St. Mary's University, School of Graduate Studies, Institute of Quality and Productivity Management

The practice of Internal Quality Assurance in Private Higher Education Institutions (PHEIs) in Addis Ababa

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St. Mary's University, School of Graduate Studies, Institute of Quality and Productivity Management

The practice of Internal Quality Assurance in Private Higher Education Institutions (PHEIs) in Addis Ababa

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DECLARATION

I, the undersigned declare that this thesis is my original work. All material used for this thesis has been duly acknowledged, as well. I confirm that this has not been submitted either in part or in full to other higher education institutions for the purpose of earning any degree.

Hassen Mohmmed Dawud

Signature _____ Date _____

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ENDORSEMENT

This thesis has been submitted to St. Mary's university school of graduate studies for Examination to approval as university advisor.

Advisor _____   Signature_____

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Abstract

The purpose of this study was to examine the practices of internal quality assurance in private higher education institutions in Addis Ababa. To conduct the study, descriptive survey design was employed. Purposive sampling technique was used to select the sample universities among PHEIs in Addis Ababa. From the sample universities: 7 deans/vice deans, 13 department heads, 3 internal quality assurance heads, 8 internal quality assurance members, and 2 Higher Education Relevance and Quality Agency's(HERQA) officials were participated in the study. Questionnaire was the main data gathering tool for this study. An interview was also conducted to enrich the quantitative data. As a result, 6 internal quality assurance heads or directors and 2 HERQA officials were interviewed. Quantitative data was collected through questionnaire and analyzed using mean score and percentage. The data gathered through interview was discussed in line with the questionnaire. Consequently, the main findings from this study were: the implementation of IQA were in the target universities, IQA was insufficiently implemented and little variations were observed among them ; lack of staff capacity, motivation, engagement and commitment affected the implementation of IQA practices; the role of HERQA is considered as an enabler for quality assurance mechanism across the sample universities. The extent to which the top management strategies to assist IQA practitioners were insufficient. They also didn't gain enough support from HERQA to improve IQA practices. On the other hand, there were many challenges; such as lack of relevant trainings; lack of professional knowledge of IQA units; trained professionals turn over because of lack of incentives. Finally, to minimize or solve IQA related problems, the following recommendations were drawn; all target universities are urged to hire qualified and competent professionals; capacity building programs focused on QA trainings, workshops and seminars should be organized in participant's educational institutions. They are also recommended to implement these quality assurance models such as TQM, ISO: 90001 and EFQM.

Key words: *Quality, Quality Assurance, Private Higher Education, Internal Quality Assurance*

Abbreviations

AAU Addis Ababa University

BPR Business Process Reengineering

EFQM European Foundation for Quality Management

ELIR Enhancement Led Institutional Review

EQA External Quality Assurance

ETP Education and Training Policy

FDRE Federal Democratic Republic of Ethiopia

HEI Higher Education Institution

HEP Higher Education Proclamation

HERQA Higher Education Relevance and Quality Agency

HESC Higher Education Strategic Center

IQA Internal Quality Assurance

IQAU Internal Quality Assurance Unit

ISO International Organizational for Standardization

MOE Ministry of Education (Ethiopia)

NAAC National Assessment and Accreditation Council

P-D-C-A Plan-Do-Check-Act

QA Quality Assurance

QAO Quality Assurance Office

Ru Rift Valley University

SED Self-Evaluation Document

SSA Sub Saharan Africa

SU St. Mary's University

TQM Total Quality Management

UCAA University College of Addis Ababa

UNESCO United Nation Educational scientific and Cultural Organization

UU Unity University

CSAT Customer Satisfaction

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Chapter One

Introduction

1.1 Background of the Study

In the past decade, there have been made an increasing access to higher education with the opening of two new universities per year on average. According to the Ethiopian Education Strategy Centre (2015), the country plans to increase the total number of public universities to 44 by 2020.To further illustrate the expansion, only ten years ago, the Ethiopian Ministry of Education (MOE) stated that the country had 319,217students enrolled in its higher education system in 2007-2008. In 2017 already, the country enrolled more than 800,000 students in 37public and 124 accredited private higher education institutions in both undergraduate and graduate programs (MOE,2017). The 2.4% attendance of the appropriate age cohort reported for the country by The World Bank in 2008 has also increased by approximately 120% since (Gulliksen & Audensen, 2013). The attention the expanding higher education sector in Ethiopia has been receiving can also be demonstrated in terms of funding: The Ethiopian government invests more than 40% of its education budget on higher education (UNESCO, 2015; Raynor & Ashcroft,2012). Despite this expansion, it is worth noting that the country's higher education system is still considered elitist by global comparison, for the current gross enrolment ratio which stands at a little over 8 % (UNESCO, 2015) has not reached the minimum 15% gross enrolment margin theorized by Trow (2007) (Addisalem, 2020: 2).

In the Ethiopian context, both public and private higher education institutions operate under a common institutional setting in which the legal and policy framework plays a major role. Both sectors are governed by the same legal framework-the 2009 higher education proclamation related to policy directives and regulatory organs. There is no separate law for private higher education institutions. The 2003 higher education proclamation, which was modified in 2009, provides the legal ground for the establishment and functioning of public and private higher education institutions in the country (Mulu, 2017).

Prior to 1991, private HEIs did not exist in Ethiopia. Yet, since 1992,76" for- profit" private HEIs (one university, three university colleges, 69 colleges, and three institutions) have been founded. In addition to that number, three "nonprofit "colleges have been founded. All private HEIs are still in their infancy. For profit private HEIs do not get financial support from the

government similar to that received by public HEIs. Tuition is their primary source of revenue. Private HEIs also lack the substantial endowment or access for fund (grants, business-education, partnerships etc.) that are seen in other region of the world. Hence, many private HEIs are weak in rigor and quality control. Moreover private HEIs are ordinarily much smaller in size (i.e. number of students, capacity and facility) than their public HEIs counterparts. AAU alone is much larger than the 76 private HEIs (Arega, 2015, p.6).

