programs.

The implementation of HERQA's program is facilitated by the private colleges' officials, so that the willingness and cooperation of the officials have to do with the fast implementation of the agency programs. Regarding the willingness of college officials to cooperate with HERQA, 50% of the total respondents from Admas University College agreed that the less willingness of the officials hindered the quick implementation of the program. On contrary 21.43% of the total respondents from Admas University College strongly disagree that the college officials were not unwilling for the implementation of HERQA program. About 8.57% of the total respondents are either confused or not clear with the activities of the administrative staffs.

For the question regarding the negative attitude of administrative staffs towards quality assurance program, the respondents from Admas University College said the following points. 35.71% of them disagree and 7.14% of them strongly disagree that the college higher officials didn't have negative attitudes towards quality assurance program. On the other hand majority of the respondents 57.14% of them are responded as neither agree nor disagree. So the college activities for the implementation of quality assurance program are not clearly understood by the staffs of the respective college.

In the light of the above facts, respondents from this college were asked to forward their responses for the poor or lack of skills due to poor or not availability of training by quality assurance department officials towards assuring quality in the college. 71.14% of the respondents strongly agree that there is poor or lack of training skills contributes for late implementation of quality assuring program by the agency, and about 28.56% of the respondents also agree that much had to be done by the quality assurance department officials as they were trained and equipped with the skill and knowledge the program can be implemented easily and faster.

In addition to this, respondents from Admas University College were asked whether the college quality assurance department created awareness about HERQA'S program, implementation of policies to the department heads, instructors and other concerned bodies in the college. As we can see from the table 78.57% of the total respondents

strongly agree that the department failed to create awareness about the program to the concerned bodies. About 14.29% of the respondents agreed that the quality assurance department failed to create awareness and only 7.14% of them were not clear with the concept relating to the awareness creation session.

As the objective of HERQA is to follow the quality of education in higher education and the agency is the autonomous body which is established by proclamation in 2003. Yet its implementation is some how late, this is expected as the colleges were not volunteer to accept the objectives of HERQA. With regard to the acceptance of HERQA'S objective majority of the respondents of Admas University College (89.29%) strongly disagree that their college didn't want to reject the objectives of HERQA. And the rest of the respondents disagreed with the question raised to them.

Table 16.2 showed that respondents from Unity University College in relation to obstacles which hurdled the fast implementation of HERQA programs.

The implementation of HERQA's program is facilitated by the private colleges' officials' active participation, so that the willingness and cooperation of the officials have to do with the fast implementation of the agency programs. Relating with the concept 58.06% of the total respondents from Unity University College agreed that the less willingness of the officials contributed for not quick implementation of the program. On contrary 19.06% of the total respondents from Unity University College disagreed and 9.6% of them strongly disagreed that the college officials were not unwilling for the implementation of HERQA program. About 19.35% of the total respondents are either confused or not clear with the activities of the administrative staffs of Unity University College.

**Table 13.2 Obstacles on the fast implementation of HERQA's program in Unity**

No	Items	Unity University College Respondents					
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
		No/ %	No/ %	No/ %	No/ %	No/ %	No/ %
1	Unwilling by the administrative staffs		18 58.06	4 12.90%	6 19.35%	3 9.68%	31 100%
2	Negative attitude of principal to quality assurance program		5 16.13%	16 51.61%	7 22.58%	3 9.68%	31 100%
3	Lack of skills due to poor or no training regarding quality assurance by quality assurance department officials	25 80.65%	5 16.13%			1 3.23%	31 100%
4	Failure to inform awareness about HERQA'S policies and procedures, to instructors, department Heads and college's higher officials by quality assurance department officials	25 80.65%	6 19.35%				31 100%
5	Not accepting the objectives of HERQA		-		15 48.39%	16 51.61%	31 100%

For the question regarding the negative attitudes of administrative staffs towards quality assurance program, the respondents from Unity University College said the following points. 22.58% of them disagreed and 9.68% of them strongly disagreed that the college higher officials didn't have negative attitudes towards quality assurance programs. On the other hand majority of the respondents 51.61% of them responded as neither agree nor disagree. So the college activities for the implementation of quality assurance program were not clearly understood by the staffs of the respective college. Different from Admas University College 16.13% of the total respondents from Unity University colleges

agreed that the college officials have negative attitudes towards quality assurance programs.

