COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

MSC IN TOTAL QUALITY MANAGEMENT AND ORGANIZATIONAL EXCELLENCE

QUALITY OF POST GRADUATE LEVEL EDUCATION: THE CASE OF ADDIS ABABA UNIVERSITY AND ST. MARY'S UNIVERSITY

A Thesis submitted to School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirements for the Master of Science (MSc) in Total Quality Management and Organizational Excellence

BY: BETHLHEM ZEWDU

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DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all the sources of material used for the thesis have been duly acknowledged.

Name: Bethlhem Zewdu Defere

Signature _____

Date _____

Confirmed by advisor: ZewdieShibre(PHD)

Signature _____

Date _____

CERTIFICATION

BethlhemZewdu, a candidate for a Master of science (MSc) Degree in Total Quality Management and Organizational Excellence, has successfully completed the Master's Thesis entitled,

'QUALITY OF POST GRADUATE LEVEL EDUCATION: THE CASE OF ADDIS ABABA UNIVERSITY AND ST. MARY'S UNIVERSITY' has been approved by the Board of Examiners.

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BethlhemZewdu

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

AAU	Addis Ababa University
ADRU	Academic Development and Resource Unit
AfriQAN	African Quality Assurance Network
ASQEO	Academic Standards and Quality Enhancement Office
AUQA	Australian Universities Quality Agency
CEIQA	Centre for Educational Improvement and Quality Assurance
CoBE	College of Business and Economics
DED	Distance Education Division
ESDP	Education Sector Development Program
EQUIP	Educational Quality Improvement Program
FBE	Faculty of Business and Economics
GDP	Gross Domestic Product
GTP	Growth and Transformation Plan
HE	Higher Education
HEFC	Higher Education Funding Councils
HEI	Higher Education Institute
HERQA	Higher Education Relevance and Quality Agency
HESC	Higher Education Strategy Center
IGNOU	Indira Gandhi National Open University
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
ISO	International Organization for Standardization
KSA	Knowledge- Skill- Ability
MOE	Ministry of Education
QAA	Quality Assurance Agency
QAD	Quality Assessment Divisions
QAU	Quality Assurance Unit
SMU	St. Mary's University
SSOM	Secretarial Science and Office Management
TQM	Total Quality Management

UCAA	University College of Addis Ababa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

The main purpose of this study was to investigate the Quality of Education in both public and private university by taking Addis Ababa University and St. Mary's University, respectively. In order to meet the objectives of the study, a theoretical framework parameter called 'Octet of Higher Education' was used. The framework tries to investigate quality of a higher institute from eight aspects. A descriptive survey design was employed. From a sample frame of 2,167 masters students of Addis Ababa University in the College of Business and Economics and 1,192 masters students of School of Business in St. Mary University, 173 and 163 sample were taken to fill questionnaires. Out of the total number of instructors (57 in AAU and 38 in SMU), 15% were taken to participate in the study.For an interview, College of Business and Economics (CoBE) Dean of Addis Ababa University, School of Business; Dean of St. Mary's University, Director of Academic Standards and Quality Enhancement Office (ASQEO) of St. Mary's University; Director of Center for Educational Improvement and Quality Assurance (CEIQA) of Addis Ababa University and Directorate Director of Higher Education Quality Audit and Enhancement of HERQA participated in the study.The data obtained through the questionnaires were analyzed using SPSS software using frequency, percentages, mean and standard deviations. The information obtained through open-ended questionnaires and the interview were qualitatively analyzed to supplement the quantitative data. The outcomes are logically interpreted and documented to answer the basic and specific research questions from the Octet of Quality Education perspective. Finally, conclusion is provided based on findings. The final result shows that, Quality of Education is practiced in both public (Addis Ababa University) and private (St. Mary's university) universities.

CHAPTER ONE

1. INTRODUCTION

1.1 Background/ Rationale of the Study

Quality is a key concern of academia across the globe and several efforts in multiple directions are made by the administrators and academicians to induce quality components into the teaching learning situation (Zaki and Rashidi,2013). The knowledge and skills students acquire in different fields gives a signal of the level of educational quality. Higher education institutes(HEIs) have the main responsibility of equipping individuals with advanced knowledge and skills acceptable for positions of responsibility in government, business and academic areas. As the mission of higher education Institutions (HEIs) is to train qualified and competent professionals that are capable of playing considerable role in the socio-economic advancement of the country, Tadesse, Taye, Bekalu, Adula, Abbi(2013) argued that it is rather naïve or foolish to expect HEIs to play these roles without quality education and training.

Since public higher education institutions were introduced to Ethiopia, there has been a high rate of expansion of colleges and universities in number until now. Private colleges and universities have also increased rapidly in the past decades. Since 2004/05 until present, the number of public higher education institutions has increased from 8 to 36 (33 take students directly from grade twelve) and distributed across all regions of the country. Private higher education institutions have also expanded, reaching 98 institutions in total, accommodating around 15% of all student enrolment by the end of the ESDP IV period (MOE, 2018). This is followed by a rapid increase in enrolment but the major question is, as higher educational institutes increase in quantity, is the quality of education being considered and being enhanced side by side.

Quality of education includes outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society (UNICEF, 2000). Establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O'Gara &Miske, 1999).

Traditionally, external stakeholders have been concerned with quality assurance procedures. Quality assurance refers to the 'planned and systematic actions necessary to provide adequate

confidence that a product or service will satisfy given requirements for quality' (Borahan and Ziarati, 2002:914). Elton (1992) refers to these as the quality 'As' – accountability, audit and assessment – and suggests that they are concerned with the control of quality and the people who control quality. Particular mechanisms for assurance, such as accreditation and quality audits, are usually imposed by government and other external bodies (McKay and Kember, 1999). Many countries have national organizations with responsibility for the management of quality within HEIs. For instance, within the UK, the role of the Quality Assurance Agency (QAA) is to inspect, audit and report on the quality procedures within institutions (College Higher Education Toolkit, 2015). The Australian Universities Quality Agency (AUQA) has been established to monitor, audit and report on quality assurance in higher education (Burdett, Crossman, 2012). In Ethiopia, Higher Education Relevance and Quality Agency (HERQA) is responsible for assuring the quality of higher education. These are external stakeholders whose role is predominantly concerned with the measurement and evaluation of institutional quality assurance procedures. Such bodies are concerned broadly with the effectiveness and reliability of the quality assurance systems and processes adopted by institutions in managing quality and academic standards.

Internal stakeholders' emphasis is not only on quality assurance, but also on quality enhancement which aims at an overall increase in the actual quality of teaching and learning, often through more innovative practices (McKay and Kember, 1999). Elton (1992) suggests that quality enhancement focuses on quality Es': empowerment, enthusiasm, expertise and excellence. Quality enhancement initiatives tend to be less clearly defined and are often more diverse than quality assurance initiatives (McKay and Kember, 1999). Mechanisms adopted by internal stakeholders are likely to include self-evaluation practices and student feedback. This type of evaluation tends to be more formative in nature and therefore more likely to lead to continual quality improvement efforts.

In Ethiopia, higher education quality control body which is HERQA has identified parameters as indicators of quality education. It conducts audits, which is one of its activities, by stipulating higher education institutions to submit self-evaluation document that includes Vision, Mission and Educational Goals, Governance and Management System, Infrastructure and Learning Resources, Student Admission and Support Services, Program Relevance and Curriculum, Teaching, Learning and Assessment, Student Progression and Graduate Outcomes, Research and

Outreach Activities and Internal Quality Assurance. Accordingly, higher education institutions in the country are demanded to prepare self-evaluation document.

In the academia there are different theoretical frameworks to analyze the notion of quality in higher education through different parameters. The researcher used the octet of quality for higher education (IJSSE, 2013). This quality framework sees eight key components responsible for driving the quality attribute of an academic institution. Namely; policies and practices, learners profile, faculty knowledge- skill- ability (KSA), institutional leadership, open system thinking, institutional design, curriculum and resources. Due to the eight factors, the model is termed as Octet of Quality for HE.

Though the extent varies, both Addis Ababa university and St. Mary's university currently focuses in all the components of the octet framework. For instance, both universities craft their own policies and curriculums. Both universities encourage open system thinking, bringing out leaders in their staff. They also strive to fulfill the necessary educational resources in their respective university in order to continuously improve the quality of education.

Quality in education has to be the fundamental concern of all those involved with this activity and whatever happens within this domain as the act of academia. This is only possible if this characteristic is not left at the discretion of the individuals but it has to be targeted religiously as a matter of principle by the concerned authority (Zaki and Rashidi, 2013).

Therefore, it is very critical that all the involved and concerned bodies in the assessment and enhancement of quality of education, work on the continuous improvement of quality of higher educational institutes. quality of education will be attainable only when the internal and external quality assessment bodies and all the staff and students involved work towards its achievement.

1.2 Problem Statement

Quality in the sense of achieving academic excellence has always been a central value in higher education (Schwarz,2007). The Dakar Framework for Action in 2000 recognized quality of education as a prime determinant for growth and development. It also adds that quality is 'at the heart of education' which is a fundamental determinant of enrolment, retention and achievement. As education has a key role for a countries development due emphasis to education quality at all levels should be given (World Education Forum Dakar, 2000).

In order to achieve the development agenda of the Ethiopian government, namely the poverty-reduction program as well as the vision to become a middle-income country by 2025, will be hardly possible without the enrollment of students to HEIs and getting a skilled labor. This has compelled the Ethiopian government to venture on an aggressive expansion of higher education designed to raise the country's insignificant tertiary enrolment ratio to a more acceptable level and produce the workforce desired for sustainable development. At this time quantity wise, both public and private universities are being built and expanding in Ethiopia at a high rate but the gap here is if quality of education is also going in linewith it.

Higher educations can be seen like a manufacturing company. The products they produce should go through the right procedures and steps so that it fits to its right purpose to be in its right quality as possible while avoiding scrap products. Likewise, students are the product of HEIs so they should go through the right kind of learning process with a relevant program, academic support, the right learning resources and the likes. So, after graduating they should be competent and knowledgeable enough to compete in the actual work place while avoiding unqualified and incompetent labor force in the work place. This research will try to point out the gap that is causing such incompetence in the students.

Ethiopia is currently reforming and expanding its higher education system to maintain quality of education. The Higher Education Proclamation (351/2003) was issued with the aim of launching wide range of reforms in the higher education system and setting up key agencies to guide and oversee the education sector (Federal NegaritGazeta, 2003). These organizations are the Higher Education Relevance and Quality Agency (HERQA) and the Higher Education Strategy Center (HESC) (Yigezu, 2013). In addition to these, the Educational Quality Improvement Program (EQUIP) has been implemented in order to assist in quality improvements within Higher Education Institutions (Impact Evaluation Surveys, 2015). But despite the well-articulated list of quality measures and standards, assessing the responsible bodies if they are really working on improving and enhancing quality in education is one of the issues addressed.

Major research gaps are;

- Quantity versus Quality in post graduate level education

- Bringing out competent and knowledgeable students competent and knowledgeable enough to compete in the actual work place
- Assessing the Internal and external quality of higher education assessment bodies if they are really working on improving and enhancing quality in education
- Few literatures in the topic area in Ethiopia

Quality education issue is timely and zealously demanding to undertake scholarly researches in these regards to prove or disprove the results of internal as well as external evaluations and to see where the HEIs are and seek for further improvements. Hence, it is with such driving intensions that the researcher wanted to investigate the quality of education in Addis Ababa university and St. Mary university.

1.3 Research Questions

The research tries to answer the following questions formulated based on the research gaps identified in the statement of the problem.

1. What is the current quality status of education in Addis Ababa University and St. Mary university when examined in light of the octet quality parameters?
2. What efforts have been made so far to enhance quality of education in both universities?
3. What are the major constraints impeding the quality of education in both universities?
4. How do the two universities differ in promoting quality of education?
5. To what extent does HERQA provide the same service for both AAU and SMU in the light of the octet parameter?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this research is to investigate the quality of education in both Addis Ababa university and St. Mary's university thereby to recommend options for overcoming the constraints.

1.4.2 Specific Objectives

Specifically, the objectives of this study are to:

• Explore the current status of education quality in Addis Ababa university and St. Mary university in terms of the parameters of the octet of quality for HE.

• Analyze efforts made so far to enhance quality of education in both universities.

• Identify the major constraints impeding the quality of education in Addis Ababa university and St. Mary university.

• Identify if there is a difference among both universities in promoting quality of education.

• Identify the service given by HERQA for both public and private universities in accordance with the octet of higher education parameters.

1.5 Scope/ Delimitation of the Study

This study mainly focused on assessing the quality of post graduate level education in Addis Ababa university and St. Mary university. This was done by taking the quality measuring parameters of the octet of quality in higher institute. Mechanism that can help in improving the practices and factors that affect the practices was also addressed. Out of the broad departments and fields the universities have, only the business school in both universities was assessed. For the data collection process; academic dean, academic staff and masters' students, Internal quality assurance bodies, and HERQA personnel were questioned.

1.6 Limitations of the Study

Some constraints such as time and lack of sufficient support materials hindered the study. In order to get a stronger picture of the issues in both universities I would have liked to involve a larger number of respondents. But due to the time frame limitations provided by our study program this was not possible. The other limitation was shortage of up to date reference materials and research works, specifically to the Ethiopian context, also narrowed the content of the study.

1.7 Significance/Contribution of the Study

The study has the following significances for communities of the University, the researcher herself and other concerned bodies.

- Will let know the current position of education quality within the universities and help policy makers work on the gaps found from ideas emanated from recommendations of the study.
- It will provide a timely level of quality of Addis Ababa university and St. Mary's university in relation to the overall higher education quality measures.
- Shows the gap between student expectation and perception of educational quality and other services and learning infrastructures which will help university heads and administrators fill the gap or at least minimize it.
- supports the university administrators in compiling information that can be used in the planning, implementation and monitoring of the programs that is geared towards maintaining quality of education.
- It will add to the very few literatures available and body of knowledgein the topic area in Ethiopian case in particular.
- It will give other researchers a good insight to investigate the issue of quality in education in a deeper perspective.

1.8 Organization of the Study

This thesis is organized into five chapters. In the first Chapter, background of the study, statement of the problem, research questions, objectives of the study, delimitation of the study, limitation of the study, significance of the study is included. In the second Chapter relevant review of the related literature is incorporated. The third Chapter presents methodology which includes design of the study, data sources, sample population and sampling technique, instruments of data collection, procedures of data collection, and data analysis. The fourth Chapter deals with presentation, analysis, and interpretation of data. The last Chapter incorporates the summary of major findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Quality Education

Education has been defined by different scholars and organizations in different ways. Even though its dated, a broad definition of education from Hirst and Peters (1970) is a useful starting point for making the distinction. They describe education as 'the development of desirable qualities in people'. This definition is taken as prerequisite to any detailed consideration of quality.

The 'economist' view of education uses quantitative measurable outputs as a measure of quality, such as enrolment ratios and retention rates, rates of return on investment in education in terms of earnings and cognitive achievement as measured in national or international tests. The progressive/humanist tradition tends to place more emphasis on educational processes. Judgements of quality are based on what happens in schools and in the classroom. Learning of basic cognitive skills, literacy and numeracy, as well as general knowledge are considered vital to quality. contrasting approaches is associated with a large international organization in the field of development. The 'economist' view tends to dominate World Bank thinking on education. The World Bank, as Jones (1992) reminds us, is first and foremost a bank and as such justifies its loans for education development in terms of public financial returns. Since its inception, UNESCO has viewed education as essential although not sufficient for human development and as having cultural, even spiritual, benefits (UNESCO, 1947; Delors and et al., 1996). At the current time this emphasis is realized through its 'themes' of cultural and linguistic diversity in education, inclusive education, peace and human rights education and education for sustainable development.