Public HEIs in Ethiopia are financed by the government. They are established by regulation of the council of Ministers and hence are not required to be accredited by Higher Education Relevance and Quality Agency (HERQA), as the private HEIs are required to be accredited. Rather, HERQA, as stipulated in proclamation No 650/2009, article 89 (FDRE, 2009) is accountable to the MoE, and Article 76, which, in addition to required accreditation for private HEIs, mandates that HERQA's role with regard to public HEIs is limited to ensuring that those HEIs have an internal quality assurance system, conduct audits, and present recommendation for improvement.

Rayner (2006), in his study concluded that HERQA to ensure quality standards, it needs the support and cooperation of all stakeholders in Ethiopian Higher Education plus a broad agreement on how quality will be defined and tested. Quality cannot be achieved in isolation and it cannot be imposed from above, it has to be negotiated communal efforts. Eventually, all those involved in higher education sector will need to work together and come to some common agreement so that we all share common understanding of what is meant by quality and that we are all ' Doing the right thing in the right way. However, most IQAUs of HE were targeted to satisfy HERQA's minimum quality standard or benchmarks. They focused only on standards rather than to re-evaluate consistently to analyze findings, perceive the situation and to adopt scientific methods. The world is dynamic. To improve the process, quality assurance units should assume an increasingly critical attitude towards excellence. And they implement it (Ryner, 2006).According to (Stimac&Katic; 2015) cited in (Eurydic;2012) the implementation of quality assurance in the area of higher education has been made complicated by the important socio-economic role which education has in the development of local, national, and global society, with the same basic goals of the defining and acknowledging quality. Starting from the moment when accomplishing clear transparent quality assurance system and accreditations became one of the goals of the Bologna process which agreements between European countries to ensure

comparability in the standards and quality of higher education qualification, integration and implementation of the quality assurance system became essential in most of European countries.

The development of quality assurance system is an important level of achieving the strategic objective of improved educational quality efficiency. Consequently, the quality of education is increasingly being evaluated across Europe. The focus of this evaluation may be the education system as whole. It may be individual school or teacher. Moreover, European countries have adopted varied and contrasting policies related to school accountability based on student performance.

Internal versus external quality assurance as Mulu(2012) summarized , there is a continuous debate in the quality assurance literature on whether the emphasis of quality assurance should be on accountability or on improvement. How appropriate balance between these two purposes might be struck is also another point (Campbell &Rozsnyai 2012). The dichotomy between external (accountability-oriented), and internal (improvement-oriented) quality assurance exercise is a matter of how the exercise is initiated, who owns the practice and the resulting effect on higher education institution.

Internal quality assurance refers to those policies and practices whereby academic institution themselves monitor and improve the quality of their education provision, while external quality assurance refers to supra-institutional policies and practices whereby external bodies assure the quality of higher education institutions and program (Dill,2007). It is argued that external quality assurance is in general more accountability-oriented, summative, and judgmental and that it provides only a snapshot of quality, while internal quality assurance is more formative in nature and likely to lead to continual quality improvement efforts and the development of quality culture in institutions (Bamett, 1996; Askling,1997, and Wiclund, et al, 2003). External quality assurance assumes the conceptions of quality fitness for purpose and value for money, whereas the transformation view of quality is linked with internal quality assurance approach. Van Vught (1994) argues that, on the one hand, quality assurance system that only emphasized on collegial peer review without reference to the need of outside stakeholders like professional organizations, employers and other training organizations risk isolating higher education institutions from the rest of the world. On the other hand, the academic experts of the institution may not take quality assurance system seriously and the limited to providing accountability to the state. This suggests the need for the right balance between the two. As Boyd and Fresen:(2004) put it, the internal

and external approaches are not mutually exclusive opposites but are both essential, in relative proportions, for a successful quality assurance system at the higher education institutions. In this regard, the equilibrium between the internal and external mechanisms, mediated by the institutional quality culture, is necessary for the effective implementation of quality assurance in higher education institution (see Harvay, 2007).Hence, this study involves about internal and external quality assurance practices of PHEIs.

1.2Statement of the Problem

One of the major problems of Ethiopia higher education institutions is that quality assurance and accreditation mechanisms are not fully in place in most public and private HEIs. As HERQA, UNESCO and HESC (2006) have indicated, there is no system in place for obtaining data that can be used to judge the quality of an institution or program. Quality assurance systems do not appear in the organizational structures of newly established higher education institutions. It is still rare for higher education institution to have quality assurance policy and systems. As a result, the quality of education in Ethiopia HEIs is at risk. The private HEIs are very vulnerable to problems of quality (HERQA 2006: 56). Even though quality assurance systems exist at national and in some private institutions in Ethiopia, public confidence in higher education had decreased significantly due to heightened concern over sky rocketing costs and questionable learning outcome. As a result, the value and effectiveness of the quality assurance system has become problematic issue (Kebede,2014: 6-7).

On the other hand, Arega (2015) in his study, strongly recommended that the government and MoE would best achieve its tertiary education goals by urgently addressing the enforcement differences between private HEIs and public HEIs (i.e. differences that arise primarily from the HEP and can result in very different penalties for comparable offenses performed by a private HEIs versus a public HEIs). These different mandated outcomes may amount to differentiate treatment of private and public HEIs on the issue of educational quality. Unquestionably, differential treatment, or even the perception of differential treatment, where it is not seen as warranted by reasonable differences in the parties' circumstances, has a harmful effect on any system. A regulatory structure that is seen as fair and equitable by all who operate under its administration will enhance the level of participation and commitment by all of the institutions served.