In the light of the above facts, respondents from Unity University College were asked to forward their responses for the poor or lack of skills due to poor or not availability of training by quality assurance department officials towards assuring quality in the college. 80.65% of the respondents strongly agree that there is poor or lack of training skills contributes for late implementation of quality assuring program by the agency, and about 16.13% of the respondents also agree that much had to be done by the quality assurance department officials as they were trained and equipped with the skill and knowledge the program can be implemented easily and faster. In the other side 3.23% of the respondents strongly disagree that there was no training or lack of skills by the department of quality assurance officials.

In addition to this, respondents from Unity University College were asked weather the college quality assurance department creates awareness about HERQA'S program, implementation of policies to the department heads, instructors and other concerned bodies in the college. As we can see from the table 80.65% of the total respondents strongly agree that the department failed to create awareness about the program to the concerned bodies. About 19.35% of the respondents agreed that the quality assurance department failed to create awareness.

As the objective of HERQA is to follow the quality of education in higher education and the agency is the autonomous body which is established by proclamation in 2003. Yet its implementation is some how late, this is expected as the colleges were not volunteer to accept the objectives of HERQA. With regard to the acceptance of HERQA'S objective majority of the respondents of Unity University College (51.61%) strongly disagree that their college didn't want to reject the objectives of HERQA. And the rest of the respondents (48.39%) disagreed with the question raised to them.

**Table 13.3 Obstacles on the fast implementation of HERQA's program in St. Mary's**

No	Items	St. Mary University College Respondents											
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		No/	%	No/	%	No/	%	No/	%	No/	%	No/	%
1	Not willing by the administrative staffs	4		6		5		12		6		33	
		12.12%		18.18%		15.15%		36.36%		18.18%		100%	
2	Negative attitude of principal to quality assurance program					3		5		25		33	
						9.09%		15.15%		75.76%		100%	
3	Lack of skills due to poor or no training regarding quality assurance by quality assurance department officials	21		8				1		4		33	
		63.63%		24.24%				3.03%		12.12%		100%	
4	Failure to inform awareness about HERQA'S policies and procedures, to instructors, department Heads and college's higher officials by quality assurance department officials	23		8				2				33	
		69.70%		24.24%				6.06%				100%	
5	Not accepting the objectives of HERQA	2		4				6		21		33	
		6.06%		12.12%				18.18%		63.63%		100%	

The above table showed that respondents from St. Mary University College in relation to obstacles which hurdled the fast implementation of HERQA programs.

The implementation of HERQA's program is facilitated by the private colleges' officials' active participation, so that the willingness and cooperation of the officials have to do with the fast implementation of the agency programs. Relating with the concept 12.12%

of the total respondents from St. Mary University College Strongly agreed and 18.18% of them agreed that the less willingness of the officials contributed for not quick implementation of the program. On contrary 18.18% of the total respondents from St. Mary University College disagree and 18.18% of them strongly disagree that the college officials were not unwilling for the implementation of HERQA program. About 15.15% of the total respondents are either confused or not clear with the activities of the administrative staffs of St. Mary University College.

For the question regarding the negative attitudes of administrative staffs towards quality assurance program, the respondents from St. Mary University College said the following points. 75.76% of them strongly disagree and 15.15% of them disagree that the college higher officials didn't have negative attitudes towards quality assurance programs. On the other hand few of the respondents 9.09% of them are responded as neither agree nor disagree. So the college activities for the implementation of quality assurance program. So the college activities for the implementation of HERQA'S program is relatively good and one way or another the college administration has good attitude for quality assurance program.

In the light of the above facts, respondents from St. Mary University College were asked to forward their responses for the poor or lack of skills due to poor or not availability of training by quality assurance department officials towards assuring quality in the college. 63.63% of the respondents strongly agree that there is poor or lack of training skills contributes for late implementation of quality assuring program by the agency, and about 24.24% of the respondents also agree that much had to be done by the quality assurance department officials as they were trained and equipped with the skill and knowledge the program can be implemented easily and faster. In the other 12.12% of the respondents strongly disagree and 3.03% of them disagree that there was no training or lack of skills by the department of quality assurance officials.