When we come to quality of education, Sayed (1997) argues that the concept 'quality' in education is elusive and frequently used but never defined and goes on to discussing how its multiple meanings reflect 'different ideological, social and political values.' By critiquing key approaches to education quality, Sayed highlights what he calls the value bases of any framework for education quality. Drawing on Bunting (1993) declares that, 'Quality in education does have a bottom line and that line is defined by the goals and values which underpin the essential human activity of education.' The clear implication is that this bottom line must be the starting point for our understanding of the notion of quality in education so that we do not reify

the practice of education and reduce education to a technical activity that is static and unaffected by contextual and contingent circumstances. UNESCO stated that, 'because quality education is the most influential force for alleviating poverty, improving health and livelihoods, increasing prosperity and shaping more inclusive, sustainable and peaceful societies, it is in everyone's interest to ensure that it is at the center of the post-2015 development agenda.'

2.1.1.Definitions for Quality in higher education

Harvey and Green (1993) identified five categories or ways of thinking about quality. As cited in Watty (2003), key aspects of each of these categories can be summarized as follows:

- Quality as Exception: distinctive, embodies in excellence, passing a minimum set of standards.
- Quality as Perfection: zero defects, getting things right the first time (focus on process as opposed to inputs and outputs).
- Fitness for purpose: relates quality to a purpose, defined by the provider.
- Value for money: a focus on efficiency and effectiveness, measuring outputs against inputs. A populist notion of quality (government).
- Transformation: a qualitative change; education is about doing something to the student as opposed to something for the consumer. Includes concepts of enhancing and empowering: democratization of the process, not just outcomes.

Watty (2003), suggests that the dimension of quality as perfection can be removed, since higher education does not aim to produce defect-free graduates. Lomas (2001), suggests that fitness for purpose and transformation seem to be the two most appropriate definitions of quality, according to small-scale research with a sample of senior managers in higher education institutions.

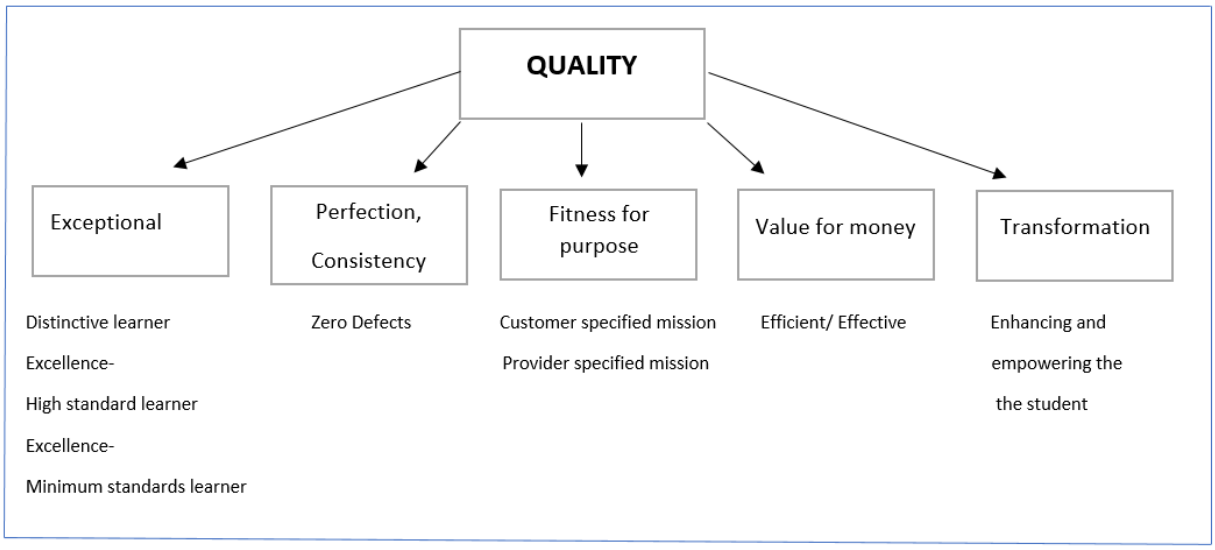

Figure 1. Definition of Quality

Source: Watty, 2003

2.2. Approaches to Quality Assurance

The three main approaches to quality are accreditation, assessment and audit. Accreditation and evaluation (which includes assessment and audit) differ in their perspectives. Both accreditation and assessment monitor the quality of teaching and learning, while audit focuses on internal procedures adopted by a HEI in order to achieve its objectives.Quality assurance agencies can adopt one or more of these according to different educational systems and traditions (Woodhouse, 1999).

Accreditation

Accreditation is an evaluation of whether an institution or program meets a threshold standard and qualifies for a certain status. Obtaining accreditation may have implications for the HEI itself (e.g. permission to operate) and/or its students (e.g. eligibility for grants) (Woodhouse, 1999). The focus of accreditation is comprehensive, examining the mission, resources, and procedures of a HEI or program (Dill, 2000). The output of an accreditation is a yes/no decision, though graduations are also possible (Woodhouse, 1999).

Assessment

Assessment is an evaluation that makes graded judgements about quality, in this respect it goes beyond accreditation that makes a binary judgement (Dill, 2000). Assessment asks "how good are your outputs?" The output of an assessment is a quantitative evaluation, a grade (whether numeric, literal or descriptive) (Woodhouse, 1999).

Audit

A quality audit checks the extent to which the institution is achieving its own explicit or implicit objectives (Woodhouse, 1999). As cited in Woodhouse (1999) "ISO (Standards New Zealand, 1994), defines quality audit as a three-part process, checking 1) the suitability of the planned quality procedures inrelation to the stated objectives; 2) the conformity of the actual quality activities with the plans; and 3) the effectiveness of the activities in achieving the stated objectives". Audit asks 'are your processes effective?' The output is a description of the extent to which the claims of the HEI are correct (Woodhouse, 1999).

2.3. Models for Managing Quality in Higher Education

Based on the discussions above, ultimately quality in higher education can only be fundamentally changed by a deep-rooted shift in culture at the academic level within the universities. Attempts have been made to adapt the models of quality management from industry. Two of the more well-known ones considered for implementation are (Harvey, 1995): Quality Assurance system to ISO 9000 Standards, and Total Quality Management (TQM) model.

2.3.1 ISO 9000 Standards

ISO 9000 is an external standard which specifies a Quality Assurance System: a set of practices followed by the people involved in the delivery of the course/s to maintain the quality of the various activities related to the course. In order to do that it should ensure that:

- The course is designed to meet the needs of the customers (Students and Community),
- The process is effective and efficient.

Interest in adopting quality assurance systems to ISO 9000 to higher education is broadly confined to Britain, New Zealand and Australia. More popular sector for the application have been in training and further education, rather than in higher education. Lundquist's worldwide

survey in ’97 revealed that only 16 universities were actively pursuing certification (Lundquist, 1997).

Advantages:

- Communication: The main advantage to the organization stems from the amount of team work required to develop the quality manual which specifies the Quality Assurance System. There is a considerable clarity obtained by the members about their role and how to deal with any situation.
- External Recognition: The fact that the organization has an accreditation is a sufficient publicity for the prospective customers of the organization.

2.3.2. Total Quality Management (TQM) Model:

Total Quality Management (TQM) is a synthesis of well-known management practices aimed at creating an organizational culture where everyone will work contribute to overall quality of the products and services. Unlike ISO 9000, there is no single definition or approach to TQM. Although Deming’s original 14 points tend to be an importantguide, many Western masters, like Crosby, Peters etc. provided a substantial slant in emphases, followed by a large group of Japanese masters like Ishikawa, Shingo, Taguchi etc. Hence TQM remains a very rich field for potential management practice. There is a broad field for inspiration and guidance. More recently, many countries have instituted national quality awards e.g. MalcomBaldrige Quality Award (US) which encapsulate these principles of TQM into measurement oriented frameworks of management practices, which are available for any organization to seek some guidance from.

Generic Elements of TQM (Harvey, 1995):

There is no single definition or approach to TQM, although the following thrusts can be found in most of the approaches:

- Constant improvement: Quality improvement is a never-ending goal,
- Management commitment: TQM requires the senior management to provide a leadership by improving the system to facilitate quality,
- Customer driven definitions of quality: The outcomes of all processes should reflect customer requirements, needs and preferences,

- Team work: The organization culture should be changed to one of mutual interdependence from individual competition, and
- Statistical Techniques must be deployed to monitor processes, and solve problems.

2.4 Theoretical Framework

In the academia there are lots of theoretical frameworks that will facilitate in order to assess and analyze the notion of quality of education in a higher education institute. Out of the broad frameworks, the researcher used the octet of quality for a higher education institute to conduct this research. The framework has eight focus areas and they are as follows.

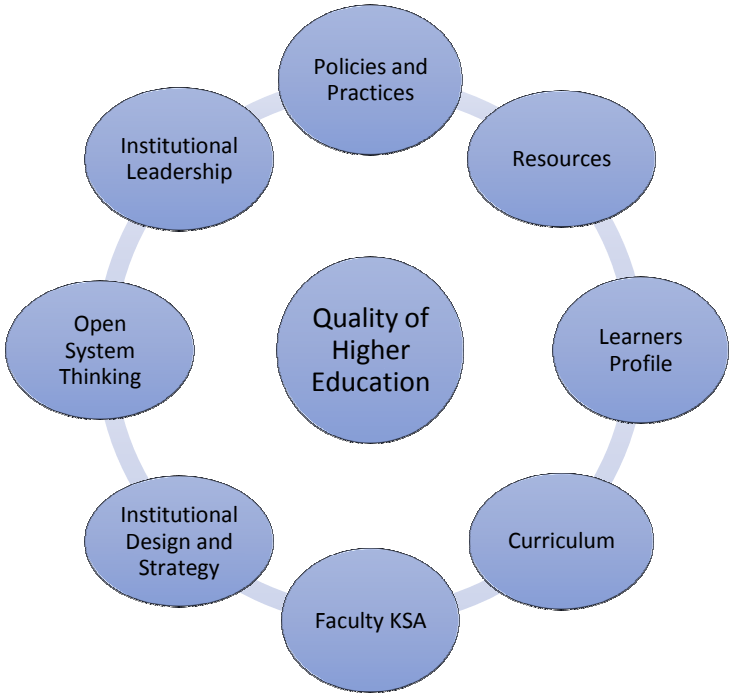

Figure 2.The Octet of Quality of Education in a Higher Education Institute

Source: (International J. Soc. Sci. & Education, 2013)

The Eight focus areas of the framework are discussed as follows.

- **Higher Education Policies and Practices**

The policies and practices of Higher Education should be in accordance with the global standards and must be considered as the framework and benchmark to all institutions and individuals working within the higher education. Instead of merely acting as a policy making

and regulatory body, Higher Education through its policies must provide an umbrella to nurture all other quality factors and the policies should be such as to push forward the existing baseline of current quality standards and not to merely dictate a futuristic intimidating goal. Rather, policies which create a thirst amongst higher education community and a climate within academia to assess available resources, of all shapes and forms, in different areas (Zaki and Rashidi, 2013).

- **Resources**

Another important and often neglected aspect of the quality is the availability of resources to an institution. These resources can be physical, i.e. infrastructure, building, labs, furniture, equipment, books, research journals etc., human resource, i.e. faculty, administrative and other support staff; financial, i.e. funds available to carry on different projects and managing events or petty cash to run day to day affairs. Adequate, continuous and timely availability and utilization of these resources assures the proper implementation of various policies that are essential to achieve quality objectively.

- **Learners' Profile**

As cited by Zaki and Rashidi, the learners' profile today indicates diverse entry level qualifications, experiences, cultures, expectations, motivations (Hay and et all, 2008). Today, the learners represent "NET Generation characterized as digitally literate and connected; experiential; entrepreneurial and independent; rejecting micromanagement; and valuing empowerment, collaboration, and immediacy (Munro, 2006). The learners' profile then interacts with all the components and factors of the education process, and influences the overall effectiveness and quality of education.

- **Curriculum**

Curriculum is the road map which identifies the direction in which the journey has to be made and also ensures the manner in which it has to be completed. Quality in education heavily rests with the quality of the curriculum in terms of the objectives and outcomes, contents and credits, materials and methods and assessment and audio-visual aids. Curriculum development process and the final product is influenced by the facts that curriculum change is the normal expected consequence of changes in the environment;

curriculum development is perceived as a multilevel, multi-sector process and as a collaborative effort; curriculum workers have the responsibility to seek ways of making continuous improvement in the curriculum; curriculum possesses an organized set of principles, a body of knowledge and skills for which training is needed and its theoreticians and practitioners; curriculum planning begins with empirical study of the needs of students, society and the disciplines and curriculum planners should conduct systematic needs assessment to identify the discrepancies between desired and actual student performance (Oliva, 1997; Oliver, 1977; Taba, 1962).

- **Faculty Knowledge, Skill and Ability (KSA)**

Educational institutions are also called human systems since the process is carried out by faculty, the primary input, and is enacted on students, the products or the output of the entire effort. Faculty knowledge, skills and abilities (KSA) are vital to bring quality in higher education. In fact, they are seen as the principal agents of inducing quality in education (Zaki, 2006). Policies, curriculum, socioeconomic factors can improve academia only if the teachers are armed with the knowledge, skills and supports, quality is directly proportional to the quality of teachers, what students learn is directly related to what and how teachers teach; and what and how teachers teach depend on the knowledge, skills and commitments they bring to their teaching (Nemser, 2001; NCTAF, 1996; Hammond, 2000; Reeves, 2000).

- **Institutional Design and Strategy**

An education institution provides the underpinning to implement the policies and strategies designed to achieve quality education. This institution can have several dimensions and designs of structure; however, two broad dimensions viz. structural dimension and contextual dimension are considered significant (Daft, 2001). Structural dimensions include formalization, specialization, hierarchy of authority, centralization, and professionalism, whereas contextual dimensions include size, organizational technology, environment, goals and strategy and culture (Greenberg and Baron, 2003). The organizational design interacts with various other factors like faculty KSA, curriculum, and transferring of knowledge. An effective design enhances the quality and helps in achieving the desired results. It also provides the basis of setting up various quality metrics to quantify and measure the ‘quality on continuous basis.

- **Institutional Leadership**

Leadership is a distinct trait exhibited through special characteristics of the individuals, and the kinds of activities they envisage and carry out for leading their organization and the people who are to follow them. The concept of leadership also includes the ability to "envision strategic contingencies" (Daft, 2001), to implement dynamic decision making, to counter uncertainty, and to organize inter dependencies and networks (Daft, 2001). Drawing on the theory and practices of leadership, the leadership of an academic institution will provide guidance and direction to implement the set policies, to achieve the identified objectives, and to set forth 'quality'.

- **Open-System Thinking and Change**

Open system thinking is required for creating learning organizations (Senge, 1990). Learning organizations can cope effectively with rapidly changing environmental demands (French and Bell, 1999). Senge (1990…) believes that five disciplines must be mastered to create a learning organization: personal mastery, mental models, building shared vision, team learning, and system thinking. Hence, higher education institution must have open system thinking that will enable them to cope with emergent challenges and changes in educational leadership and management, specific subject domain, and teaching and learning models, educational technologies. This will also bridge the gap among industrial demand, academic policies, social and environmental needs, and students' choice towards a specific career.