The existence of some private HEIs that focus on profit at the expenses of quality education cannot be denied. One of the pioneers of the introduction, development, and growth of PHEIs in the country, in a recently published book, stated, "In a way, this [accreditation] practice [by HERQA] had given the assurance stakeholders needed against unscrupulous private providers whose profit motive could endanger educational quality" (Tamirat, 2012, p.157).

In the aforementioned arguments, quality is compromised. Among the factors that contribute to poor quality of education is the role of internal quality assurance commitment. So, Ethiopia has made efforts for the transferring of several quality initiatives. According to Nigus and Kasu (2019) mentioned that different reform tools and mind set initiative philosophies such as BPR, BSC, Kaizen as well as team approach networks like Quality Circle (QC) and peer network, and entrepreneurship development have been implemented in manufacturing industries and other service giving sectors including higher education sectors. However, the knowledge transfer implementation processes have passed through the fashion-fade phases. To this end, the aim of this study is to look for the internal quality assurance practices in private HEIs in Addis Ababa.

The researcher observed from high school and preparatory school leadership experience that senior school managers implemented government policy rather than maintaining academic excellence of the above mentioned quality initiatives. This is the motivation to conduct the research. The researcher tries to identify problems observed in practical practices of evaluating the internal quality management system of the target institutions and proposes ways of alleviating the problems. Therefore, the following basic research questions were designed to solve the study problem.

1.3 The Research Questions

1. What is the status of internal quality assurance practices of PHEIs?
2. What are the effects of quality assurance practices?
3. What are the good practices and challenges of implementing internal quality assurance?
4. What are the lessons to be taken from implementing internal quality assurance?

1.4 Objectives of the study

1.4.1 General Objectives

The major purpose of this study was to investigate whether or not the current quality assurance practices in use operate effectively in the selected private universities.

1.4.2 Specific Objectives

1. Appraise the internal quality assurance practices of HEIs status quo.
2. Examine the main effects of quality assurance practices.
3. Map out the major opportunities and challenges of internal quality assurance implementation.
4. To identify major lessons for future improvement.

1.5 Significance of the Study

This study is expected to identify the major problems related to internal quality assurance practices. Internal quality assurance officers and other private and public universities practitioners will be benefited from the findings. The study can also be a stepping stone for further study.

1.6 Delimitation of the Study

The scope of this study was delimited to assess the IQA of the Private Universities located in Addis Ababa. The research focused on the case of St. Mary, Rift valley, and Unity universities.

1.7 Limitation of the Study

The study did not represent all private HEIs in Addis Ababa. Thus, its scope and sample size is narrow because university colleges, institutes and college were excluded in the study to make the research study more manageable. However, one university proposed or selected as sample to this study was reluctant to participate, because, I think the management felt that the information requested is confidential.

1.8 Operational Definition

Quality: it is the totality of features and characteristics of a product or a service that bear on its ability to satisfy stated and implied needs (ISO8402).

➢ **Juran:** "Fitness for purpose"
➢ **Quality Assurance:** it is an ongoing process, continuous process of (evaluating, assessing, monitoring, guaranteeing, maintaining, and improving) the quality of higher education system, institutions, or, programs.
  Source: 2020 (UK, agency for science higher education)
➢ **Internal Quality Assurance:** procedures and instruments that measures HEIs against external standards and their own development goals (UNESCO).
➢ **Private Higher Education:** is simply a university whose funding comes from tuition.

Chapter Two

Literature Review

2.1 Modern Higher Education in Ethiopia

Although Ethiopia is an ancient country, with more than 2000 years of history .The history of modern higher education goes back only to the early 1950s.Ethiopia , located in Africa, is unlike many African countries in that it has never been colonized, with the exception of the brief Italian occupation during world war II. The county's relative insularity has contributed to slow development of its education establishment (Arega, 2015:5). He also stated that in the seven decades since UCAA's founding, the country has gone from the absolute monarchy led by Emperor Haile Selassie (prior to 1975), to socialism led by Colonel Mengistu Haile Mariam, the leader of military Junta called Derge (prior to 1991), to the present market- oriented Federal Democratic Republic of Ethiopia (FDRE), established two decades ago.

Research evidence shows that modern higher education began its operations with the onset of the 20th century that was heralded by the establishment of university college of Addis Ababa (UCAA) in 1950 with the Western universities' training models and principles(Kahsay, 2012 and Olkaba, 2015). Tesfaye (2006) also in the same way stated that western-style education in Ethiopia is a recent phenomenon. According to existing studies, it started with the inauguration of the University College of Addis Ababa in 1950(Wana, 2004; Habtamu, 2003). Though so recent, it can be said that the HE sector in Ethiopia has shown a modest expansion until 1980s-a period which some scholars characterized as a ' lost decade' for African Higher Education (Mama, 2003).

Ethiopia higher education development from 1974 to1990 was characterized by the low participation rate in higher education, poor collaboration with local Communities, weakness regarding its research output poorly connection with the international higher education community, leading to the collapse of policy directions ((Olkaba, 2015; Teshome, 2003) However, the 1994 education and training policy changed the landscape of the Ethiopian higher education expansion.

2.2 Emergence and Expansion of Private HEI in Ethiopia

Starting in 1994, the Ethiopian government allowed private organizations to invest in education. This action was taken to expand the general delivery of education and training, including higher education. The move was believed to "complement public institutions as a means of managing cost of expanding higher education enrollment, increasing the diversity of training programs, and broadening social participation in higher education by private owners" (Yizengaw, 2003, p. 10).