In addition to this, respondents from St. Mary University College were asked whether the college quality assurance department creates awareness about HERQA'S program, implementation of policies to the department heads, instructors and other concerned bodies in the college. As we can see from the table 69.70% of the total respondents strongly agree that the department failed to create awareness about the program to the concerned bodies. About 24.24% of the respondents agreed that the quality assurance department failed to create awareness. On contrary 6.06% of the total respondents disagree on the fact that the college quality assurance department officials had created awareness in the college.

As the objective of HERQA is to follow the quality of education in higher education and the agency is the autonomous body which is established by proclamation in 2003. Yet its implementation is some how late, this is expected as the colleges were not volunteer to accept the objectives of HERQA. With regard to the acceptance of HERQA'S objective majority of the respondents of St. Mary University College (63.63%) strongly disagree that their college didn't want to reject the objectives of HERQA. And 18.18% disagreed that the colleges was working in accordance with the objectives of HERQA. Yet on the other hand 6.06% of the total respondents and 12.12% of the them were strongly disagree and agree respectively that the college seemed not working with the objectives of the agency.

**Table 13.4 Obstacles on the fast implementation of HERQA's program in PESC**

No	Items	PESC Information systems virtual College					
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
		No/ %	No/%	No/%	No/%	No/ %	No/ %
1	Not willing by the administrative staffs					8 100%	8 100%
2	Negative attitude of principal to quality assurance program					8 100%	8 100%
3	Lack of skills due to poor or no training regarding quality assurance by quality assurance department officials	6 75%	2 25%				
4	Failure to create awareness about HERQA'S policies and procedures, to instructors, department Heads and college's higher officials by quality assurance department officials				6 75%	2 25%	8 100%
5	Not accepting the objectives of HERQA					8 100%	8 100%

With regard to the question weather the college officials of PESC were willing to the implementation of the agency program, all of the respondents (100%) disagreed that the college officials had never been unwilling for the implementation program.

For the question regarding the negative attitudes of administrative staffs towards quality assurance program, the respondents from PESC Information systems Virtual College, all of the respondents said that the college officials had not negative attitudes for the program even if it is challenging and tiresome. As we can observe from the table, 100%

of the respondents reflected that the administration has a good (positive) attitude towards the agency's programs.

In the light of the above facts, respondents from PESC Information Systems College were asked to forward their responses for the poor or lack of skills due to poor or not availability of training by quality assurance department officials towards assuring quality in the college. 75% of the respondents strongly agree that there is poor or lack of training skills contributes for late implementation of quality assuring program by the agency, and about 25% of the respondents also agree that much had to be done by the quality assurance department officials as they were trained and equipped with the skill and knowledge the program can be implemented easily and faster.

In addition to this, respondents from PESC Information Systems College were asked whether the college quality assurance department creates awareness about HERQA'S program, implementation of policies to the department heads, instructors and other concerned bodies in the college. As we can see from the table 75% of the total respondents disagree that the department failed to create awareness about the program to the concerned bodies. About 25% of the respondents strongly disagreed that the quality assurance department failed to create awareness. On contrary to other colleges, PESC Information systems created appropriate awareness about in the college.

As the objective of HERQA is to follow the quality of education in higher education and the agency is the autonomous body which is established by proclamation in 2003. Yet its implementation is some how late, this is expected as the colleges were not volunteer to accept the objectives of HERQA. With regard to the acceptance of HERQA'S objective all of the respondents of PESC Information Systems College (100%) strongly disagree that their college didn't want to reject the objectives of HERQA.

In general, when we see one of the factors that the unwillingness of administrative staffs the colleges, the respondents from the respective college showed that 58.06% of the Unity respondents, 50% of Admas agreed that the higher officials were not as such

willing to work with external organizations like HERQA, and they pointed out that the colleges wanted that their strategy to assure quality was self sufficient, yet the respondents from these colleges disagreed with this ideas. On the other hand, majority of the respondents from St. Mary (36.36%), and all the respondents from PESC strongly disagree that the colleges' officials were willing to work with HERQA.