2.5 Higher Education in the Global context

The history of higher education is distinct from other forms of education. The development of universities and higher education more generally, over the course of the last millennium is closely tied to religion. Universities were established as organizations free from direct control of the church or other religious institutions, but the privilege usually was granted by the king or state. This privilege put academic freedom, research and advance knowledge to question. Religious studies remained an important focus in most early medieval universities. In the modern world universities have two purposes: equip students with advanced skills useful in the workplace and to further human knowledge and understanding of the world (Roser and Ortiz-Ospina, 2012).

The origin of universities of the modern times lies in the middle ages in Europe which marked the struggle among many religious groups to gain control over the society. The religious centers wanted the universities to be seen as 'Ecclesiastical Colonies', which sparked dramatic struggle by the universities for autonomy against the establishment e.g. between university of Paris and Cathedral of Norte Dome in early thirteenth century (Van Vught, 1991). Oxford University, founded in the late 12th Century was under such a powerful sway of the Church of England, that Adam Smith, the well-known Scottish economist of the late 18th Century described it as 'a sanctuary in which exploded systems and obsolete prejudices find shelter and protection' (Wilson, 1996b).

Hence, when the foundation of a modern university was laid in Berlin in 1809, it was firmly believed that autonomy should be an essential ingredient of excellence (or quality) of universities. The founder, Wilhelm von Humboldt proclaimed the guiding principles to be 'independent status of staff' (lehrfreiheit), and 'free choice of subjects' (lernfreiheit) (Bowden and Marton, 1998, pp3). This was zealously guarded by a system ofgovernance called a collegial process, promoting a wide consultative style of management. This was supposed to create a stimulating, but supportive environment where the academics have a considerable degree of autonomy and creative space to develop curricula and conduct research (Bessant, 1995).The main purpose was to safeguard and guarantee the institutional autonomy and the search for knowledge for the sake of itself (Bleike, 1998).

Prior to 1980s the management of performance in universities were controlled by fairly routine procedures. Professional associations (e.g. engineering, medicine) performed the tasks of carrying out accreditations. Universities had their own committee systems (e.g. Course Advisory Committee) with a generally distributed participation, to oversee performance standards. All the reports emanating from these various bodies, generally kept the governments happy about the functioning of universities.

Dramatic changes in the education scene began taking place in the 1980s. There was a striking growth, worldwide, of participation in higher education with the advent of 'information age' with its huge and rapid growth in knowledge. The growth of places in the universities increased at rates more than 10% per annum. A growing participation of 'non-traditional' students, e.g. those aged 21 and over, also increased at a phenomenal rate. With the galloping demand, the

segregation that the governments had maintained – the great 'binary divide' – between technical institutions and higher education, came under enormous strain. Many countries caved in to the pressures and granted the same status of a university to all these institutions – a unified system of higher education. These dramatic changes in the composition of universities, prompted the governments to look more closely at the issues of control and at outcomes in terms of the employability of the graduates.With the arrival of the knowledge based economy, universities were expected to play a part in the shaping of the new mold of education for the community (Klor de Alva, 1999).

A poll among the 50 state governors of US (in '98) nominated encouraging 'lifelong learning' as the top priority for higher education. At the bottom of the list was the 'maintenance of the traditional faculty roles and tenure'. But studies of campuses revealed no such changed directions.There was also a prevailing 'presumption that education will be delivered predominantly oncampuses; primarily through face to face interactions…'. Over the years there was a decreasing public confidence in higher education. This lead to a demand for a greater degree of accountability of public funded education. The funding bodies, looking for new ways of control, came under the sway of the Quality movement sweeping the industries at that time. 'Quality' became the euphemism for the requirement of accountability from universities. For instance, things moved rather fast in UK. Higher Education Funding Councils (HEFC) with their key component Quality Assessment Divisions (QAD) replaced the University Grants Commissions in early 1990s. By the end of the decade, 'Quality agencies' of one description or other was reported in 49 countries for the purpose of assessing/monitoring higher education (Wilson, 1996a).

2.6 Higher Education in Africa

Universities in Africa have always been thought of in terms of their role in development to meet the human resource needs of the economy (Cloete et. al., 2011). The decades of 1960s and 1970s saw the establishment of new universities in African countries. the expansion of higher education served both political and economic aspirations of the newly independent governments. Hence, the governments were willing to allocate resources and invest in higher education. Despite the weakening of the sector in the 1980s as a result of redirection of resources away from universities to primary education, the university sector managed to regain its central role in

development at the dawn of the 21st century. Since then, the sector has expanded tremendously in the past few years in the number and diversity of institutions, student numbers, in the emergence of new actors and the consequences of global dynamics. In recent years, the higher education sector in Africa has attracted attention from stakeholders, both internal and external, often due to this recognition of the important role of higher education in Africa's transformation (Bloom et al., 2006). However, Africa's higher education still faces numerous challenges: funding, access, quality concerns, institutional capacities, weak research base and governance.

At the same time, several dramatic and even revolutionary changes have taken place in higher education globally also impacting on Africa's higher education. Among the new developments is the growing impact of internationalization on higher education activities, policies and planning. Its diverse and unprecedented effects make it one of the major forces shaping Africa's higher education in the 21st century (Jowi, 2010).

That role of higher education in Africa's sustainable social, political and economic development is not contestable. With few resources, inadequate capacity and a history of neglect, the sector has been struggling over the years to respond to increasing demands including capacity gaps. One of the main issues facing the sector is its research and innovation capacity and the ability to use these for the continents transformation. Some efforts have been made towards these. At the continental level, the African Union Second Decade of Education Action Plan has prioritized higher education as an area for Africa's development, with an emphasis on knowledge generation through centers of excellence, quality assurance, harmonization, regional integration, and resource mobilization (AU, 2008).

Research has become a major issue, especially in Africa where academic research activity remains weak especially due to quality challenges, weak institutional capacities and inadequate funding, among others. Research outputs and knowledge production are vital for Africa's sustainable socio-economic development. This further presents the potential to support the pursuit of well-trained and skilled expertise in African universities and other core sectors in terms of Africa's growth and development (James, Milton, Chika, Maria, Ogachi, Goski, 2016).

2.7 Higher Education in Ethiopia

In Ethiopia, higher education has first begun in emperor Haile Selassie's regime. Haile Selassie I University was created in 1961 from the University College of Addis Ababa, which had been established in 1950, and it became Addis Ababa University in 1975(Kanangire, 2010). In the period that followed independence i.e. 1960 and 1970s, higher education was limited with one University per country in most cases. Although the quality of graduates and research output was high, higher education was indeed a privilege of the few. The situation, however, changed in the 1980s and 1990s. African states realized the need to have an educated mass in various fields – engineering, medicine, agriculture, economics, public administration and management, development studies for a multi-disciplinary approach - to support economic growth and development. This was a time of increased population growth. More secondary schools were built and produced large numbers that yearned for University education. As a result, governments established more public universities, institutes, and colleges in their respective societies but with the majority of institutions located in cities and urban centers.

TheEthiopian higher education sector has beenundergoing rapid expansion in the last 15 years. Over this period, the number of publicuniversitieshas grown from just two to 35(among which two are universities ofscience andtechnology), compared to three private ones.There has been a steady increase in the number of students in higher education. Between 1996 and 2007 there has been a 34.4% increase in student enrolments (MOE, 2007).The government of Ethiopia is now building 11 new public universitiesduring the secondphaseof the country's Growth and TransformationPlan (GTP II). This is a massive undertaking with many implications, in particular, an urgent need forquality of education.

Sensitive to the fact that expansion of numbers alone would not satisfy the needs of the country, Higher Education Proclamation 351 (Ethiopian Federal Ministry of Education, 2003) made provision for the creation of the Higher Education Relevance and Quality Agency (HERQA) and the Agency was established in 2003 with the aim of safeguarding and enhancing the quality and relevance of higher education in the country (HERQA, 2009).

2.8 Addis Ababa University

Addis Ababa University (AAU), which was established in 1950 with an initial name University College of Addis Ababa (UCAA), is the oldest and the largest higher learning institution in Ethiopia. In its long years of existence, the University has remained the leading center in teaching, research and community services in Ethiopia.

The Mission of Addis Ababa University is to produce competent graduates, provide need based community service and produce problem-solving research outputs through innovative and creative education, research and consultancy service to foster social and economic development of the country. The vision of Addis Ababa University aspires to be among the top ten pre-eminent African graduate and research universities in 2023 (AAU, 2015).

Beginning with an enrolling capacity of 33 students in 1950, AAU has now a total enrolment of 48,673 students (33,940 undergraduates, 13, 000 graduates and 1733 PhD students) and 6043 staffs (2,408 academic and 3,635 supports). In its 14 campuses, the University runs 70 undergraduate and 293 graduate programs (72 PhD, 221 masters). Over 222,000 students have graduated from AAU since establishment.

Since its establishment, AAU has been expanding its teaching, research and community services programs. Furthermore, the University has been undertaking various reform schemes in order to cope with and respond to the fast changing national and international educational landscape. At present (following its recent restructuring of institutional setup and governance system), the University has 10 colleges, 4 institutes that run both teaching and research, and 6 research institutes that predominantly conduct research. Within these academic units there are 55 departments, 12 centers, 12 schools, and 2 teaching hospitals(AAU, 2015).

As the scope of the research is limited to the business school of the university, college of business and economics is focused on.

2.8.1. The College of Business and Economics (CoBE)

The College of Business and Economics (CoBE) consists of the former Faculty of Business and Economics (established in November 1990) and School of Commerce (established in 1943).

The former Faculty of Business and Economics has its origin in the creation of the Department of Economics in 1959 under the Faculty of Art of the University College of Addis Ababa. This first move was followed by the establishment of the College of Business Administration in 1963, which consisted of two departments, namely the Department of Management and the Department of Accounting. In 1978, the College of Business Administration, the Faculty of Art and the School of Social Work were merged to form the College of Social Sciences. Twelve years later (in 1990), the University Senate decided to reorganize the College of Social Sciences, which resulted in the formation of the Faculty of Business and Economics (FBE). Following the formation of FBE, the faculty office moved from the main campus to the former place of the Crown Price in 1992.

The School of Commerce also has a fascinating history. The school was first established in 1943 as a Commercial School following the five years of the Italian occupation. The first training programs offered by the School were from six months to one year in duration. Over time, the programs evolved to extend to duration of four years. This laid the basis for the 8+4 program. In 1966, a 10+3 program was introduced, followed a few years later by an 11+3 program, and finally culminating in the 12+2 program introduced in 1972. At the time, students were trained in three fields: Secretarial Studies, Accounting, and Banking and Finance. The School phased out its lower-level programs over time in its quest to attain “Junior College” status. The school was brought under the Commission for Higher Education in 1979, thus becoming one of the few tertiary-level educational institutions in Ethiopia.

Then in 2010, the School of Commerce, the School of Information Sciences and the Faculty of Business and Economics were merged and named as “The College of Management, Information and Economic Sciences”. In April 2012, as a result of the revised governance system of the university, the college was restructured and named as the College of Business and Economics, consisting of four departments and one school (CoBE, 2018).

2.8.2. Internal Quality Assessment Body of AAU

The Higher Education Proclamation 351 (2009) part two, subsection 1 states that;

"*Without prejudice to other provisions of this Proclamation and the relevant regulations and directives, every institution shall have a satisfactory internal system for quality enhancement that shall be continuously improved.*"

The proclamation explicitly states that every institution should have their own internal quality enhancement system. Likewise, Addis Ababa university established their own internal quality enhancement body called academic standards and quality enhancement office (ASQEO).

The office for academic standards and quality enhancement (ASQEO) is headed by a director and its entire professional services are rendered by six senior level experts divided into the two broad program units; namely, educational management information system and Quality Management and enhancement unit (ASQEO, 2017).

The primary purpose of theOffice for Academic Standards and Quality Enhancementis to provide leadership in the coordination of university-wide efforts to improve student learning and enhance institutional effectiveness. The following are some of the specific responsibilities to be articulated in its vision, mission and objective statements.

- Coordinate and direct the development of strategies, policies and procedures directing quality assurance and enhancement to ensure that these are maintained, reviewed and enhanced.
- Support Schools/Faculties, Departments, Program Units in quality care matters.
- Work in consultation with the campus community to establish, coordinate, and monitor the University's assessment programs.
- Provide assistance for assessment conducted by academic departments as part of Academic Program Review.
- Coordinate and direct testing and assessment services.
- Provide assistance for assessment conducted by administrative units as part of the Support Unit Review processes.

- Establish and maintain a set of procedures which allow the University to respond in a systemic and transparent manner to the external requirements of External Audit Agencies.
- Ensure compliance with the University's quality framework to meet required standards
- Ensure that a robust external examiner system is in place and clear procedures of examination and thesis defense are in place for all programs.
- Work with Faculties/Schools/Departments to provide professional advice and guidance on quality assurance and enhancement matters.
- Support enhancement of quality of education.
- Serve as a resource for the University community in its collective commitment to high level quality (ASQEO, 2016).

2.9 St. Mary's University

St. Mary's University (SMU) is an outgrowth of St. Mary's University Language School which was established in 1991 in Addis Ababa. The Language school was upgraded to a language center in 1995 and has solely been devoted to the improvement of the English language proficiency of students, establishing itself as a leading language center in the capital. It was in this language center that the University was born.

St. Mary's University was established in 1998 under St. Mary's University General Educational Development PLC with its head office in Awassa and a branch in Addis Ababa.It commenced its operations in the same year with 33 students in Awassa and 37 in Addis Ababa, studying in three departments (Departments of Accounting, Marketing, and Law). Later the same year, 49 students joined the Dilla Branch, 90 kilometers from Awassa, which is found in the southern part of Ethiopia. In the last quarter of 1998, it admitted more than 300 students in Addis Ababa (Lideta Campus located opposite the Federal High Court) and 25 students in Dilla.

Envisaging the trend of development of the conventional mode of learning, it moved its head office to Addis Ababa, Lideta Campus, in 1999 and opened the Department of Secretarial Science and Office Management (SSOM). With a view to broaden its programs, the Department of Computer Science (initially offering diploma programs) was put in place in September 2000 and the degree program in Law was initiated for the first time in the same year.

The year 2000 saw the plan of setting up a dual-mode private higher education institution become a reality - St. Mary's University being a pioneer in the sector. In March of the same year, the Distance Education Division (DED) was launched focusing on Business and Law fields of study. Since 2001, the Division has been making a speedy growth targeting distance learners in the fields of Teacher Education - Amharic, English, Mathematics, Geography and History.

After a few years of concerted and coordinated effort, the campus began to show remarkable success. Consequently, in preparation for the September 2002 registration, the institution made stride by employing new staff members and renting a new building at Maichew Square, beside the Wabe Shebelle Hotel, where its head office is located at present.

By way of reorganizing itself, the campus spent the last quarter of 2002 restructuring previous offices as well as establishing new ones that provide the needed support and services both to the students and the staff. In 2003, the campus expanded its services and started offering Degree programs in Marketing, Management, Accounting, and Teacher Education diploma programs (in the fields of English, Mathematics, and Geography). A year later, the Computer Science Department, after being beefed up with manpower, facilities, and equipment, started offering Degree programs. In the same year, the also opened the Natural Science Stream (comprising the subjects Biology, Chemistry, and Physics), which offers diploma level training under the Teacher Education Faculty.

By August 2005, St. Mary's University had more than 15,000 students in the distance mode of learning and 5,000 in the regular and extension programs. After a lot of hard work and dedication, the campus was raised to the level of University in February 2006. In the same year, SMU, in collaboration with IGNOU – a leading distance education institution in India, started offering Masters Programs within St. Mary's University newly acquired campus. The program was introduced at a time when the wide gap between the demand for tertiary-level quality education and the supply side of the services called for such programs.