A world Bank report on Ethiopia (World Bank,2003) stated that, in at least 15 countries, private education constitutes 50% or more of enrollment. In 14 other countries, private HEIs in Ethiopia to play a greater part in the current expansion program "ensuring that timely development mechanisms for quality assurance are in place to safeguard quality" (p. 12). However, the suggestion to participate will require a thorough review and understanding of the current quality issue associated with the private HEIs in Ethiopia.

Arega(2015) summarized that the rush to expand enrolment, to satisfy the large population of students graduating from secondary schools, has pushed government in SSA to address the expansion demand by introducing regulations that are designed to safeguard the quality of education (World Bank,2009).

> *As part of the effort to inject strategic orientation into the tertiary education system, SSA countries are now beginning to review national policies concerning the role of the private sector in the education system. These policies sometimes include overly restrictive or controlling regulations; cumbersome registration procedures that are less transparent than they should be; imposition of unclear and subjective criteria and standards to quality for registration; outdated criteria for accreditation that emphasize the number of books available in hardcopy and take no account of access to electronic material. (p. 81).*

Beginning from the mid1990s the education sector in general and the higher education system in particular have been understood significant changes. In the late 1990s, the higher education sub-sector was opened to the private sector. This was an example of an enabling climate that had been created following changes in policies. Until 2007, the number of private institutions located in Addis Ababa and other major cities reached over 100. At this junction, it should be admitted that the growth of private institution opened up new avenue for many citizens particularly for the marginalized social groups like women. For instance, if we look at the 2006 overall share of private tertiary institutions in

female enrolment, the statistics was about 35% with some institutions enrolling about 50% females. But still, the concentration of higher education institutions in the main cities did not seem to offer equal opportunities particularly to citizens residing in geographically remote areas and regions. Students in remote localities are less likely to have equal qualified lecturers, adequate infrastructures, and learning resources. In any case, the advent of privet higher education can be viewed as an example of a step taken towards playing a key role for the national human capital accumulation (Tesfaye,2007:87).

2.3 Quality in Higher Education

2.3.1. What is Quality?

Amare, (2005).There are as many theories of quality as there are writers. These different views of quality are often confusing and contradictory. Middlehurst(1997:45-56) views quality as a spectrum between two polar ends, fitness for purpose, and academic excellence(P.46).Barrow(1999:27-36) has listed four different perspectives of quality

- **Quality as exceptional**, something distinctive and elitist often linked to the idea of excellence, of high quality but often unattainable by most.
- **Quality as transformation**, which deals with the empowerment of the students, allows them to take control of themselves and the learning process.
- **Quality as value for money**, is where the outcome of the educative process is seen as at the lowest possible cost.
- **Quality as fitness for purpose**, is where the product of the institution meets the needs of the consumer. This often seen as a measure of the extent to which an institution can fulfill its mission or educational program to meet its aims (P.30).

Whereas quality as excellence is often unattainable (Sanyal,1992), all that imply quality management have often been carried out in a form of academic surveillance by government and resulted in dramaturgical compliance to the system(Barrow, 1999:27).The latter is a type of game played by the actors to minimize risks of the impact of power on their livelihood.

- **Quality as Fitness for purpose:** Fitness for purpose equates quality with the fulfillment of specification or stated outcomes. Fitness for purpose has been a widely used approach by quality agencies. The notion derives from the manufacturing industry that purportedly assesses a product against its stated purposes (Harvay, 1994:47-70). The purpose may be that

as determined by the manufacturer, or according to marketing departments, a purpose determined by the needs of customers (Shumar, 1997). In education, fitness for purpose is usually based on the ability of an institution to fulfill its mission program of study to fulfill its aims. This definition stress the need to meet or conform to generally accepted standards, such as, those defined by an accreditation or quality assurance body , the focus being on efficiency of the process at work in the Institution or program in fulfilling the stated objectives and mission(Harvey,1994:47-70).In this case, it boils down to (1) value for money approach, owing to its focus on how the inputs are efficiently used by the process and mechanisms involved and; (2) the value-added approach-when results are evaluated in terms of change obtained through teaching .The common views of quality in education given by educators and policy makers are: quality as reputation, quality as content, quality as out puts and out comes, and quality as value added (Adams,1993).

- **Reputation**: the existence in the minds of most people folklore about which are the best educational institutions in a country. However, the basis for reputation often includes information or assumptions about inputs and outputs.
- **Inputs**: fiscal resources, number and qualification of faculty, student quality, size pedagogical materials and curriculum, extent of facilities and over all prestige.
- **Process**: reflects not only inputs or results, but also the nature of intra-institutional interaction of students, faculty and others; the whole institutional environment.
- **Content**: reflects the particular bias of a community, an institution or a country towards a body of knowledge, skill or information.
- **Outputs or outcomes**; achievement in knowledge, skill, entrance ratios to next level of education, income and occupational status of graduates. This shows how well an institution prepares students to become responsible citizens in skill, attitudes and values relevant to the country's needs.

Value added: a measure of change; how the students have changed because of the learner program, the culture, and the norms of the institution, how the institution helps students to achieve their potential or enlarge human capacity.

Quality is not a unitary concept, it is a relative concept that different stakeholders (students, faculty, student affairs, staff, government the employers, Donors and so on).Higher Education have different priorities and their focus of attention may be different. For example, quality for

students, student affairs, staff and faculty might be on the process of education while for employers the focus of attention and priorities might be on the outputs of higher education. Therefore, according to Green (1994), definition of quality vary quality must be defined in terms of qualities, with recognition that an institution might be of high quality in relation to another (P.17).