With regard to the second question in the obstacles related to the implementation of HERQA, the negative attitude of principals or higher officials to quality assurance program, majority of the respondents of St. Mary (75.76%) and all the respondents of PESC (100%) of them and the interview conducted on all colleges quality assurance department officials showed that colleges had positive attitude for the implementation of HERQA's program even if it was tiresome and challenging especially the self evaluation and the auditing systems. On the other hand majority of the respondents from Unity (51.61%) and Admas (57.14%) showed that they were either confused with the colleges principals' attitude towards the implementation of HERQA'S program.

With regard to the third question weather there was lack of skills due to poor or no training regarding quality assurance by quality assurance department officials, majority of the respondents, 63.63% of St. Mary, 80.65% of Unity, 71.14% of Admas and 75% of PESC strongly agree that one of the factors which hurdled the fast implementation of HERQA program was lack skills due to poor or no training in college quality assurance department officials. As the interview conducted on college quality assurance department officials, it was pointed out that there were only two training session prepared by HERQA officials and this was confirmed by HERQA officials in that they said that there was only twice and they agreed that it was not enough, yet lack of expertise and some facilities the agency couldn't satisfy the mutual needs.

With regard to the fourth question, Failure to create awareness about HERQA'S policies and procedures, to instructors, department Heads and college's higher officials by quality assurance department officials majority of the respondents 69.7 % of St. Mary, 80.65% of Unity, 78.57% of Admas respondents strongly agree and 24.4% of St. Mary, 19.35% of

Unity and 14.29% of Admas respondents agree that college quality assurance department officials or other concerned bodies had failed to create enough awareness about the agency's programs and policies. On the other hand 75% of PESC information systems college respondents disagree and 25% of them strongly disagree that there was no failure in the college's quality assurance department officials in creating awareness. This might be due to the fact that there were only few number of instructors and the only in one department that the college was offering degree program.

With regard to the last question, not accepting the objectives of the agency majority of the respondents 100% of PESC, 63.63% of St. Mary, 51.61% of Unity, and 89.29% of Admas responded that the colleges didn't reject the objectives of HERQA. So the problem for not fast implementation of the agency programs, is not accepting the objectives of HERQA programs. Yet other problems may be hurdled the activity of the agency

# Chapter Five

## Summary, Conclusion and Recommendations

### 5.1 Summary

The study was intended to evaluate the implementation of HERQA programs and to identify the outcome as well as the problems encountered in translating it into practice in private colleges with specific reference to Addis Ababa City.

To this effect, the descriptive survey approach was employed as a method of the study. In line with this, four colleges were selected as sources of information from the region. Questionnaires were distributed to college quality assurance department officials, department heads and instructors and interview was conducted on HERQA officials, college quality assurance departments to obtain additional information.

On the basis of the analysis made on the data secured through these instruments, the summary of the findings is presented as follows.

1. It is observed that the benchmarks designed and distributed about each subjects by HERQA is considered as valuable, as the majority of the respondents (55.4%) said that the benchmarks are extremely valuable and they will help different colleges to offer the same standard and quality education
2. As to the fairness of the agency, that is treating all colleges equally, in that distributing manuals, guidelines and others, offering training and visiting as well as in transparency of the activities only 36.73% of the total respondents said that the agency is fair in all the terms (frame of reference cited), yet on the other hand majority of the respondents (41.84%) said that they are not clear all with the activities of the agency in terms of fairness, treating equally, distributing materials and suggesting valuable experts comments on the day to day activities of the college. On contrary, the interview conducted on the college quality assurance department officials and HERQA's officials pointed out that the agency is fair to assess and support all colleges as far as their knowledge.