In 2009 IGNOU's office moved to a building secured for the School of Graduate Studies located off-Bole Road near to the Meskel Square. The Institute of Agricultural Studies is also housed in this building. At MidirBaboor campus, where the Teacher Education Faculty has its offices and a library, the Testing Center of the University operates its day to day activities. This center is entrusted with offering training to the entire academic staff on matters pertaining to measurement

and evaluation. In addition, the center also prepares and administers exit exams for undergraduate degree program students and competence tests for the vocational ones.

The DED (now of Open and Distance Learning) today offers a total of 22 degree and vocational programs through its 154 coordinating centers, which are located throughout the country catering to the needs of close to 30,000 students. In the conventional mode of learning, it has eleven degree and vocational programs with student population of more than 6000 (www.smu.edu.et).

2.9.1. School of Business

St. Mary's University's School of Business, post-graduate programs, started its operation in 2010. Right after its establishment, it has taken up several new initiatives to make rigorous changes in teaching methods that lead to improved academic performance of students. Among these changes is the intensive use of new technologies in student learning and assessment. It has also been strengthening its infrastructural facilities to improve the quality and quantity of research output and professional development activities.

School of Business offers five postgraduate programs namely, MBA in General Management, MBA in Accounting and Finance, MBA with concentration in Human Resource Management, MA in Marketing Management, and MBA in Project Management.

The school has put in place a scheme to enhance student empowerment through various support services such as career guidance, mentoring, personality development, communication and soft skills development, scientific paper writing, using SPSS for thesis writing, and thesis language editing. It has also introduced measures towards the paradigm shift from a teacher-centered approach to learner-centered approach by adopting activities which include case study, group and team work, student research forum, helping them to publish their research papers in the scientific journals (SMU, 2017).

2.9.2. Internal Quality Assessment Body of SMU

Centre for Educational Improvement and Quality Assurance (CEIQA) was established with a particular focus on the quality of the academic and other service deliveries in order to meet the vision and mission of the University.

CEIQA, established in 2004, is a center entrusted to co-ordinate and oversee the implementation of university-wide Quality Enhancement (QE) programs and activities based on university level policies and guidelines. The Center is chaired by a director and is accountable to the President. The Center implements its functions through its two units: Quality Assurance Unit (QAU) and Academic Development and Resource Unit (ADRU).

Ever since its establishment, the Center has been doing a lot of tasks to ensure the University's ultimate aspiration to meet academic excellence and quality in all services rendered by the University. SMU and its quality assurance centers regard national quality direction put forth by Ministry of Education(MOE) and Higher Education Relevance and Quality Agency (HERQA). SMU is also a member for institutions like International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and African Quality Assurance Network (AfriQAN) to enhance the academic quality. CEIQA is to assist SMU to become Quality-assured University that would contribute to the nation's competitive advantage through creation and dissemination of knowledge via carrying out quality assurance and enhancement activities to the University and the industry (CEIQA, 2017).

Major Duties and Responsibilities

CEIQA is empowered to follow up academic quality and other service delivery that SMU aspires to achieve. Pursuant to SMU's goal, among others, CEIQA is doing the following tasks.

Quality Assurance Unit (QAU)

- Participating in framing of strategic plan of the University.
- Overseeing the formulation of action plan and its implementation.
- Participating in reviewing annual plan prepared by Units of SMU.
- Conducting quarterly monitoring and evaluation on implementation of planned activities of the university's operational units.
- Producing evaluation reports based on monitoring.
- Providing training on quality assurance and enhancement practices to the university staff and other similar institutions.
- Coordinating institutional and program self-assessment.

- Publishing quarterly newsletter which focuses educational quality.
- Undertaking comprehensive evaluations such as biannual students' evaluation of instruct ors, departments' evaluation of staffs.
- Conducting research related to educational quality.
- Assessing the quality of research, community and professional services at University level.
- Preparing a framework and following consultancy bids to provide external training.
- Conducting consultative meetings with quality enhancement committees.

Academic Development and Resource Unit (ADRU)

- Providing internet services for the University community, faculty as well as students.
- Providing spot reading for staff members of the University.
- Organizing and conducting pedagogical training for the faculty.
- Providing academic consultation & collaboration toindividual academic staff as well as teaching teams in aspects of teaching and learning as identified by the staff (CEIQA, 2017).

2.10 Higher Education Relevance and Quality Agency(HERQA)

Higher Education Relevance and Quality Agency (HERQA) was established in 2003 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 (HERQA, 2009).

HERQA's vision, as stated in the current Strategic Plan, is "to be a nationally and internationally recognized center of excellence in the safeguarding, accreditation and enhancement of quality and relevance in higher education" (Strategic Plan, 2006).

The mission statement as stated in the Strategic Plan is "to ensure a high quality and relevant higher education system in Ethiopia". To this end:

- HERQA will assure stakeholders that accredited HEIs are of an appropriate standard

- HERQA will assure that 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, and
- HERQA will support the Ethiopian higher education sector in enhancing the quality and relevance of its education provision" (Strategic Plan, 2006).

There are ten focus areas of HERQA in which institutional quality audit is made and which sets a common frame of reference for the review of quality within the Ethiopian higher education system. These focus areas are Vision, Mission and Educational Goals, Governance and Management System, Infrastructure and Learning Resources, Academic and Support Staff, Student Admission and Support Services, Program Relevance and Curriculum, Teaching, Learning and Assessment, Student Progression and Graduate Outcomes, Research and Outreach Activities and Internal Quality Assurance. These are then further refined in terms of what might be expected as reference points and indicative sources of information for each of the focus areas.

HERQA has undertaken several activities to date, including: pre-accreditation, accreditation and reaccreditation of a number of programs in private higher education institutions; external institutional quality audits in nine public and five private higher education institutions; training of its staff, both locally and abroad, on issues of quality and relevance assurance and enhancement; convening of consultative and training workshops with stakeholders (public and private institution leaders, managers and academic staff and representatives from government organizations and professional associations); development of draft benchmarks for selected subjects; and the publication of procedures for external quality audits and accreditation processes.

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

Accreditation: Refers to permission granted to a private higher education institution to function for three further years beginning from the end of the pre-accreditation period. This is based on an assessment of the program(s) of the institution for which it had been granted pre-accreditation by experts from HERQA and selected HEIs.

Reaccreditation: Refers to a renewal of the permission granted to a private higher education institution to function for three further years beginning from the end of the accreditation period.

Quality: HERQA understand the term 'Quality' to refer to fitness for purpose (HERQA, 2009).

From its establishment in 2003, the Agency has grown to a staff comprising a Director General, 8 senior experts, 2 experts, and 15 administrative and support staff. These are grouped in three major sections: a quality audit and enhancement team, an accreditation team, and an administrative support department. Additionally, three small units work on human resource development and research, as well as policy and strategy for the Agency. All the experts are accountable to the Director General. The organization has a flat structure so that it can handle its affairs with little bureaucratic red tape.

The mandates of HERQA include

1. The assurance of the relevance and quality of higher education in Ethiopia
   - To ensure that higher education and training offered at any institution are up to standard, relevant and of quality
   - To ensure that higher education and training offered at any institution are in line with economic, social and other appropriate policies of the country
   - To evaluate the institutions at least once every five years with a view to ensuring whether such institutions are up to standard and competent, and submit its findings to the Ministry.
   - To prepare and submit to the Minister requirements and directives that enable the status of the institutions to be determined.
   - To evaluate the relevance and quality of the institutions
2. The accreditation and pre-accreditation of degree programs in higher education institutions:
   - Issues directives which determine the powers and duties of accreditation, permits evaluation committees to examine the application submitted to the Ministry for the pre-accreditation permit, accreditation permit and renewal of accreditation permit… and submits its recommendations thereon to the Ministry within three months
   - Requests when necessary, information and opinions from appropriate organs to examine pre- accreditation applications

- Evaluates the activity or performance report of an institution with a pre-accreditation permit; and give order to the institution upon examining and finding that such institution has satisfied the requirements stipulated by law and the Minister to achieve its objective; and submits its recommendations
- Submits an evaluation report of service fees of the institutions to the Ministry; and submits a draft policy proposal to the Ministry in respect of fees charged by the private institution to the Ministry (HERQA, 2009).

3. Providing information to stakeholders:
   - Gives information to the public about the current situation and status of the institutions periodically, gathers and disseminates information about the standards and programs of study offered by foreign higher education institutions as well as about their general status (Proclamation 351/2003 Article 78).

CHAPTER THREE

RESEARCH METHODOLOGY

This Chapter deals with design of the study, sources of data, sample population and sampling techniques, instruments of data collection, procedures of data collection, and data analysis.

3.1 Research Design

A descriptive survey design was used so as to assess the quality of education. The design was selected on the assumption that it is helpful to gather enough information from many people on the issues under study. The appropriateness of this design for such study was noted by many scholars. For example, Koul (1996:405) states that descriptive survey design becomes useful particularly where one needs to understand some particular information. Best and Khan (1989:18) have noted that a descriptive survey research design involves a clearly defined problem and definite objectives.

3.2. Data Sources

In this study, both primary and secondary sources were used to gather adequate information about quality of post graduate level education. Primary sources were used to get first-hand information concerning quality of education in both Addis Ababa university and St. Mary's university. The primary sources were collected through questionnaires and interviews. The secondary sources were used to strengthen the primary sources. They include books, journals, university websites, published documents and articles. The internet was used to avoid the inadequacies of the data and to make the study reliable.

3.3 Population of the Study

The scope of the study is limited to the business schools of the universities under study. For Addis Ababa University; College of Business and Economics (CoBE) was studied while St. Mary's School of business studies was under study. Academic dean, Sampled Masters' students, Academic staff (Instructors),Internal quality assessment bodies, of both universities and HERQA personnel participated in responding to questionnaires and interviews.

3.4 Sampling Technique and Sample Size

For the purpose of collecting data from informants in both institutes, convenience sampling technique was applied to choose sample respondents of students and instructors for the collaboration of filling questionnaires. The deans of both universities, internal quality assessment bodies of both universitiesand directorate director of HERQA were interviewed.

The sample size of questionnaire respondents was determined using Cochran's sample determining formula (Cochran 1963:75).

Representative sample for proportions $n_0 = \frac{Z^2 . pq}{e^2}$ $n_0 = \frac{(1.96)^2.(0.5).(0.5)}{(0.07)^2} = 188.08 \approx 188$

Finite population correction formula $n = \frac{no}{1+\frac{no-1}{N}}$

(AAU) $n = \frac{188}{1+\frac{188-1}{2167}}$ (SMU) $n = \frac{188}{1+\frac{188-1}{1192}}$

n = 173.06≈ 173 students$n$= 162.5≈ 163 students

Where $n_{0=}$ sample size

N = Total sample frame

Z^2= 1- α

p = Estimated proportion

q = 1-p

For the instructors,15% of total number of instructors from both universities were selected as sample informants which are 9 and 6 instructors for AAU and SMU respectively. Both the dean of CoBE of AAU and school of business studies of SMU, directors of Addis Ababa Universities and St. Mary university internal quality assessment body (ASQEO and CEIQA respectively)and Higher Education Quality Audit and enhancement Directorate director of HERQA were interviewed as respondents of the study.

Table 1: Sample size of the questionnaire respondents of the study

	Total Population	Sample Size
AAU Students	2,167	173
SMU Students	1,192	163
AAU Instructors	57	9
SMU Instructors	38	6

Source: Data obtained from AAU and SSMU registrar, 2018

3.5 Instrumentation of Data

To undertake the research study and address its objectives, both primary and secondary data were used. Structured and unstructured questionnaires, interview and document analysis were the main data gathering instruments. This was because of the need to collect adequate data and for triangulation purpose. Therefore,employing multiple data collection instruments helps the researcher combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2003:62). Internet web sites, journals, articles, and annual reports of sample private higher education institutes were referred as secondary data.

3.5.1. Questionnaires

Questionnaires were used to collect relevant and first-hand information from key informants such as teachers and masters students. The items of the questionnaires were mainly Likert scale with five scale ranking technique which are used by respondents/ informants to rank certain attributes and accompanied by some open-ended ones. The reason why a questionnaire was used was that it is easier to handle and is simpler for the respondents to answer within a short period of time (Koul, 2008:146).

3.5.2. Interview

Structured interview was used to collect data from academic deans, internal quality assessment bodies of both universities (Addis Ababa university and St. Mary university) and a HERQA personnel. The reason why structured interview was employed was that the procedure to be used is standardized and determined in advance as well as to obtain answers to carefully phrased

questions (Koul, 2008:176). Using this instrument is important to get thick data about the issue under study.

3.5.3. Document Analysis

Document analysis was also used to gather necessary information about methods of teaching and their implications for the quality of student learning. This was to strengthen the data obtained through questionnaires and interview. Due to this reason, journals, books, and articles were seen because they are important sources of data to explore educational practices. Supporting this, Best and Khan (1989:25) have noted that document analyses are important and relevant sources of data, and useful in yielding information and exploring educational practice.

3.6 Data analysis method and Presentation

After the primary and secondary data gathering procedures were completed, the data was presented and analyzed in a way that produces important information that can answer basic questions, ensure objectives of the study and also show future implications of the study. The responses of informants/respondents were presented and analyzed both quantitatively and qualitatively. The research used statistical package for social science (SPSS) software version 20.0 to analyze the collected data quantitatively. First the relevant data was coded, summarized and then transferred to SPSS to be analyzed and presented. Frequency tables have been used to summarize the respondents profile in the form of frequency and percentages, whereas the descriptive statistics such as mean and standard deviations of employees' answers to quality of higher education components and the challenges towards practicing the components in the selected universities. It is also used to find the performance of the higher institutes towards the implementation of the quality of education practices.Inferences are made based on average respondents' responses and mean of weights.

For the qualitative analysis, data collected from interviews and explanations of the quantitative analysis were written in statements. Moreover, different digital and hard copy documents such as brochures, university website, strategic plan manuals, strategy implementation manuals, proclamations and so on were used to add on and strengthen the data collected from interviews.

3.7 Ethical considerations

The researcher addresses ethical considerations of confidentiality and privacy. I used a rigorous and conscious effort at all times to sustain this promise. A guarantee was given to the selected universities respondents that their names should not be revealed in the questionnaire and research report. The responses gathered from the internal and external quality assessment bodies, remained anonymous apart from being linked to a particular respondent.Moreover, participants received a verbal and written description of the study, and informed consent were obtained before the survey. Participation in the study was voluntarily, and all participant responses were kept confidentially. Finally, a copy of the final report could be given to the universities if necessary.

Chapter Four

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter deals with the presentation, analysis and interpretation of the data collected through questionnaires, interview, and document analysis. The Chapter consists of two parts. The first part is concerned with the description of the background characteristics of the respondents of the sample population. The second part is concerned with the analysis and interpretation of the main data.

4.1. Background Characteristics of the Respondents

Table 2: Respondent Profile of Sample AAU Masters Students by Sex, Age and Program

Variables	**Category**	**Frequency**	**Percent**
Sex	Male	91	52.6
	Female	82	47.4
	Total	**173**	**100.0**
Age	21-25	48	27.7
	26-30	49	28.3
	31-35	47	27.2
	above 35	29	16.8
	Total	**173**	**100.0**
Program	Regular	95	54.9
	Extension	78	45.1
	Total	**173**	**100.0**

Source: Survey data, 2018

Table 1shows that, regarding the gender of the respondents, 52.6% are male and 47.4% are female. This shows that there is a proportional rate of male and female masters students in AAU. Regarding the age of the respondents most students age lies between 26-30 comprising 28.3% of the whole respondents. Students in the age group 21-25 comes second then 31-35 and finally the age group above 35 having 27.7%, 27.2% and 16.8% respectively.