2.3.2 Quality Criteria

The criteria or aspects of quality assurance: academic content/curricula, teaching/ learning, student assessment, resources (staffing, facilities and services) are common features of the quality assurance system across the reviewed countries. Besides, some countries focus on evidence of student learning out comes (USA, UK, the Netherlands and Australia), institution's mission and student recruitment and Admission (USA, UK, Kenya), institutional organizations and management (Norway and India)Mulu (2012; 62).

Similarly, Assefa (2002;29-30) mentioned that the common views of quality in education given by the educators and policy makers are: quality as reputation, quality as resources and input, quality as process, quality as content, quality as outputs and outcomes, and quality as value added (Adams, 1993).

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Process: reflects not only inputs or results, but also the nature of the intra-institutional interaction of students, faculty, and others; the whole institutional environment. Content: reflects the particular bias of a community, an institution or a country toward a body of knowledge, skill or Information .

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Value added: A measure of change; how the students have been changed because of the learning program, the culture, And the norms of the institution; how the institution helps students to achieve their potential or to enlarge human capacities.

2.3.3. Quality Assurance in Higher Education Institutions

Stimac & Katic (2015) explained that in the last ten years, various concepts have been used to describe the process of quality assurance control in higher education (Lucin; 2007, 8): quality control, quality guarantee, quality management, quality assurance, quality culture. The current goal is to develop quality culture which indicates the change of attitudes and behavior of all individuals included in the work of higher education institutions. Dolcek Alduk et al. (2008, 39) consider that although quality assurance was introduced before the Bologna process, nevertheless the Bologna process assures better quality and its widening and implementation in the daily university routines. " Quality assurance is a comprehensive term which generally includes all the policies, processes, activities and mechanisms by which quality assurance of higher education is acknowledge, sustained and developed " (Glanville; 2006). As it is considered in the European Higher Education area and wider, quality assurance system is based on the autonomy of each higher education institution and its corporative responsibility for the quality of education which provides to its students. In simpler terms, it is an ongoing process which assures the fulfillment of the agreed standards.

Bogue and Saunders (199, 20) observe quality assurance in higher education as a process which is primarily based on coordinating the mission and achieving the goal within a framework of publicly accepted responsibility and integrity. Such definition makes certain assumption: firstly, it assumes that the institution should define the mission, secondly, that the goals of the institution are explicit and achievable, and

Thirdly, that there are public and accepted standards which are advocated by the institutions. Still, Robertes (2001, 426) concludes that quality assurance does not include solely the efforts of the institution (internal quality assurance). It also includes external evaluations (external quality assurance). Additionally, quality assurance is a condition which leads to achieve transparency. Institutional transparency issues academic quality (lectures, curriculum, etc.) , structural quality (building, computers, premises, etc.), subject facility. It will also ensure an independent and objective insight into their quality (Ivosevic et al.; 2006, 12). By implementing the quality assurance system the government keeps the supervision over the university's autonomy, for

understandable reasons. Universities get their autonomy when the government fulfills its obligation to sustain educational and scientific research programmers. Therefore, autonomy is not solely the right of the universities, but also the obligation towards the government, labor market, professional associations, students and their parents (Mencer; 2005, 239).

2.4.1 Definition of Quality Assurance

Quality assurance was industrial practice mainly manufacturing industries main objective was to guarantee stakeholders expectation of quality (Ansah, 2015). Business dictionary defines quality assurance as a concept covers all the policies and systematic activities implemented within the quality system. The dictionary further explains quality assurance as a framework involving determination of adequate technical requirements of inputs and outputs, certification and rating of suppliers, testing of procured materials for conformance to establish quality, performance, safety and reliability of standards ; proper receipt, storage, issues of material, audit of process quality, evaluation of process to establish required corrective response and audit of final output for final conformance to technical reliability, maintainability and performance requirement. The QAA defines quality assurance as the "systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet UK expectations, and that the quality of the student learning experience is being safeguarded and improved." The major objective of quality assurance in universities is provision of higher quality education. Woodhouse (2006) defines quality assurance as those systems, procedures, process and actions intended to lead to the achievement, maintenances, monitoring and achievement of quality.

2.4.2 Importance of Quality Assurance

The purpose of quality is grooming academic, scholars and university products that are high caliber in order to fulfill the aspiration of national governments, universities, and employers (Harman; 2000). Sursock (2011) argues that universities are increasingly viewed by policy makers as ' economic engine' and are seen as essential for ensuring knowledge production through research and innovation as well as the continuous up-skilling of the workforce. Quality assurance is helping universities and institutions of higher learning in improvement of standards therefore to fulfill the aspirations of stakeholders. El-Khawas (2013) argues that quality assurance now occupies a central place in higher education. Introduction of quality assurance in

higher education has been marked with tremendous increase in favor and attention by education stakeholders. Many countries especially those in OECD have established comprehensive arrangements for quality assurance in higher education (Gallagher, 2012). Oyewole (2012) asserts that at the global level UNESCO set up a Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher education, which among other things, seeks to support capacity development for quality assurance in national context. Resent developments in Africa's higher education systems point to increasing focus on using quality assurance as an important mechanism to make African higher education more efficient and competitive (Materu, 2007; Jongsma, 2013; Kigotho,2013; Mhlanga, 2008). Oyewole (2012) argues that Association of African Universities (AAU) launched a quality assurance program in African Universities.