3. According to the respondents for the question about the method that HERQA used to assure quality, majority of the respondents (35.9) said that the agency was setting benchmarks and following their implementation and 22.6% of the respondents said that HERQA was working through seminars and workshops. Moreover, 24.6% of the respondents said that the agency was working through technical support providing by the experts from the agency. In addition to this for the question which is raised about the values of the subject benchmarks majority of the respondents (55.4%) said that the subject benchmarks were very valuable.
4. Regarding the availability of problems while colleges were working with HERQA majority of the respondents (82.65%) said that they were not sure weather there were problems or not. Yet on the other hand the interview conducted on colleges quality assurance departments showed that they had problem working with the agency. And this was also supported by 2.04% of the total respondents. Moreover the interview conducted on HERQA officials showed that they had some problems to implement the program and policies, like scarcity of experts on the fields of study, facilities, vehicles and others like not readiness of colleges to participate actively for the implementation of the program.
5. About the beneficiaries from the implementation of HERQA's program the respondents result was ranked 91% of the total respondents said that students are beneficiaries, 88% of the respondents said parents, 78% of the respondents said employers, 72% of the respondents said private colleges and 42% of them said instructors.
6. With regard to the progress of the implementation of HERQA, the interview conducted and the researchers observation in the respective colleges from year to year showed that there was a progress in an increasing manner. Yet the progress was slow and not as the expectation of the agency.
7. With regard to the factors which contributed for not having fast implementation of HERQA programs, majority of the respondents from the four college showed that there was lack of skills due to poor or no training regarding quality assurance by quality assurance department officials. This was supported by the interview conducted on the college quality assurance department officials and HERQA

officials, in that they said that there was only two trainings which were prepared and only few colleges were participating. From the subject colleges St. Mary and PESC information systems virtual college had the training once.

8. With regard to the factors which contributed for not having fast implementation of HERQA programs, majority of the respondents with the exception of PESC information Systems College showed that there was a failure to inform awareness about HERQA' programs, policies and procedures to instructors, department heads and college's higher officials by quality assurance department officials. The interview conducted on colleges quality assurance department officials from the three colleges listed out that they didn't have an intensive awareness creation program, yet on different meetings to all concerned staffs and the task force members on different works on assuring quality in the colleges.

## **5.2 CONCLUSION**

From the findings, it can be concluded that the progress of the implementation of HERQA's programs and policies is ever increasing yet it does not seem to be enough as it was established and begun working on 2003. This compelled us to infer that the agency couldn't penetrate and known by instructors and other administrative staffs. As it is a sole agency and primary responsible body for assuring quality in the nation higher education institutions, it has to not to be limited to the pre accreditation and accreditation program. And the implementation of the auditing system is also found that infant in the subject colleges. Consequently, the implementation is weak.

As HERQA planned and worked to be fair and assessing all colleges equally its activities are some how meaningful for those who knew the agency. Yet as majority of the respondents showed that they did know nothing about the fairness of the agency. So the problem lies with the awareness of the concerned bodies. From this the researcher shall conclude that on those who knew HERQA found it fair and treating all colleges equally.

The beneficiaries from quality education in the nation with no reservation are many. One way another all the citizens are stakeholders on quality education yet students who are the principal (primary) beneficiaries in that as they are skillful their parents, families and the society at large would be beneficiaries too. So students are the primary beneficiaries, as the respondents showed to. Taking this fact into consideration the researcher can conclude that HERQA programs, policies and procedures implementation made students the primary beneficiaries.

As there was no enough training session and awareness creation about HERQA and it's programs, policies and procedures; lack of skills and experiences by colleges quality assurance department officials how to proceed with the agency the fast implementation program was endangered. And this was aggravated as most colleges failed to create awareness about HERQA and its programs, not few instructors and colleges higher officials were unknowingly react to the agency. This points out, the existence of differences in the relative emphasis given to the implementation of HERQA'S program and policies in the respective colleges.

### **5.3 RECOMMENDATIONS**

In the light of the findings of the study it seems reasonable to suggest the following recommendations

1. It has been pointed out in the study that there is lack of training which is offered by HERQA, so HERQA should arrange training to college quality assurance department officials in relation to quality assurance and in the mean time awareness creation can be carried out in order to alleviate the problem of not knowing the objectives, policies and procedures of the agency
2. Lack of experts in the area has been consistently rated by HERQA officials. Thus, attention should be given to maintain adequate and proportional number of experts either through training subject area experts and using them as a part timer, or using external sources to minimize the problem