Regarding the program students attend, 54.9% of the respondents attend on the regular masters' program and 45.1% of the students attend in the extension masters program of the university.

This shows that students response has been collected from both regular and extension classes in a proportional way.

Table 3: Respondent Profile of Sample SMU Masters Students by Sex, Age and Program

Variables	Category	Frequency	Percent
Sex	Male	95	58.3
	Female	68	41.7
	Total	**163**	**100.0**
Age	21-25	40	24.5
	26-30	16	9.8
	31-35	63	38.7
	above 35	44	27.0
	Total	**163**	**100.0**
Program	Regular	87	53.4
	Extension	76	46.6
	Total	**163**	**100.0**

Source: Survey data, 2018

Table 2 shows that the number of male respondents is slightly higher than the number of female respondents, the male comprising 58.3% while female respondents are 41.7%.

Regarding the age of the respondents, 38.7% of the respondents were in the age group of 31-35 making them the majority of the respondents. They are followed by the respondents which are above 35 which comprised 27%. This is followed by the age groups 21-25 then 26-30 which comprised of 24.5% and 9.8% of the whole respondents. this shows that the majority of the masters' students at SMU are in the age group of 31-35 and above.

Regarding the study program 53.4% of the respondents were attending in regular class and 46.6% of the respondents were attending in the extension class. This indicates that there are a proportional number of students from the two programs with slight difference. That means the number of students from regular program is greater than that of the extension program of sampled students.

Table 4:St. Mary's Instructors Profile

Variables	Category	Frequency	Percent
Sex	Male	5	83.3
	Female	1	16.7
	Total	6	100.0
Age	21-25	0	0
	26-30	1	16.7
	31-35	4	66.7
	36-40	0	0
	above 40	1	16.7
	Total	6	100.0
Educational level	MA	1	16.7
	MBA	3	50.0
	PHD	2	33.3
	Total	6	100.0
Teaching experience	<2 years	0	0
	2-4 years	0	0
	5-10 years	2	33.3
	>10 years	4	66.7
	Total	6	100.0
Work load in credit hr./week	<6 hours	0	0
	6-11 hours	2	33.3
	12-18 hours	2	33.3
	>18 hours	2	33.3
	Total	6	100.0

Source: Survey data, 2018

From the above table we can see 83.3% of the respondents are male which shows that there is a male domination among masters' students instructors in SMU.

Regarding the age of the instructors, majority i.e. 66.7% of the respondents are in the age group of 31-35 years. 16.7% of the respondents are in the age group of 26-30 and the rest 16.7% are above 40 years old. This shows that most of the instructors are in the age group of 31-35 and

above in SMU. Regarding the educational level of the instructors, 50% of them are MBA degree holders. 33.3% of the instructors are PHD degree holders and the rest 16.7% are MA degree holders. This shows that there are mix of masters and PHD degree holding instructors in SMU. Most of the instructors are MBA degree holders.

Regarding teaching experience of the instructors, 66.7% of the respondents have a teaching experience of above 10 years. The remaining 33.3% of the instructors, have a teaching experience of 5-10 years. This shows that SMU instructors are well experienced in teaching.

Regarding the work load instructors have in hour per week, 33.3% of the instructors have 6-11 hours work load per week. 33.3% of the instructor have 12-18 hours work load per week and the rest 33.3% of the instructors have >18 hours of workload per week. This shows that instructors in SMU have a minimum work load of 6 hours and above 18 hours per week.

Table 5. AAU's Instructors Profile

Variables	**Category**	**Frequency**	**Percent**
Sex	Male	7	77.8
	Female	2	22.2
	Total	9	100.0
Age	21-25	1	11.1
	31-35	3	33.3
	36-40	3	33.3
	above 40	2	22.2
	Total	9	100.0
Educational level	PHD	9	100.0
	Total	9	100.0
Teaching experience	<2 years	0	0
	2-4 years	2	22.2
	5-10 years	3	33.3
	>10 years	4	44.4
	Total	9	100.0
Work load in credit hr./week	6-11 hrs	6	66.7
	12-18 hrs	3	33.3
	Total	9	100.0

Source: Survey data, 2018

From the above table we can see that 77.8% of the respondents are male. This shows that there are more male instructors than female in the post graduate level of AAU.

Regarding the age of the instructors, both age groups of 31-35 and 36-40 has 33.3% respondents each. 22.2% is above 40 years old and the rest 11.1% are in the age group 21-25. This implies that most of the instructors in the post graduate level are in the age group of 31-35 and 36-40.

Regarding the educational level of the instructors, 100% of the respondents are PHD degree holders which shows that all instructors at the post graduate level are PHD degree holders.

Regarding the work experience, 44.4% of the respondents have above 10 years of teaching experience. 33.3% of the respondents have 5-10 years teaching experience. The rest 22.2% respondents have 2-5 years teaching experience. This shows that most of the instructors at post graduate level, have a teaching experience of 5-10 years and above.

Regarding the work load of the instructors, 66.7% of the respondents have a work load of 6-11 hours per week. The rest 33.3% of the respondents have a work load of 12-18 hours per week. This implies that most of the post graduate level instructors in AAU have a work load of 6-11 hours per week.

4.2. Results of Survey Data Analyses

4.2.1 Masters Students' Perception of the Study Program They Take and Competencies Gained During Their Study

In order to evaluate the perception of the students about their study program, they rated among a list of factors on a five-point rating scale (1=not at all, 2= to a little extent, 3= Impartial, 4= to a high extent and 5=to a very high extent). Value 1 and 2 are merged to a value of 'little extent'. Value 3 is 'impartial' about the factor and value 4 and 5 are merged to a value of 'High extent'. The percentage values of the respondents are presented as follows.

Table 6.Students perception about their study program

Factors	AAU			SMU		
	Little Extent	Impartial	High Extent	Little Extent	Impartial	High Extent
1. The program was generally regarded as demanding	9.2%	15.6%	75.2%	6.1%	25.8%	68.1%
2. There was a freedom in composing your own program	83.2%	16.8%	0%	76.7%	21.5%	1.8%
3. The program has a broad focus	8.7%	22.5%	68.8%	5.5%	16.0%	78.5%
4. The program is vocationally oriented	18.3%	37.6%	34.1%	19.6%	23.3%	57.0%
5. The program is academically prestigious	6.4%	17.9%	75.7%	6.2%	17.2%	76.7%

Source: Survey data, 2018

From the table above, for the first factor i.e. “The program was generally regarded as demanding”; 75.2% of AAU students responded to a high extent while 68.1% of SMU students responded to a ‘high extent’ which is slightly lower than AAU students’ response. 15.6% and 25.8% of AAU and SMU students responded that they are impartial about the item. 9.2% and 6.1% of AAU and SMU students responded to a little extent. This means that the program they are taking is regarded as demanding to a high extent.

For the second factor i.e. “There was a freedom in composing your own program”, we can see that83.2% and 76.7% of the students in AAU and SMU respectively, responded to a ‘little extent’. 16.8% of AAU and 21.5% of SMU students responded that they are impartial about the item. This means that freedom of composing their own program are not available or at least to a little extent in both universities.

For the third factor i.e., “The program has a broad focus”; 68.8% and 78.5% students in AAU and SMU respectively responded to a ‘high extent’. This shows that the program they are taking has a broad focus in both universities with SMU’s being much broader.

For the fourth factor i.e., "The program is vocationally oriented", 34.1% and 57.0% of AAU and SMU students respectively responded to a high extent. 37.6% of AAU and 23.3% of SMU students responded that they are Impartial about the item. 18.3% of AAU and 19.6% of SMU students responded to a little extent. from this data it can be taken that, in SMU the program post graduate students take is vocationally oriented than AAU.

For the fifth factor i.e. "The program is academically prestigious", 75.7% of AAU students and 76.7% of SMU students responded that the program they take is academically prestigious to a high extent. This means that in both universities the program in the post graduate level is academically prestigious.

In order to see the competencies gained during their study, students responded to a five-scale rating Likert scale. There were eight items to scale. They are subject matter knowledge, problem solving skills, Analytical/ critical thinking skills, practical skills, team work skills, communication skills, research ability and their overall preparation for a professional career. The percentile responses of the students is presented in the table below.

Table 7. Students' Perception about the Competencies Gained During their Study

Factors	**AAU**			**SMU**		
	Disatisfied	Impartial	Satisfied	Disatisfied	Impartial	Satisfied
Subject matter knowledge	3.5%	23.1%	73.4%	8.0%	16.0%	76.0%
Problem solving skills	11.6%	28.9%	59.6%	6.8%	23.3%	69.9%
Analytical/ critical thinking skills	11.6%	24.9%	63.6%	6.2%	19.0%	74.9%
Practical skills	17.3%	38.7%	43.9%	9.8%	35.6%	54.6%
Team work skills	1.7%	23.1%	75.2%	4.3%	17.8%	77.9%
Communication skill	4.1%	21.4%	74.5%	7.1%	17.8%	76.0%

Research ability	13.5%	23.7%	61.9%	7.4%	26.4%	66.2%
Overall preparation for a professional career	7.0%	24.3%	68.8%	1.8%	22.7%	75.4%

Source: Survey data, 2018

From the above table we can see that, items 1,3,5,6,7 and 8, which are Subject matter knowledge, Analytical/ critical thinking skills, Team work skills, Communication skill, Research ability and Overall preparation for a professional career, has a response rate that shows that the students at both AAU and SMU are satisfied with the competencies gained.

For the second item, 'Problem solving skills', 59.6% of AAU students and 69.9% of SMU students rated that they are satisfied. 28.9% students of AAU and 23.3% students of SMU rated that they are impartial about the item. The rest 11.6% student of AAU and 6.8% students of SMU responded that they are dissatisfied by the problem solving skill they acquire from their program. This means that SMU students are more satisfied by the problem solving skill they acquire than AAU post graduate level students.

For the fourth item, 'Practical skills', 43.9% of students of AAU and 54.6% of students of SMU responded that they are satisfied with the practical skills gained from their study program. 38.7% and 35.6% of students of AAU and SMU respectively responded that they are impartial about the practical skill gained. While the rest 17.3% students of AAU and 9.8% students of SMU are dissatisfied. This means that most students are not satisfied by the practical skill gained during their study but it is better in SMU than AAU.

4.2.1.1. Students' Perception of Teaching and Learning Methods

In order to know the main types of teaching and learning methods in both universities, Students were asked to what extent different types of teaching and learning types were emphasized in their study program. 12 items were taken which are lectures, group assignments, participation in research projects internships (work placement), facts and practical knowledge, theories and paradigms, teacher as the main source of information, project based learning, written assignments, oral presentation by students, multiple choice exams and subjective (essay type) exams. In order to evaluate the perception of the students about the teaching and learning method, the students rated among a list of factors on a five-point rating scale (1=not at all, 2= to

a little extent, 3= Impartial, 4= to a high extent and 5=to a very high extent). Value 1 and 2 are merged to a value of 'Low'. Value 3 is 'Medium' about the factor and value 4 and 5 are merged to a value of 'High'. The percentage values of the respondents are presented as follows.

Table 8. Masters Students Perception on Teaching and Learning Methods

Factors	AAU			SMU		
	Low	Medium	High	Low	Medium	High
Lectures	7.6%	13.9%	78.7%	4.3%	16.0%	79.1%
Group assignments	2.4%	17.9%	79.7%	7.3%	13.5%	79.1%
Participation in research projects	20.2%	21.4%	58.4%	11.6%	22.7%	65.6%
internships (work placement)	50.3%	31.2%	18.5%	33.1%	27.6%	57.6%
Facts and practical knowledge	26.0%	25.4%	48.5%	14.1%	27.6%	57.6%
Theories and paradigms	13.3%	17.3%	69.4%	6.7%	21.5%	71.8%
Teacher as the main source of information	15.1%	34.7%	50.3%	9.9%	23.9%	66.3%
Project based learning	17.9%	38.2%	44.0%	7.4%	17.2%	75.5%
Written assignments	4.6%	20.2%	75.2%	8.6%	10.4%	81.0%
Oral presentation by students	21.9%	21.4%	56.7%	8.0%	16.0%	76.0%
Multiple choice exams	35.9%	29.5%	34.6%	63.8%	17.8%	18.4%
Subjective (essay type) exams	8.8%	20.2%	71.1%	8.6%	9.2%	82.2%

Source: Survey data, 2018

According to the response of students in the above table, the first and second items, 'lecture' and 'Group assignments', are given to a high extent in both AAU and SMU.

For ‘Participation in research projects’ 58.4% student of AAU and 65.6% of SMU responded that it is available to a high extent.21.4% of AAU students and 22.7% of SMU students responded that the availability is medium. 20.2% of AAU students and 11.6% of SMU students responded that the availability of participating in a research project is low. This shows that the availability of participating in research projects is more available in SMU than AAU.

Regarding internships (work placement), 18.5% of AAU students and 57.6% of SMU students responded that its availability is to a high extent. 50.3% of AAU students and 33.1% of SMU students responded that the availability of internships low. This shows that SMU is better in providing internships for their students as compared to AAU.

Regarding the items 5-10, which are Facts and practical knowledge, Theories and paradigms, Teacher as the main source of information, project based learning, Written assignments and Oral presentation by students, most students responded that the extent of use is high in both universities but its higher in SMU. This shows that the above items are used in the teaching learning method of SMU better as compared to AAU.

Regarding the type of exams post graduates take, for the item ‘Multiple choice exams’, 35.9% of AAU students and 63.8% of SMU students responded that its employment in the teaching learning method is low. The response rate shows that multiple choice exams in SMU is lower than AAU.

For the item ‘Subjective (essay type) exams’, 71.1% of students in AAU and 82.2% of students in SMU responded that the exam type is used to a high extent. The response of SMU Students is higher than AAU students’ response. This shows that subjective (essay type) exams are used in the post graduate level classes higher in SMU as compared with AAU.

4.2.1.2. Students Perception of their Instructors' Competency in Both Universities

Table 9. Students' Perception of Instructors' Competency

Items	AAU		SMU	
	Frequency	Percent	Frequency	Percent
They have the necessary knowledge,skill and ability	153	88.4	120	73.6
They lack the necessary knowledge,skill and ability	20	11.6	43	26.4
Total	173	100.0	163	100.0

Source: Survey data, 2018

From the above table we can see that 88.4% of AAU masters students think that their instructors have the necessary knowledge, skill and ability to teach while 73.6% of SMU students think their instructors' have the necessary knowledge, skill and ability to teach. This data can imply that instructors in AAU are more knowledgeable than SMU instructors.

4.2.1.4. Students perception of the services in AAU and SMU

Students ranked their perception of the services they get from their respective university by giving one of the four values i.e. 1. Excellent, 2.Very good, 3.Good and 4.Poor. The following chart shows the percentage response of the students.

Table 10. Students' Perception of the Services they get in their University

	AAU				**SMU**			
	Excellent	Very good	Good	Poor	Excellent	Very good	Good	Poor
Department	15.0%	35.3%	44.5%	5.2%	14.7%	49.1%	36.2%	0%
Registrar	0%	11.6%	29.5%	59.0%	23.9%	50.9%	22.1%	3.1%
Library	17.9%	39.9%	38.2%	4.0%	27.6%	45.4%	27.0%	0%
Faculty staff	8.1%	24.9%	50.3%	16.8%	17.8%	41.1%	32.5%	8.6%

Source: Survey data, 2018

From the above table it can be seen that for the service students get from their respective departments, 44.5% of AAU students ranked their departments 'Good' while 49.1% of SMU students ranked their department 'very good'. This implies that the department service given in SMU is slightly better than the service given by departments in AAU.