2.4.3 Purpose of Quality Assurance

Ashcroft (2003) explained that the quality assurance process in the developed world for teaching and research have been designed to perform various bureaucratic, political and developmental functions. These include:

- Process to ensure minimum standards;
- Process to measure volume;
- Process to rank excellence;
- Process to foster improvement

2.4.4 Methods of Quality Assurance

Literature on the developments in QA points to significant variety in methodologies. This literature also shows a significant degree of borrowing by national system of higher education from others (Harman, 1998: 347). With respect to QA methodologies, Harman (353) states, even though the methodologies used in various QA reviews vary considerably. Most quality reviewers depend on one or a combination of a limited number of key methodologies. Some of the common QA methodologies employed in higher education institution identified from the literature are: (1) self-study or self-evaluation, (2) peer review, (3) quality assurance, (4) quality audit, (5) student survey, (6) accreditation(Kebede,2014).

Mulu (2012) summarized two basic methods: self-evaluation/self-review/self-study within the institution; followed by peer review and/or external review including site visit characterized the quality assurance system of the countries afore discussed. The accreditation processes in USA involved self-assessment followed by a visit of a team of external assessors and binary judgment about the attainment of threshold academic standards that has as implication for the eligibility of institutions to participate in federal student grants and loans. In the Netherlands, the same principles of self-evaluation and peer review with on-side visit are applied. The Dutch higher education institutions have a long time experience of monitoring the position of their graduates on the labor market by means of annual surveys (Jeliazkova and Westerheijden, 2004). In Norway, institutional accreditation processes are dependent upon the initial audit of institutional quality assurance systems and self-assessment is an integral part of the accreditation processes. In China, India, South Africa and Kenya, the methods include self-review by the institution, followed by peer review, on site visit and reports.

The same is true with the institutional quality audit in UK where self-study peer review/external review and public report are the methods of quality audit. Besides this, the quality assurance methods in the universities of Australia include: assessment of new units of study; review of courses; student evaluation of teaching; use of external examiners, surveys of graduates and employers, and use of performance indicators (Harman and Meek, 2000).

2.4.3 External and Internal Quality Assurance

2.4.3.1 External Quality Assurance (EQA)

Mati & Iwinska (2016) explained that a comprehensive framework for quality assurance or enhancement of higher education at the system level (national or regional) typically comprises of the Internal Quality Assurance(IQA), based and managed by the higher education institutions themselves, and the External Quality Assurance (EQA) mechanism and procedures, coordinate and carried out by a responsible entity outside university.

The European University Association promotes a coherent quality assurance policy for Europe, based on the belief that institutional autonomy creates and requires responsibility that universities are responsible for developing internal quality cultures and that progress at the European level involving all stakeholders is a necessary next step. However, in the Graz Declaration, the purpose of a European dimension of quality assurance was defined as "to

promote mutual trust and improve transpiration while respecting the diversity of national context and subject areas" (Tutko and Naumov, 2014 after Graz Declaration 2003, p. 9).

The topics of the relationships between the EQA and IQA and the balance between the two types of QA process is actively debated by higher education practitioners. The general argument is that an EQA system is more likely to be effective and stimulate quality improvement when the IQA mechanisms are developed (often inspired by the EQA process) and systematically carried out by the universities not only for the EQA purpose but mainly for their internal institutional learning process. The self-assessment process, which is conducted at the level of universities (with academics and their teaching at the center) but also represents a starting point for the external process, is considered key to achieving an effective QA system. Otherwise, there is a risk of the EQA leading to compliance rather than improvement.(Martin, 2016).

2.4.3.2 Internal Quality Assurance (IQA)

Internal Quality Assurance (IQA) refers to all kinds of policies, activities and mechanism related to evaluation and improvement of quality, and developed and carried out by and within higher education institutions. University approaches to IQA are considered as more improvement-oriented, and they tend to focus more on the quality of teaching and learning aspects and the concept of organizational quality culture. Among experts, it is the IQA system that is considered key to effective and successful Quality Assurance Process.

There are thousands of universities in the world and since the majorities of countries have been implementing national quality assurance reforms in higher education, it is plausible to claim that most universities have also been engaged, more or less actively, in development and implementation of internal quality assurance approaches.

A key argument in favor of placing IQA at the center of national quality assurance stresses that: "internal quality assurance is more formative in nature and likely to lead to continual quality improvement effort and the development of quality culture in institutions" (Kahsay, 2012, p. 39 after Barnett, 1994; Askling, 1997, and Wiciund, et al., 2003). Other argument is that only self-understanding can lead to improvement or that in order to improve, quality assurance mechanisms should be placed close to teaching and learning activities (ibid after Barnett, 1999 and Wilger, 1997).

2.4.4 Quality Assurance Models

As Kebede (20114) mentioned in his study, the current and prominent quality assurance models have different approaches to quality assurance. The meaning of quality assurance may vary depending on the field of activity. Different countries have evolved quality assurance models for their higher education system as necessary by their unique national contexts. Nevertheless, in all activities related to quality assurance across the world there is a common unifying thread that ties together the basic concepts (NAAC, 2006: 132).