3. As it has been found in the study, not even few, number of respondents' knowledge about HERQA is limited with the name, so the agency should create an intensive awareness creation ceremonies which have continuity regarding its activities, policies, programs and procedures. So in the mean time it's fairness as it was stated in their policy and program can be observed and understood.
4. In order to reduce misuse of time and low morale of the task forces in the respective colleges' quality assurance departments, educational officers should encourage those instructors and department heads that to put maximum effort to under take project activities by providing moral and material incentives. So that they devotedly be involved and invest their time and energy for the successful implementation of the quality assurance departments in the college. And as it is known the successful implementation of the college quality assurance department is the function of the successful implementation of HERQA.
5. In order to alleviate the problem of finance and other facilities which are very pertinent for the active and fast implementation of the agency, government, who delegated the agency, and other international organizations who are working on education should support in material, manpower, and other logistics as they are the beneficiaries from higher education institutions quality education delivery.
6. The benchmarks which are designed and distributed by the agency should be assessed and working with the private colleges' subject experts in cooperation. And moreover the agency should intensively follow the implementation of the minimum standards established by HERQA. Moreover, the agency's plan to develop quality assurance system needs to be implemented as fast as possible, for the quality aspect of the higher education institutions is highly relayed on it.

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# Appendices

**Addis Ababa University**  
**School of Graduate Study College of Education**  
**Department of Business Education**

**Questionnaires for Quality Assurance Department Officials, Department Heads and Instructors**

**Dear respondent!**

The purpose of this questionnaire is to collect primary data for the work of a Master's Thesis on the title "An assessment of the implementation of HERQA programs in Ethiopia private colleges" specifically in Addis Ababa. Please! Cooperate in filling this questionnaire. The data will be used in a study that aims at identifying major problems and proposing some feasible solutions accordingly. In filling this questionnaire, therefore, your objective and honest information would be of a high value for the study.

**General Directions**

1. Please do not write your name
2. Please follow the relevant instruction when filling out the questionnaire
3. Please write short answers in the space provided for questions items that require your opinion or completion

**Population Characteristics**

1. Your college (University College) \_\_\_\_\_
2. Your position \_\_
  - a. Graduate Assistant I
  - b. Graduate Assistant II
  - c. Assistant Lecturer
  - d. Lecturer
  - c. Lecturer+\_
  - e. other

3. Your occupation \_\_\_\_\_

4. Age  <25  26-30  31-40  40+

5. Marital status. Single  Married  widow  separated   
Divorced

6. Education Qualification Diploma  Degree   
MA/Ms.C  PhD

7. Is there a quality assurance department in your college which works on teaching-learning process to assure Quality of education in any way? Yes  No

8. Which method is used to assure quality education?

- a. Opportunity for training workshops
- b. Conducting evaluation research
- c. Introducing internal review process
- d. Inviting external audits and assessments

9. Is your college working with external organization to deliver quality education?

- a. Yes
- b. No
- c. Not sure

10. If your answer is 'yes' with which organization are you working with

- a. Educational Bureau of the sub city
- b. HERQA
- c. Ministry of Education
- d. Others \_\_\_\_\_

11. If your answer to the above question is 'HERQA', what are the supports that you get from HERQA?

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12. In which aspect, are you working with HERQA. (You can circle more than one answer)

- a. Concerning pre accreditation and accreditation
- b. Implementing audit systems to assure quality education
- c. Training and development of personnel
- d. Others \_\_\_\_\_

13. How is HERQA working with your college (University College) to assure quality education? You can circle more than one option

- a. Setting benchmarks for each subjects and following the accomplishment of the established benchmarks
- b. by devising system which guides the college to have an internal and external auditing
- c. By sending experts and providing technical support to the college
- d. Arranging seminars and workshops and upgrading the capacity of the colleges in terms of quality assurance

14. Do the benchmarks contribute to the quality of education in your college?

- a. Strongly
- b. Medium
- c. Low
- d. Very low

15. Do you think that HERQA is fair to assess all colleges with out bias?

- a. Yes
- b. No
- c. Unknown

16. Are there any problems that you have encountered working with HERQA?

- a. yes
- b. No
- c. Not sure

17. If yes to the above question what are your problems to work/working with HERQA?

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18. What do you propose for successful implementation of HERQA policies and procedures so as to assure quality education in private colleges like yours?

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19. Who do you think is the main beneficiary from the implementation of HERQA policies and procedures (the assurance of quality education in the college)? (you can circle more than one option)

- a. students
- b. Parents
- c. Instructors
- d. Private college officials
- b. Employers
- e. Others \_\_\_\_\_

20. To push forward the college education quality improvement, much has to be done: (you can circle more than one)

- a. At MOE
- b. At the regional education Bureaus
- c. At the sub city level
- d. At the college level
- e. At HERQA
- f. Others \_\_\_\_\_

21. Who do you think is the main responsible body, if there is a decline in quality education in private higher education institutions?