Regarding the service given by the registrar of both universities, 59.0% of AAU students ranked the service as 'Poor' while 50.9% of SMU students ranked their registrar service 'Very good'. This implies that the registrar service at SMU is by far better than that of AAUs.

Regarding the library service, 39.9% of AAU students ranked the service 'Very good' while 45.4% of SMU students ranked the library service 'Very good'. This implies that in both universities the library service is very good but comparatively, SMUs library service is better.

Regarding the service given by the faculty staff, 24.9% of AAU students ranked 'Very good' and 50.3% ranked 'Good' while 41.1% of SMU students ranked 'Very good' and 32.5% ranked 'Good'. This implies that the service given by faculty staff of SMU is better than the service given by the faculty staff of AAU.

4.2.1.4. Perception of Educational Resources and Facilities of the Respective Universities

Masters students gave their response on the accessibility, utilization and quality of certain educational resources and student learning support services. The educational resources were: building and furniture, library resources, computer labs, equipment i.e. computers, ICT i.e. internet connection and research journals. Student learning services taken were: counseling, remedial courses, course materials and financial assistance.

Table 11: AAU and SMU Students' Response on their Perception of Educational Resources and Student Support Services

Factors	AAU			SMU		
	Accessibility	Utilization	Quality	Accessibility	Utilization	Quality
Building and furniture	89.0%	77.5%	80.9%	96.9%	90.8%	88.3%
Library resources	83.2%	66.5%	76.9%	92.0%	78.5%	85.3%

Computer labs	68.2%	49.1%	57.2%	80.4%	68.1%	64.4%
Equipment i.e. computers	60.1%	52.6%	56.1%	76.1%	67.5%	68.7%
ICT i.e. internet connection	52.6%	46.8%	46.5%	73.6%	55.8%	55.8%
Research journals	63.6%	52.0%	57.2%	85.9%	66.9%	69.9%
Counseling	34.7%	28.3%	29.5%	66.9%	60.1%	62.0%
Remedial courses	38.2%	35.8%	39.3%	75.5%	66.3%	68.7%
Course materials	57.2%	48.6%	56.1%	88.3%	82.8%	88.3%
Financial assistance.	26.6%	26.6%	26.6%	46.6%	46.6%	47.9%

Source: Survey data, 2018

As we can see from the charts, the first item; building and furniture are available at both universities but their accessibility, utilization and quality is better in SMU. The second item is library resources. Its accessibility, utilization and quality is better in SMU. The third items i.e. computer lab accessibility, Utilizationand its quality are better at SMU. The fourth facility which is equipment such as computers are accessible, utilized and they are at good quality at SMU. The fifth item which is ICT i.e. internet connection is accessible, utilized and in a good quality at SMU. There is less accessibility of internet connection at AAU. The sixth item, research journals are more accessible, utilized and in good quality at SMU. The seventh, counseling is less accessible and utilized at AAU but its accessible and utilized at SMU. The eighth support service, remedial courses are better accessible, utilized and in good quality at SMU as compared with AAU. The ninths support service is course materials. Its accessibility, utilization and quality are better in SMU. The tenth support service is financial assistance. Its availability is very low at both universities but comparatively its better in SMU.

The questionnaire incorporated a question if the students would choose the same study program at the same institute of higher education if they were free to choose again. They responded for one of the five answers i.e. 1. Yes, 2. No, a different study program at the same institute, 3.No, the same study program at a different institute, 4. No a different study program at a different institute and 5. No, I would decide not to study at all.

Table 12: Students response in their higher institute if they were free to choose again

Response	**AAU**	**SMU**
Yes	65.3%	66.3%
No, a different study program at the same institute	12.1%	13.5%
No, the same study program at a different institute	9.2%	4.9%
No a different study program at a different institute	11.6%	11.7%
No, I would decide not to study at all	1.7%	3.7%

Source: Survey data, 2018

From the above table, it can be seen that almost equal amount, 65.3% and 66.3% of the respondents from AAU and SMU respectively have chosen the same study program at the same institute. 9.2% of AAU students would like to take the same study program they are taking at a different institute. Which shows a dissatisfaction rate higher than that of SMU masters students. 3.7% of SMU students responded that they would decide not to study at all while 1.7% of AAU students chose the same. This shows that there is a bit higher student dissatisfaction of learning at SMU compared to AAU.

4.2.2. Survey Data Analyses of Instructors of AAU and SMU

This section presents findings of survey data analyses on instructors of both AAU and SMU. The considerations they take for choosing a teaching method, employed teaching methods and quality indicators of student learning are seen from the instructors' side. This will show us the instructors skills and ability as a teacher and also give another light to see the quality of education in both universities.

The respondents rated among a list of factors on a Likert scale (1=Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5=Strongly Agree). The response rate of 1 and 2 is merged to be 'Disagree'. 3 is undecided and 4 and 5 are merged to be 'Agree'. The instructor's percentile response is as follows.

Table 13. Considerations in Choosing Teaching Techniques

Items	AAU			SMU		
	Disagree	Undecided	Agree	Disagree	Undecided	Agree
I consider the age and maturity level of my students.	4.6%	15.2%	80.2%	2.4%	17.9%	79.7%
I recognize my students' background knowledge and existing skills.	3.0%	14.7%	82.3%	4.5%	17.3%	78.2%
I consider content of the subject-matter or the instruction.	0%	13.5%	86.5%	0%	8.8%	91.2%
I consider learning objectives or outcomes to be achieved.	0%	11.1%	88.9%	0%	14.3%	85.7%
I consider my teaching knowledge, skills, and experiences before choosing my teaching methods	0%	10.7%	89.3%	0%	8.8%	91.2%
I consider the time, space/class size, facility, and resources before choosing teaching methods	0%	17.7%	82.3%	0%	14.7%	85.3%

Source: Survey data, 2018

From the above table, regarding the first item, 80.2% of AAU instructors and 79.7% of SMU instructors agree that they recognize their students background and existing skills while choosing their teaching technique.

Regarding the second item, 82.3% of AAU instructors and 78.2% instructors of SMU agree that they consider the subject matter or the instruction while choosing their teaching technique.

For the third item, 88.9% of AAU instructors and 85.7% of SMU instructors agree that they consider learning objectives to be achieved.

For the fourth item, 89.3% of AAU instructors and 91.2% of SMU instructors agree that they consider their teaching knowledge, skills and experiences before choosing their teaching method.

Regarding the fifth item, both AAU and SMU instructors consider the time, space, and resources before choosing teaching methods.

4.2.2.1. Instructors methods of teaching

The respondents rated among a list of factors on a Likert scale (1=Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5=Strongly Agree). Their response of 1 and 2 were merged to be 'Disagree'. 3 is undecided and 4 and 5 were merged to be 'Agree'. The percentile value of the responses is as follows.

Table 11. Instructors Teaching Methods

Items	AAU			SMU		
	Disagree	Undecided	Agree	Disagree	Undecided	Agree
I am teaching large number of students at a time.	26.0%	25.7%	48.3%	0%	11.0%	89.0%
My way of teaching creates learners' interest, enthusiasm and appreciation.	0%	27.3%	72.7%	0%	25.0%	75.0%
I encourage students' participation/involvement and success in their learning.	0%	6.6%	93.4%	0%	4.5%	95.5%
My teaching enhances critical thinking and skills of scientific investigation.	3.7%	11.2%	85.1%	0%	22.7%	77.3%
I help my students to learn how to discover and organize things.	12.3%	17.3%	70.4%	8.9%	19.4%	71.7%
I use textbooks, handout notes, and other printed materials to teach my students	0%	13.8%	86.2%	0%	11.8%	88.2%
I use audiotapes, videotapes, slide sequences, photographs, models, practical kits, tools, and conventional printed materials in my own classroom.	23.5%	16.7%	59.8%	18.7%	13.2%	68.1%
I use multimedia such as text, graphics, motion, sound, images, animations, and digital video while teaching my students.	11.6%	17.8%	70.6%	14.8%	18.5%	66.7%
I give individual assignments and projects to my students.	0%	0%	100%	0%	0%	100%
I encourage my students to develop group learning skills such as discussion and interpersonal skills.	0%	7.9%	92.1%	0%	11.3%	88.7%

Source: Survey data, 2018

From the above table, for the first item, 48.3% of AAU instructors and 89.0% of SMU instructors agree that they teach large number of students at a time. This implies that instructors teach large number of students at a time in SMU.

For the second item, 72.7% of AAU instructors and 75.0% of SMU instructors agree that their way of teaching creates learners interest, enthusiasm and appreciation. For the third item, instructors at both universities strongly agree that they encourage students' participation/ involvement and success in their learning.

Regarding the fourth item, 85.1%of AAUs instructors and 77.3% of SMUs instructors agree that their teachingenhances critical thinking and skills of scientific investigation in which AAU is better than SMU. Regarding the fifth item,70.4% of AAU instructors and 71.7% of SMUs instructors agree that they help their students to learn how to discover and organize things.

For the items 6, 9 and 10, instructors at both AAU and SMU strongly agrees that they use text books, handout notes, printed materials, give individualized assignments and encourage students to develop group learning skills such as discussion and interpersonal skills.

For the items 7 and 8, instructors at both universities agree that they use audio tapes, videotapes, slide sequences, photographs, models, digital videos and give individual assignments and projects as a teaching method.

Instructors at both universities were asked to rank the type of teaching method they employ in their class rooms. 1 representing the method mostly employed in the class room and 7 represents the least employed method. The result is as follows.

Table 12: Teaching Methods

	AAU	**SMU**
1	Lecture	Lecture
2	Case method	Discussion
3	Discussion	Demonstration
4	Demonstration	Case method
5	Individualized method	Inquiry method
6	Inquiry method	Individualized method
7	Discovery method	Discovery method

Source: Survey data, 2018

4.2.2.2. Quality Indicators of Student Learning

The respondents rated among a list of factors on a Likert scale (1=Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5=Strongly Agree). The instructors response of 1 and 2 were merged to be 'Disagree'. 3 is undecided and 4 and 5 were merged to be 'Agree'. The percentile value of the responses is as follows.

Table 14. Quality Indicators of Student Learning

Items	AAU			SMU		
	Disagree	Undecided	Agree	Disagree	Undecided	Agree
Teachers use various teaching methods to teach students.	11.3%	1.4%	87.3%	18.0%	0%	82.0%
There is good academic staff/student ratio.	0%	11.3%	88.7%	13.5%	12.3%	74.2%
The curricula are relevant to students' learning.	15.9%	0%	84.1%	0%	5.5%	94.5%
Students acquired necessary skills and knowledge as a result of their learning.	0%	21.6%	78.4%	0%	6.3%	93.7%
There is a good leadership and management system that facilitate student learning	7.6%	31.8%	68.2%	0%	5.2%	94.8%
Learning is highly integrated with the use of technologies (ICTs, computer, projectors, etc.	0%	10.3%	89.7%	0%	15.1%	84.9%

Source: Survey data, 2018

From the above table we can see that for the first and second items, instructors at both universities agree that they use various teaching methods to teach students and that there is a good staff student ratio.

Regarding the third and fourth item, instructors of both AAU and SMU agreed. This implies that the curriculum is relevant for students learning and students acquire necessary skills and knowledge as a result of their learning, better in SMU than AAU.

Regarding the fifth item, AAU's instructors' response shows that they are neutral or undecided while SMU's instructors strongly agree. This implies that there is better leadership and management system that facilitates students learning in SMU than AAU.

The sixth item shows that instructors at both universities agree that the learning is highly integrated with the use of technologies such as ICT, computers, projectors and so on.

4.3. Analyses of Data Gathered from Interview

The respondents of the interview questions were College of business and economics dean of AAU, School of business dean of SMU, Academic standards and quality enhancement office (ASQEO) director of AAU and Center for educational improvement and quality assurance (CEIQA) director of SMU.

4.3.1. Current Quality status of AAU and SMU

According to the data gathered from the interview, the current quality status of education in Addis Ababa University and St. Mary university when examined in light of the octet quality parameters is as follows.

Table 10: The Octet of Quality at AAU and SMU

The Octet of Quality	Addis Ababa University	St. Mary's University
Policies and practices	There are policies that govern the university that are set by the universities quality assurance body; Academic standards and quality enhancement office. (ASQEO). Main focus areas are: - Quality core processes - Evidence-based approaches - Rigorous and continuous monitoring and evaluation - Transparency - Alignments	There are policies that govern the university that are set by the universities center of educational improvement and quality assurance(CEIQA) body. Main focus areas are: -Teaching learning assessment -Research assessment -Community service -Resource allocation -Quality assurance and best practice
Resources	There is availability of facilities and resources such as;	There is availability of facilities and resources such as;

	• Comfortable building and furniture • Library resources • Research journals • Computer labs Internet connection (Wi-Fi)is not available. ➢ Everything has been digitalized. (registration, grade)	• Comfortable building and furniture • Library resources • Research journals • Computer labs • ICT (internet connection) ➢ Everything has been digitalized. (registration, grade)
Curriculum	The curriculum is crafted by the university itself by seeing the national and international benchmark and it tries to fill the institutional gap. ➢ The post graduate curriculum is revised every 2 years. (after one batch graduates)	The curriculum is crafted by the university itself by seeing the national and international benchmark and it tries to fill the institutional gap. Finally, experts from HERQA will approve. ➢ The post graduate curriculum is revised every 2 years. (after one batch graduates)
Institutional Design	➢ The institutional design is not free from bureaucracy. Achieving a desired result at a short time is not simply possible. ➢ There is a quality assurance body in the university; Academic standards and quality enhancement office. (ASQEO)	➢ The administrative hierarchy is focused on the system. ➢ Not bureaucratic rather, it creates independent system that helps achieve desired results. ➢ There is a quality assurance department that checks different quality issues such as tests, thesis and keeping up best practices. (CEIQA)
Open system	➢ vision of the university is	➢ vision of the university is shared

thinking	shared with all stake holders. ➢ the faculty staff cope with emergent challenges and changes in educational leadership and management. ➢ The university cope with new teaching and learning models, educational technologies.	with all stake holders to accomplish the specific goals like; • High standard research • Quality education, and • Building moral and ethical values among the students. ➢ Teachers are trained to cope with educational technologies.
Institutional Leadership	➢ There is decentralization of power. But it is to a given authority only. ➢ Independent decision making of staff members is appreciated. ➢ The system brings out leaders in the faculty.	➢ Except finance, everything is decentralized. The necessary budget is allocated for every department. ➢ Independent decision making of staff members is highly appreciated. For instance, if grades are given by the lecturer, no other staff or administrative body changes it. ➢ The system brings out leaders in the faculty.
Learners profile	➢ Detailed information on students' survey analyses.	Detailed information on students' survey analyses.
Faculty KSA	➢ PHD level teachers only ➢ Knowledgeable teachers ➢ Detailed information on instructors' survey analyses	➢ Mix of masters and PHD level teachers ➢ Knowledgeable teachers ➢ Detailed information on instructors' survey analyses

Source: Survey data, 2018

4.3.2. Analysis of interview with HERQA Personnel

From the interview with the higher education quality audit and enhancement directorate director of HERQA, the following data were found.