2.4.4.1 Total Quality Management System(TQMs)

Woodhous (2003: 90-91) mentions that a critical element of the TQM method is that it is highly " people oriented " and participative. It assures that quality culture is an ingredient and necessary part of an organization, and that all line functions within an organization are contiguous with quality. This approach considers that all members of an organization are responsible for quality assurance (maintenance and improvement) and thus that quality is not a centralized activity, but developed to various functional and organizational levels. He further explains that, in order to successfully implement TQM, the staff should be open minded and continuously updates and trained. The focus should be on reinforcing employee commitment for a positive effect on moral, ultimately leading to productive gains. The key to success is team work and the involvement of all stakeholders. The success of TQM implementation is the ability to monitor the progress and review the objectives. Woodhouse (2003: 91) emphasizes quality as continual improvement. Taking the quality management practices from TQM and ISO: 9000, Woodhouse encourages higher education specialists to consider the use of quality audit, such as " Plan- Do-Correct-Act " (PDCA). Continuous improvement is an incremental improvement of the ongoing process; it is the philosophy to improve the quality of goods and services of an organization. As we know, in general everything deteriorates with time and use. Continuous improvement is an intervention to stop and increase quality Woodhouse (2003) and Temponi (2005: 26-30) identify four processes of continuous improvement known as Deming's P-D-C-A cycle. The four major steps of the cycle can be explained as follow:

P (PLAN)-Gather data to identify and define the issue/problem that needs improvement and identify ways to achieve it.

D (DO)- Implement the plan by using a trial run, a test group, etc.

C (CHECK)-Analyze the results to see if there is good agreement between the original goals and what was actually achieved; make adjustment if n

A (ACT)- Depending on the results of the check, act on the plan or conduct further work by beginning with the **P (PLAN).**In his later work, Deming replaced "check" with "study". Because he wanted to emphasize the process of learning more important than the limited action of checking or inspecting. Thus, the P-D-C-A cycle is also called the P-D-C-A cycle.
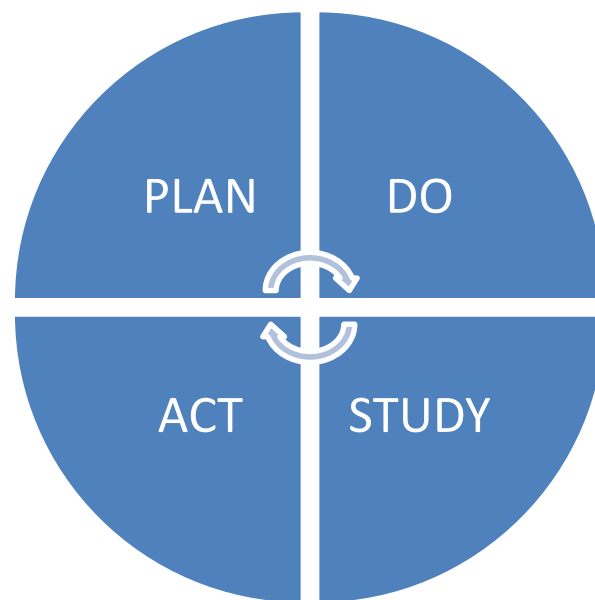
Figure-1 Deming's P-D-C-A cycle

The major underlying principle here is self-assessment, and thus this is the right fit for an academic institution. Also, the P-D-C-A cycle is in line with all models of quality assurance including TQM. We can apply the P-D-C-A cycle to all our academic activities including classroom teaching (Neave, 1990: 118).

Internal Quality Assurance Cell (IQAC).As stated by West-Bum, (1992), as well as Lewis and Smith (1994), an internal quality Assurance Cell expects commitment from all involved parties and also recommends empowerment of the participant, which is possible through regular staff development activities. In India, for example, the NAAC proposes that every accredited institutions should establish an Internal Quality Assurance Cell (IQAC) to continuously improve

quality as enhancement and sustain the good work of the institution. The IQAC are expected to submit an annual quality assurance report to the National Quality Assurance Agency as self-reviewed progress reports. The IQAC will create internal awareness on quality issues and establish credibility for the external quality evaluation. Training and development on quality as well as other factional competencies of academic and non-academic staff are crucial to the continuous improvement and development of a culture of quality. A quality organization is one that has a "culture of quality "; quality is its hallmark in whatever it does. This includes its mission and goals that are focused towards the customers (students), its activates and processes are standardized (there are documented practices, which can reply to what, why and how , and it satisfies the need of the stakeholders (society and employer) and goes beyond expectations to create " customer delight" .

The notion of continuous improvement moves quality institutions (that conform to standards towards excellence. With the establishment of an IQAC, and internalization of quality in all spheres of activity, it is important for the leadership and governance system of the institution to plan and move towards excellence. This is to emphasize that quality is not a static phenomenon; it is dynamic, and the excellence target keeps on moving. Kanji and Tambi (1999: 215) preset a model of

2.4.4.2 ISO Standards

ISO9001:2015 is the new business improvement tool that helps drive continual improvement and deliver results in your organization. It helps your business standout, gain a competitive edge, and grow. It's more than a quality management system, it's a complete operational tool designed to improve performance. It uses a process approach to ensure customer satisfaction and places quality right at the heart of your organization, complementing business strategy and helping enhance performance over time. This has been designed with the needs of modern businesses in mind. It provides a framework which helps you to focus on ensuring you anticipate your business environment and customer needs. It's flexible and agile so you can make it work for your business. That's how ISO: 9001 really adds value.

Kipchirchir, K. (2019) summarized that ISO9001 is the leading standard on quality management system, a total of 1,033,936 certificates were issued to ISO9001 in 2015 (including 4,190 issued to the 2015 version published in September 2015). It is generic standard that is applied and implemented to any QMS in any business: for profit, not for profit, government agencies or

academic institutions (Elabadi, Bouayad & Lamrini, 2013). Organizations, including universities require management system to control and utilize its resources towards fulfilling its mission and goal (Ismail &Gadar, 2008).

The declining quality of graduates, increasing competition and a growing mandate for accountability by accreditation associations, legislatures, and funding bodies have "forced" higher education institution to focus on quality. The successful acceptance and implementation of quality system in higher education are often assisted by externalists such as conductive government regulations, economic conditions, confident leadership and a certain level of stress to initiate a need for change (Schraim, 2006: 86).