- a. MOE
- b. HERQA
- c. Regional education bureaus
- d. Colleges
- e. Instructors
- f. Others \_\_\_\_\_

No	Obstacles related to colleges in the implementation of HERQA policies	Highly agree	Agree	Neither agree nor disagree	Disagree	Highly disagree
22	Not willing by the administrative					
23	Negative attitude of principal to quality assurance program					
24	Lack of skills due to poor or no training regarding quality assurance by quality assurance department officials					
25	Failure to inform (create) awareness about HERQA's policies and procedures, to instructors, Department Heads and college's higher officials by quality assurance department officials					
26	Lack of readiness to accept HERQA's policies, procedures and systems to be implemented by the college					
27	Not accepting the objectives of HERQA					

**Interview Questions (for HERQA officials)**  
**Addis Ababa University**  
**School of Graduate Study College of Education**  
**Department of Business Education**

**Structured Interview for HERQA officials**

**Dear respondent!**

The purpose of this Guided interview is to collect primary data for the work of a Master's Thesis on the title "An assessment of the implementation of HERQA's program in Ethiopia private colleges" specifically in Addis Ababa. Please! Cooperate in filling this interview questions. The data will be used in a study that aims at identifying major problems and proposing some feasible solutions accordingly. In filling this interview questions, therefore, your objective and honest information would be of a high value for the study.

**General Directions**

1. Please do not write your name
2. Please write short answers in the space provided for questions items that require your opinion or completion

**Population Characteristics**

1. Your organization \_\_\_\_\_

2. Your position \_\_\_\_\_

3. Your occupation \_\_\_\_\_

4. Age  20- 25  26-30  31-40  >41

5. Marital status. Single  Married  widow  separated

6. Education Qualification Diploma  Degree

MA/Ms.C  PhD

Others \_\_\_\_\_

7. With How many private colleges that HERQA is currently working with?

\_\_\_\_\_

8. What are the areas that HERQA most participate in college's quality education delivery?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. To what extent HERQA contributes for quality education in private colleges?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What are the supports that HERQA provides to Private colleges to assure qualities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Do training and orientation given to colleges to work with HERQA? By whom? For how long? Do you think it is enough?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. How do you express the relation ships between HERQA and colleges quality assurance department officials?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. How often colleges quality assurance departments conduct meetings with HERQA?

\_\_\_\_\_  
\_\_\_\_\_

14. Are there any problems that HERQA encountered to discharge nation wide responsibilities? (If any list these problems)

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15. What measures do you propose to be taken to improve (correct) this problem (the situation?)

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16. How do you see the progress of HERQA's implementation of the quality assurance program?

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17. Are there any benchmarks to assure quality?

Yes \_\_\_\_\_ No \_\_\_\_\_

18. If your answers to the above question is 'YES', how much valuable they are to have quality education in the nation?

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19. Who are the beneficiaries from HERQA programs' implementation?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

20. Is there any attempt being made to assess the quality of education which is delivered in private colleges?

- a. Yes
- b. No
- c. Not sure

21. If your answer to the above question is 'yes', what is the trend of the assessment frequency

- a. Increasing
- b. Decreasing
- c. Constant
- d. Not known

22. What kind of approach do you think is employed in the attempt made to improve educational quality at the college level?

- a. Working through benchmarks
- b. Through inspection
- c. Devising controlling mechanisms
- d. By implementing systems to assure quality
- e. Others \_\_\_\_\_

23. Are subject benchmarks helpful to assure quality education in private colleges?

- a. Yes
- b. No
- c. Not sure

24. What are the problems of HERQA in implementing its policies and plans?

- a. Lack of manpower
- b. Distance of the office from the colleges
- c. Not cooperativeness of private colleges
- d. Lack of finance
- e. Others \_\_\_\_\_

25. What do you propose to alleviate the problems of HERQA in the implementation process?

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26. Is HERQA fair to all colleges (works with out bias?)

- a. Yes
- b. No
- c. Not sure

27. If you have any suggestion concerning the implementation of HERQA's program to assure quality in private higher education institutions in Ethiopia.

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