Quality is a concern of all not only of HERQA or any other agency. If we see quality of higher education from individual universities, it might seem dropping but the system for quality assurance and enhancement has been laid recently. Even though HERQA was established on 2003, the actual quality assurance service was started on 2006. In most universities the internal quality assurance bodies also have a short-lived existence. The quality of higher education is progressing into a much more systematic manner. Universities which take in what HERQA personnel advice on their quality education system according to the 10 focus areas, i.e. Vision, Mission and Educational Goals, Governance and Management System, Infrastructure and Learning Resources, Academic and Support Staff, Student Admission and Support Services, Program Relevance and Curriculum, Teaching, Learning and Assessment, Student Progression and Graduate Outcomes, Research and Outreach Activities and Internal Quality Assurance, and work on it has been seen progressing. This paves a promising way to quality of education in a higher institute.

HERQA only audits what has been reported for them by the higher institute. HERQA audits the quality status of universities every five years. They audit according to the 10 focus areas. For instance, even though there are mission, vision statements, they check its correctness. HERQA sees if it is SMART i.e. simple, measurable, accurate, realistic and within a time bound. When we come to the governance of the higher institute HERQA checks if the university have a well put standards and legislation for whatever the higher institution does. For instance, well put criteria for promotion, teacher support system, student support system etc. HERQA also check for the accountability and transparency of the higher education governance.

After HERQA give corrective support for higher education institutes, the quality assurance bodies of the higher education will make the necessary corrections and prepares a quality enhancement plan. On this document they will report in detail what they have corrected from the feedback they get from HERQA. And they will send the document for HERQA.

When we come to the service given by HERQA to public and private universities, there are two core duties of HERQA. The first one is Accreditation and the second one is Quality Audit. Accreditation service is given only for private universities because of capability issues. But Quality Audit is done for both public and private universities. Addis Ababa university gets auditing service from HERQA every five years. St. Mary's university is accredited by HERQA and its quality of education is audited according to HERQAs focus areas every five years.

In the quality audit process HERQA personnel audits and checks the proper availability of educational resources, checks the curriculum of the higher institute, checks the policies and practices of the higher institute.

4.3.3. Efforts Made so far to Enhance Quality of Education By the Universities i.e. AAU and SMU

In Addis Ababa university in order to enhance the quality of post graduate level education from the start, there is an entrance exam. Only students passing the examination will be accepted for the post graduate level program. The instructors of masters' students are critically selected in their specialization area. All the instructors must have a PHD degree which shows that only knowledgeable instructors teach the post graduates.

The teaching and learning process mainly focuses on student centered teaching mechanism. Teachers only facilitate and moderate the learning process. This helps enhance the quality of education in the university.

Regarding the educational facilities there are conducive class rooms with projectors in each class. Educational resources such as subscribed journals, research papers online in all departments and specializations are available.

In addition, the university partners with foreign universities and have a program sponsored and also brings opportunities for students to have a double degree program with the sponsor university.

In the post graduate level there is an executive masters class that accepts only students with prior managerial work experience. This adds to the quality of education by facilitating practical knowledge and supporting it with scientific theories and paradigms.

In St. Mary's university, there is an entrance exam for the post graduate level. Only students passing the examination will be accepted for the post graduate level program. There are student support offices that identifies needy students and supports them financially. In addition, they give trainings to students that will help them in their learning and also in language issues.

The teaching and learning process mainly focuses on student centered teaching mechanism. Teachers only facilitate and moderate the learning process. This helps enhance the quality of education in the university. In addition, the necessary educational resources and supporting facilities such as; computer labs, internet connection in the campus, library resources, subscribed journals, previous students' researches are available. This facilitates the enhancement of quality education in the campus.

For post graduate students there is a student research forum, where students present their paper and some incentive money is given in order to appreciate students' performance.

4.3.4. Major Constraints Impeding the Quality of Education in both Universities based on the Octet Quality Parameters

In Addis Ababa University, even though there are lots of detailed short term, mid-term and long-term action plans developed by the academic standards and quality enhancement body, there are still constraints impeding the quality of education. The major constraint is lack of commitment of the concerned bodies. There are weaknesses in consolidating quality assurance offices that will help increase the quality of education. In addition, government budget for different facilities such as setting Wi-Fi internet connection within the campus. These reasons will hinder the proper implementation of the action plans set forward by the office for academic standards and quality enhancement.

In St. Mary's university, center of educational improvement and quality assurance(CEIQA) body is well organized and implements the quality enhancement action plans they set. But there are still constraints that hinders the quality of education. There is no affiliation or less government support for private universities. According to HERQA, the student-class ratio for government universities at the post graduate level is 25 or less students per class, while for private universities is 40 students per class which will negatively impact the quality of the post graduate education.

The other constraint is the policy problem. The national educational policy is not supportive of quality of education. Students come to universities to join the post graduate program with poor educational and language background. Most students also come to post graduate program of private universities with no prior work experience this will make rendering of quality education difficult. On the other hand, public attitude is the other constraint towards private universities. Most people think of private universities as they can simply get in and learn as long as they can afford to pay the tuition. Such kind of thoughts gives a weaker impression in the community about private universities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary of the major findings, the conclusion drawn from the findings and recommendation for findings.

5.1 Summary of Findings

5.1.1. Efforts made so far to enhance quality of education in both universities are as follows;

In Addis Ababa University

- ✓ There is an entrance exam
- ✓ All the instructors must have a PHD degree
- ✓ Teaching and learning process mainly focuses on student centered teaching mechanism
- ✓ For the educational facilities, there are conducive class rooms with projectors in each class. Educational resources such as subscribed journals, research papers online in all departments and specializations are available
- ✓ The university partners with foreign universities and have a program sponsored and also brings opportunities for students to have a double degree program with the sponsor university.
- ✓ There is an executive masters class that accepts only students with prior managerial work experience

In St. Mary's University

- ✓ There is an entrance exam
- ✓ There are student support offices that identifies needy students and supports them financially.
- ✓ The teaching and learning process mainly focuses on student centered teaching mechanism
- ✓ The necessary educational resources and supporting facilities such as; computer labs, internet connection in the campus, library resources, subscribed journals, previous students' researches are available.

- ✓ There is a student research forum, where students present their paper and some incentive money is given in order to appreciate students' performance

5.1.2. Major Constraints Impeding the Quality of Education in Both Universities

In Addis Ababa University

- Lack of commitment of the concerned bodies
- Weaknesses in consolidating quality assurance offices that will help increase the quality of education
- Lack of Wi-Fi internet connection for the whole campus
- Lack of proper trainings for academic staff
- Providing foreign education for some academic staff is not given an emphasis.

In St. Mary's University

- No affiliation or less government support for private universities
- The student-class ratio for government universities at the post graduate level is 25 or less students per class, while for private universities is 40 students per class which will negatively impact the quality of the post graduate level education.
- National educational policy is not supportive of quality of education.
- Poor public attitude towards private universities
- No executive masters' students with prior work experience.

Responsibilities of HERQA

- Audits Quality of higher education every five years.
- HERQA makes an audit according to its ten core focus areas. (i.e. Vision, Mission and Educational Goals, Governance and Management System, Infrastructure and Learning Resources, Academic and Support Staff, Student Admission and Support Services, Program Relevance and Curriculum, Teaching, Learning and Assessment, Student Progression and Graduate Outcomes, Research and Outreach Activities and Internal Quality Assurance)

- Provides Quality audit service for both public and private universities. But Universities cannot totally depend on the service given by HERQA as they only audit once every five years. It is a must that universities have their own internal quality assurance body.
- There are two core duties of HERQA. The first one is Accreditation and the second one is Quality Audit. Accreditation service is given only for private universities because of capability issues. But Quality Audit is done for both public and private universities.

This research employed a model that studies the quality of higher education. It is called the octet of higher education. As its name implies there are eight variables in which it studies the quality of education in higher institute. Namely they are; policies and practice, learners profile, faculty knowledge- skill- ability (KSA), institutional leadership, open system thinking, institutional design, curriculum and resources. Summary of the findings is as follows;

1) **Policies and Practices**

In both universities, there are an internal quality assurance bodies who are responsible for the policies and practices concerning quality of education in the respective universities. They are Academic standards and quality enhancement office(ASQEO) of AAU and center of educational improvement and quality assurance(CEIQA) body of SMU. The main focus areas of the policies in AAUare,Quality core processes, Evidence-based approaches, Rigorous and continuous monitoring and evaluation, Transparency and Alignments. In SMU the main focus areas for the policies are; Teaching learning assessment, Research assessment, Community service, Resource allocation and Quality assurance and best practice. These policies are well prepared at both universities. But when it comes to the proper implementation, SMU is implementing the policies better than AAU.

2) **Learners Profile**

In order to see overall quality of post graduate level education from the masters' students' perspective, questionnaire was developed. It shows Masters students' perception of the study program they take, Students' perception of Teaching and learning methods, Students perception of their instructors' competency, Students perception of the services in AAU and SMU, Perception of educational resources and facilities.

- On students' perception of the study program they take, most students at both AAU and SMU agreed for all the variables except for "There was a freedom in composing your own program". This shows that both at public and private universities the study program students take are generally regarded as demanding, has a broad focus, is vocationally oriented and is academically prestigious. But there is little freedom in composing their own study.
- Students' perception of Teaching and learning methods were asked to see the main types of teaching and learning methods in both universities. Out of the twelve items of teaching and learning techniques only two of the items were ranked to be less employed. These items are work placement and multiple-choice exam for assessment. 50.3% of AAU students and 33.1% of SMU students responded that the availability of internships are low. AAU have an even less amount of work placement and internship programs for its students. The second below average response is for multiple choice exam is not given as much in both universities but SMU has higher multiple-choice exam for their masters' students than AAU. The other ten variables have an above average response rate showing that they are employed in the teaching and learning sessions. They are lectures, group assignments, facts and practical knowledge, theories and paradigms, teacher as the main source of information, project based learning, written assignments, oral presentation by students and subjective (essay type) exams.
- Regarding students' perception of their instructors' competency, 88.4% and 73.6% of students from AAU and SMU responded that their instructors have the necessary knowledge, skill and ability while the rest students think they lack the necessary knowledge, skill and ability. This shows that instructors in Addis Ababa university have the necessary knowledge, skill and ability better than St. Mary's university.

In order to see students' perception of the services in AAU and SMU, major services that post graduate students get were mentioned. These services are given by department, registrar, library and faculty staff.

- The departments' service is very good for both campuses. The registrar service of SMU is better than that of AAU's. SMU have somehow better library service compared to AAU. The service students get from the faculty staff of SMU is better than that of

AAU's. So, this shows that private universities are better in giving proper kind of service for post graduate students.

- The last variable seen is students' perception of educational resources and facilities of their respective universities. Masters students gave their response on the accessibility, utilization and quality of certain educational resources and student learning support services. The educational resources were: building and furniture, library resources, computer labs, equipment i.e. computers, ICT i.e. internet connection and research journals. Student learning services taken were: counseling, remedial courses, course materials and financial assistance. All of the educational resources and facilities were ranked to be accessible, utilized and in good quality except for the seventh and tenth variables which are counseling and financial assistance. These two variables are less accessible and utilized by post graduate students at both AAU and SMU.

3) Faculty knowledge- Skill- Ability (KSA)

- The instructors of the post graduate level students of AAU are all PHD degree holders. While at SMU, the instructors are a mix of masters' degree holders and PHD degree holders. This shows that the instructors in AAU are more knowledgeable than instructors at SMU.
- In order to see the skill and ability of the instructors, Considerations in choosing teaching techniques, Instructors methods of teaching and Quality Indicators of Student Learning were seen. For consideration in choosing teaching techniques, both AAU and SMU instructors agree that they consider the age and maturity level of their students and recognize their students background knowledge and existing skills in order to choose their teaching methods. SMU instructors consider content of the subject matter, learning objectives, consider their teaching knowledge skills and experiences and also consider the time, class size, facility and resources before choosing their teaching methods better than instructors at AAU.
- In order to assess instructors' methods of teaching, there were ten variables. The results show that, there are large number of students in SMU's masters class than AAU's. Instructors at both campuses agree that their way of teaching creates learners interest, enthusiasm and appreciation. And they strongly agree that they encourage students' participation/ involvement and success in their learning. Instructors at both universities

agree that their teaching enhance critical thinking and skills of scientific investigation and that they help their students how to discover and organize things. SMU instructors strongly agree that they use textbooks, handout notes and other printed materials to teach their students. instructors at both universities are neutral or undecided that they use audio tapes, videotapes, slide sequences, photographs, models, practical kits, tools and conventional printed material in the post graduate classes they teach. AAU's instructors use multimedia such as text, graphics, motion, sound, images, animations and digital video while teaching their students better than SMU instructors. individual assignments/ projects and encouraging students to develop group learning is more emphasized at SMU as compared with AAU. This shows that instructors at both universities are skillful while they teach.

- Finally, Quality Indicators of Student Learning were seen. instructors at both universities agree that they use various teaching methods to teach students and that there is a good staff student ratio. The curriculum is relevant for students learning and students acquire necessary skills and knowledge as a result of their learning, better in SMU than AAU. There is better leadership and management system that facilitates students learning in SMU than AAU. instructors at both universities agree that the learning is highly integrated with the use of technologies such as ICT, computers, projectors and so on. we can say that there is a better curriculum, leadership and management system that facilitates students learning in private universities. Both public and private university instructors have the right ability to teach.

4) Institutional Leadership

in AAU, there is decentralization of power among staff members. But it is to a given authority only. Independent decision making of staff members is appreciated, in which the system brings out leaders in the faculty. Likewise, in SMU, Independent decision making of staff members is highly appreciated. The system brings out leaders in the faculty.

5) Open System Thinking

In AAU, Vision of the university is shared with all stake holders. The faculty staff cope with emergent challenges and changes in educational leadership and management. The university cope with new teaching and learning models and educational technologies. Likewise, in SMU,

vision of the university is shared with all stake holders. The university cope with new teaching and learning models and technologies and teachers are trained to cope with educational technologies.

6) Institutional Design

like any other institution both the universities have their own administrative hierarchy. This starts from the university president to different administrative college heads and deans, department heads up to a one-man-office. Throughout this hierarchy in AAU, the institutional design is not free from bureaucracy. Achieving a desired result at a short time is not simply possible. While in SMU, the administrative hierarchy is focused on the system. It is not bureaucratic rather, it creates independent system that helps achieve desired results.

7) Curriculum

In AAU, the curriculum is crafted by the university itself by seeing the national and international benchmark and it tries to fill the institutional gap. The post graduate curriculum is revised every 2 years. (after one batch graduates). In the same manner SMU's curriculum is crafted by the university itself by seeing the national and international benchmark and it tries to fill the institutional gap. Finally, experts from HERQA will approve. The post graduate curriculum is revised every 2 years.

8) Resources

At both universities, there is availability of facilities and resources such as; Comfortable building and furniture, Library resources, Research journals, Computer labs, digitalized registration and grading system. But one of the basic resource for masters' students, which is an internet connection in the campus is not available in AAU while there is in SMU.

5.2.Conclusion

Based on the findings of the study, the following conclusions can be drawn.

- SMU is better on implementing the policies set by its internal quality assessment body (CEIQA).
- In both AAU and SMU post graduate students have no or little freedom in composing their own study.
- Both AAU and SMU have no or little work placement and internship programs for its post graduate students.
- From the students' perspective, instructors in AAU have the necessary knowledge, skill and ability better than SMU.
- SMU is better in giving proper kind of service for post graduate students than AAU.
- Counseling and financial assistance are less accessible and utilized by post graduate students at both AAU and SMU.
- Instructors in AAU are more knowledgeable than instructors at SMU. But when we come to their skill and ability, both AAUand SMU instructors have the right skill and ability to teach.
- Both AAU and SMU have a very good institutional leadership. Authority is given and independent decision making of staff members is appreciated.
- Both AAU and SMU have an Open system thinking. They are both open for accepting and introducing new technologies cope with new teaching and learning models and educational technologies. In addition, vision of the university is shared with all stake holders.
- In AAU, the institutional design is not free from bureaucracy. Achieving a desired result at a short time is not simply possible. While in SMU, the administrative hierarchy is focused on the system. It is not bureaucratic rather, it creates independent system that helps achieve desired results. So, it can be concluded that, the institutional design in private universities is better for implementing better result.
- Both AAU and SMUcrafts their own curriculum.
- SMU have better resources than AAU.

- AAU cannot totally depend on the service given by HERQA as they only audit once every five years. It is a must that they have their own internal quality assurance body. Even though the level of dependence on HERQA service is higher for SMU, as they get both accreditation and audit service, still they need an internal quality assurance body.
- After considering all this, it can be concluded that, SMU is better in executing quality of education better than AAU.

5.3. Recommendations

In light of the major findings of the study and conclusions drawn; the following recommendations are forwarded towards the implementation of the proper quality education practices in Addis Ababa University and St. Mary University:

5.3.1. Recommendation for Addis Ababa University

- There is poor implementation of policies set forward by the internal quality assessment body(ASQEO). So, the researcher recommends that AAU should be more organized and committed in order to implement the policies set forward.
- Industry- university linkages should be available so that post graduate students have the opportunity of work placement and internships.
- For the institutional design not to be bureaucratic, the researcher recommends that authority can be fully given for each staff so that they can make proper decisions of their own and be accountable for it.
- In order to bring out effective researchers, one of the basic resource that a campus can provide is making internet connection available in the campus. The researcher recommends that AAU provides its students with it.
- In order for the staff working in the registrar and faculty staff render a proper service for post graduate students, the researcher recommends they get trained on how to treat students well and serve them accordingly. In addition, make some pay raise so that they can be motivated on their positions and add more personnel to the positions.

5.3.2. Recommendation for St. Mary University

- Industry- university linkages should be available so that post graduate students have the opportunity of work placement and internships.
- For the instructors to be knowledgeable enough, PHD level instructors should be taken for post graduate students.
- Executive masters class should be started.

5.3.3. Recommendation for HERQA

- HERQA should offer an attractive salary to its employees so that it could be able to recruit, nationally and internationally, experienced and well qualified staff who have experience of higher education.

- HERQA should be given stronger power to enforce HEIs to comply with its recommendations and requirements.

5.4. Suggestions for Future Research

This research work is a starting one and it should be followed by a number of researches to investigate scopes which are not considered in this research. The Researcher believes that the research area is uncovered and not sufficiently done in Ethiopia. Thus, this researcher recommends the following for further research and investigation:

- Further studies may be done to explore quality of education using different kinds of model than the researcher used in this study. Each variable studied under this study can also be studied individually in a broad way.
- As the researcher of this study used the post graduate education system to study quality of education in higher education institute, further study might be made on undergraduate program to see it from their perspective.

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Appendix A

Addis Ababa University

College of Business and Economics

Management Department

Questionnaire to be filled by Masters' students

Dear student,

My name is BethlhemZewdu. I am a student in the post graduate program of Addis Ababa University. This questionnaire is designed to collect primary data on the Research topic "Quality of Post Graduate Level Education: The Case of Addis Ababa University and St. Mary's University" which is undertaken to fulfill the partial requirements for the Master of Science specializing on Total Quality Management and Organizational Excellence. Since the data collected is for academic purposes, the confidentiality of the information you provide is fully guaranteed. Therefore, I would appreciate the genuine response to the questions.

Thank you very much for your kind cooperation and timely completion of this questionnaire.

Directions:

- You are not required to write your name.
- Put a tick mark "√" in the space provided in front of each item.
- The questionnaire has 3 parts. Please try to fill all the items.
- Please choose the one which you think is the most appropriate response to each question.

Part One: Respondent Profile

1.Campus: Addis Ababa University ☐ FBE campus

☐ School of Commerce

St. Mary's University ☐

Department: _____ Specialization: _____

2. Program: ☐ Regular ☐ Extension

3. Sex: ☐ Male ☐ Female

3. Age: ☐ 21-25 ☐ 31-35

☐ 26-30 ☐ Above 35

4. Year: ☐ First ☐ Second ☐ Third

Part two: Perception of study program, Teaching learning process and lecturers

1. To what extent did the following descriptions apply to your study program?

Not at all ⟷ To a very high extent

	1	2	3	4	5
The program was generally regarded as demanding.	☐	☐	☐	☐	☐
There was a freedom in composing your own program	☐	☐	☐	☐	☐
The program has a broad focus	☐	☐	☐	☐	☐
The program is vocationally oriented	☐	☐	☐	☐	☐
The program is academically prestigious	☐	☐	☐	☐	☐

2. To what extent were the following modes of teaching and learning emphasized in your study program?

Not at all ⟷ To a very high extent

	1	2	3	4	5
Lectures	☐	☐	☐	☐	☐
Group assignments	☐	☐	☐	☐	☐
Participation in research projects	☐	☐	☐	☐	☐
Internships, work placement	☐	☐	☐	☐	☐
Facts and practical knowledge	☐	☐	☐	☐	☐
Theories and paradigms	☐	☐	☐	☐	☐
Teacher as the main source of information	☐	☐	☐	☐	☐
Project and/or problem based learning	☐	☐	☐	☐	☐
Written assignments	☐	☐	☐	☐	☐
Oral presentation by students	☐	☐	☐	☐	☐
Multiple choice exams	☐	☐	☐	☐	☐
Subjective/ essay type exams	☐	☐	☐	☐	☐

3. what is your overall perception of your instructors in your department?

A) They have the necessary knowledge, skill and ability

B) They lack the necessary knowledge, skill and ability

4. How satisfied are you with the competencies gained during your study?

Strongly Dissatisfied ⟷ Strongly Satisfied

	1	2	3	4	5
Subject matter knowledge	☐	☐	☐	☐	☐
Problem solving skills	☐	☐	☐	☐	☐
Analytical/ critical thinking skills	☐	☐	☐	☐	☐
Practical skills	☐	☐	☐	☐	☐
Team work skills	☐	☐	☐	☐	☐
Communication skills	☐	☐	☐	☐	☐
Research ability	☐	☐	☐	☐	☐

Your overall preparation for a professional career	☐	☐	☐	☐	☐

Part three: Perception of Services and educational resources and facilities of the university

1.How do you scale the Quality of service that you get from your Department,

A) Excellent C) Good

B) Very good D) Poor

2. How do you scale the Quality of service that you get from the Registrar,

A) Excellent C) Good

B) Very good D) Poor

3. How do you scale the Quality of service that you get from the Campus Library,

A) Excellent C) Good

B) Very good D) Poor

4. How do you scale the Quality of service that you get from your faculty, administrative and support staff?

A) Excellent C) Good

B) Very good D) Poor

5. How do you evaluate the following educational resources and facilities in your institution?

	Accessibility		**Utilization**		**Quality**	
	Yes	No	High	Low	Good	Poor
Facilities						
Building and furniture	☐	☐	☐	☐	☐	☐
Library resources	☐	☐	☐	☐	☐	☐
Computer labs	☐	☐	☐	☐	☐	☐
Equipment (e.g. computers)	☐	☐	☐	☐	☐	☐

ICT (Internet connection)	☐	☐	☐	☐	☐	☐
Research journals	☐	☐	☐	☐	☐	☐
Student learning support services						
Counselling	☐	☐	☐	☐	☐	☐
Remedial courses	☐	☐	☐	☐	☐	☐
Course materials	☐	☐	☐	☐	☐	☐
Financial assistance	☐	☐	☐	☐	☐	☐

6. Looking back, if you were free to choose again, would you choose the same study program at the same institute of higher education?

☐ Yes

☐ No, a different study program at the same institute

☐ No, the same study program at a different institute

☐ No, a different study program at a different institute

☐ No, I would decide not to study at all

7. Do you have any suggestion for the improvement of Quality of education and services of your campus?

_____

_____

_____

Many thanks for your cooperation!!!

Appendix B

Addis Ababa University

College of Business and Economics

Management Department

Questionnaire to be filled by Academic Staff in post graduate program

Dear Respondent,

My name is BethlhemZewdu. I am a student in the post graduate program of Addis Ababa University. This questionnaire is designed to collect primary data on the Research topic "Quality of Post Graduate Level Education: The Case of Addis Ababa University and St. Mary's University" which is undertaken to fulfill the partial requirements for the Master of Science specializing on Total Quality Management and Organizational Excellence. Since the data collected is for academic purposes, the confidentiality of the information you provide is fully guaranteed. Therefore, I would appreciate the genuine response to the questions.

Thank you very much for your kind cooperation and timely completion of this questionnaire.

Directions:

- You are not required to write your name.
- Put a "√" mark in the space provided in front of each item.
- The questionnaire has 4 parts. Please try to fill all the items.
- Please choose the one which you think is the most appropriate response to each question.

Part One: Respondent Profile

1. Department: _____ Field of Specialization: _____

2. Sex: ☐ Male ☐ Female

3. Age: ☐ 21-25 ☐ 26-30

☐ 31-35 ☐ 36-40 ☐ above 40

4. Educational level: ☐ MA ☐ MSc ☐ MBA

☐ PHD ☐ Other, pleasespecify_____

5. Teaching in: ☐ Addis Ababa university ☐ St. Mary's university

6. Teaching experience in year ☐ < 2 ☐ 2-5 ☐ 5-10 ☐ >10

7. Workload in credit hour per week:

☐ <6 ☐ 6-11 ☐ 12-18 ☐ >18

Part Two: Items related to considerations in choosing teaching methods

Please indicate the extent to which you apply the considerations in choosing teaching methods in the teaching learning process by putting "√" mark. There are five alternatives and their value are indicated as follows.

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

No.		1	2	3	4	5
1	I consider the age and maturity level of my students.	☐	☐	☐	☐	☐
2	I recognize my students' background knowledge and existing skills.	☐	☐	☐	☐	☐
3	I consider content of the subject-matter or the instruction.	☐	☐	☐	☐	☐
4	I consider learning objectives or outcomes to be achieved.	☐	☐	☐	☐	☐

5	I consider my teaching knowledge, skills, and experiences before choosing my teaching methods	☐	☐	☐	☐	☐
6	I consider the time, space/class size, facility, and resources before choosing teaching methods	☐	☐	☐	☐	☐

Part Three: Items related to teachers' methods of teaching

Please indicate the extent to which you apply methods of teaching in the teaching learning process by putting "√" mark. There are five alternatives and their value is indicated as follows.

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

No.		1	2	3	4	5
7	I am teaching large number of students at a time.	☐	☐	☐	☐	☐
8	My way of teaching creates learners' interest, enthusiasm and appreciation.	☐	☐	☐	☐	☐
9	I encourage students' participation/involvement and success in their learning.	☐	☐	☐	☐	☐
10	My teaching enhances critical thinking and skills of scientific investigation.	☐	☐	☐	☐	☐
11	I help my students to learn how to discover and organize things.	☐	☐	☐	☐	☐
12	I use textbooks, handout notes, and other printed materials to teach my students	☐	☐	☐	☐	☐
13	I use audiotapes, videotapes, slide sequences, photographs, models, practical kits, tools, and conventional printed materials in my own classroom.	☐	☐	☐	☐	☐
14	I use multimedia such as text, graphics, motion, sound, images, animations, and digital video while teaching my	☐	☐	☐	☐	☐

	students.					
15	I give individual assignments and projects to my students.	☐	☐	☐	☐	☐
16	I encourage my students to develop group learning skills such as discussion and interpersonal skills.	☐	☐	☐	☐	☐

17. Here are some teaching methods and you are required to order them by writing numbers 1-6 on the space provided in front of them in which, 1 represents the method that you employ mostly in your classroom teaching and 7 represents the least employed method.

1. Lecture method _____

2. Demonstration method _____

3. Inquiry method _____

4. Discovery method _____

5. Individualized methods _____

6. Discussion method _____

7. Case method _____

Part Four: Items related to quality indicators of student learning

Please indicate the extent to which teachers including you emphasize on quality indicators of student learning by putting "√" mark. There are five alternatives and their value are indicated as follows.

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

No.		1	2	3	4	5
18	Teachers use various teaching methods to teach students.	☐	☐	☐	☐	☐
19	There is good academic staff/student ratio.	☐	☐	☐	☐	☐
20	The curricula are relevant to students' learning.	☐	☐	☐	☐	☐
21	Students acquired necessary skills and knowledge as a result of their learning.	☐	☐	☐	☐	☐
22	There is a good leadership and management system that facilitate student learning	☐	☐	☐	☐	☐
23	Learning is highly integrated with the use of technologies (ICTs, computer, projectors, etc.	☐	☐	☐	☐	☐

24. How do you assess the performances of your students in their learning?

_____

_____

_____

Many thanks for your cooperation!

Appendix C

Addis Ababa University

College of Business and Economics

Management Department

Interview guiding questions for Academic deans

Dear Respondent,

The purpose of this interview is to gather information from faculty deans about methods and practices employed in the university for the Quality of post graduate level education.

1. What efforts have been made so far to enhance quality of education?
2. What are the major constraints impeding the quality of education in the university?
3. As HERQA is the education quality assurance body in Ethiopia, have your university been assured by the institution?
   3.3. If so, in how long do their personnel come to the university to check and audit the Quality of Education?
4. Was the university curriculum crafted by the university itself or was it adapted from other universities?
5. Do the university update or revise the curriculum or it uses what was there from the opening of the university?
   5.1.If it is updated or revised, in how many years?
6. How is the structure of administrative hierarchy in the faculty? Does it enhance the quality of education and help achieve desired results?
7. Does college of business and economics have the necessary technological blend and infrastructure that facilitates masters students in their study? (computer lab, internet connection, comfortable class rooms, projector in class, and so on)
8. Is there a culture of decentralization and authorization of power to staff members in order to bring out leaders in the faculty?
9. Do the faculty have a system of revisiting the systems and processes in order to avoid stagnation? How do you check if you are continuously growing?

Many thanks for your cooperation!

Appendix D

Addis Ababa University

College of Business and Economics

Management Department

Interview guiding questions for Internal Quality Assessment Body of the University

Dear Respondent,

The purpose of this interview is to gather information from the internal quality assessment body of the university about methods and practices employed in the university for the Quality of post graduate level education.

1. What are the policies and practices of the university concerning education Quality?
2. What efforts have been made so far to enhance quality of education?
3. What are the major constraints impeding the quality of education in the university?
4. As HERQA is the education quality assurance body in Ethiopia, have your university been assured by the institution?

   3.3. If so, in how long do their personnel come to the university to check and audit the Quality of Education?
5. Was the university curriculum crafted by the university itself or was it adapted from other universities?
6. Do the university update or revise the curriculum or it uses what was there from the opening of the university?

   6.1.If it is updated or revised, in how many years?

Many thanks for your cooperation!

Appendix E

Addis Ababa University

College of Business and Economics

Management Department

Interview guiding Questions for HERQA Personnel

Dear Respondent,

1. How do you see the Quality of education in Ethiopia?
2. How do you audit the quality status of a higher educational institute?
3. How frequently do you send your personnel to universities?
4. Does HERQA audit the curriculum higher education institutes use? If yes, how?
5. Does HERQA check the policies and practices set by the internal quality assessment bodies of higher education institutes? how?
6. Does HERQA check the proper availability of educational resources in the university?
7. Is there any set standard about the Student-teacher ratio in post graduate classes?
8. What are the major challenges you face as an agency to be effective?

Many thanks for your cooperation!