How ISO 9001 Works?

ISO: 9001 was revised in 2015 to bring it up to date with the needs of modern businesses and to add even more value. It's based on the high level structure (AnnexSL) which is a common framework for all new management system standards. This helps keep consistency, align different management system standards, offer matching sub-clauses against the top level structure and apply common language across all standards. It makes it easier for organizations to incorporate their quality management system into core business processes make efficiencies and get more involvement from senior management.

Plan-Do-Check-Act (PDCA) is the operating principle of ISO9001. It is applied to all processes and the QMS as a whole. This diagram shows how clauses 4 to 10 of ISO : 9001 can be grouped in relation to PDCA.
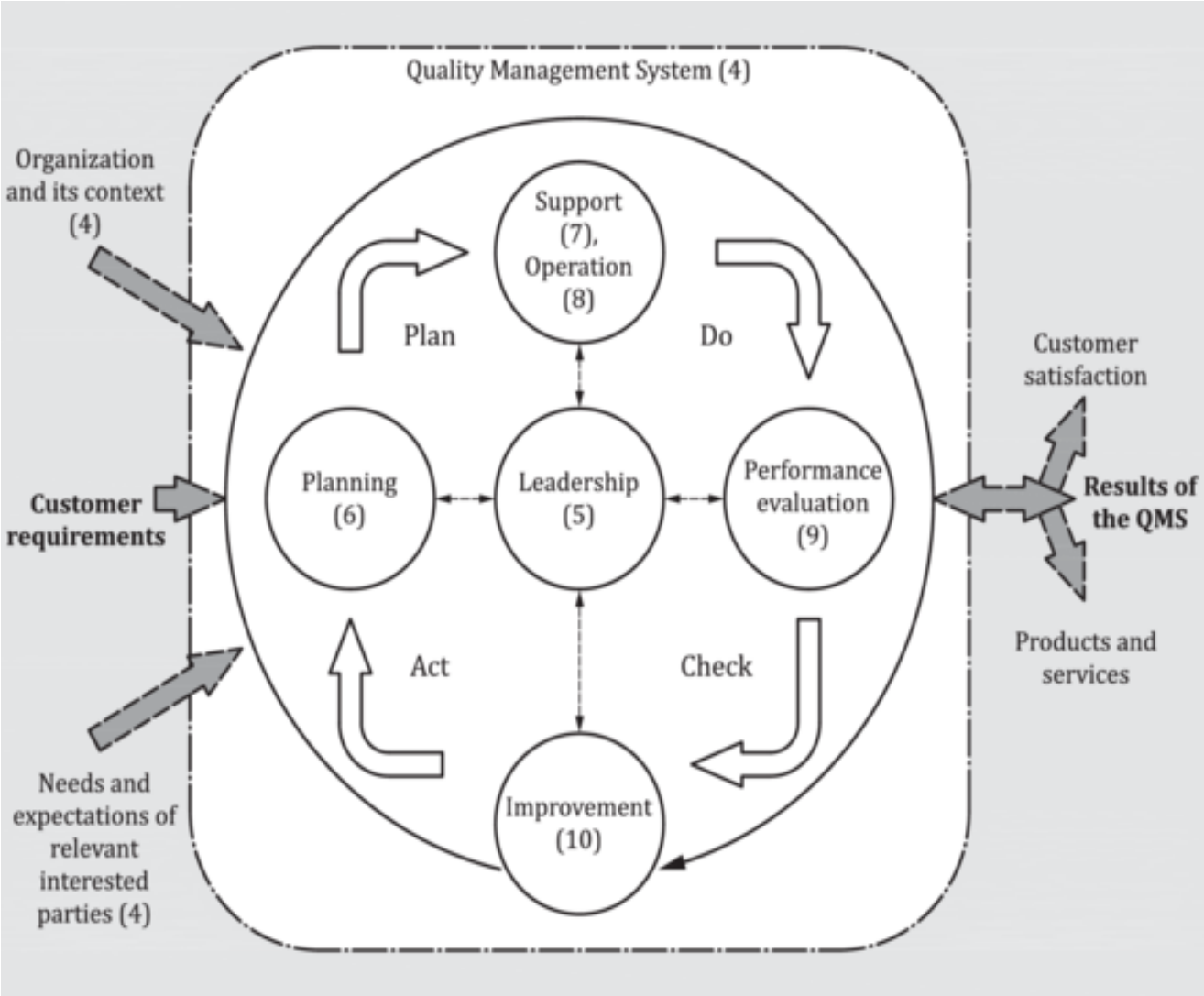
Fig.2 ISO 9001:2015, Quality Management System-Requirements

7 Quality Management Principles

(ISO9001:2015)

1. **Customer Focus**

   Organizations depend on their customers and therefor, should understand current and future customer needs, should meet customer requirements and strive to exceed customer expectations.

2. **Leadership**

   Lead (top management establishes unity of purpose and direction of the organization. They should create and maintain the internal environment in which people can become fully involved in achieving the organization's objective.

3. **Engagement of People**

   People at all level are the essence of an organization and their full involvement enables their abilities to be used for the organization's benefit and allow the organization to achieve common goals including quality objectives.

4. **Process Approach**

A desired result is achieved more efficiently when activities and related resources are managed as a process. The process approach incorporates the Plan-Do-Check-Act (PDCA) cycle and risk based thinking.

5. **Improvement**

   Continuous improvement of the organization's overall performance should be a permanent objective of the organizations. Undertaking internal audits at regular intervals can assist with identifying opportunities improvement.

6. **Evidence Based Decision Making**

   Effective decisions are based on the analysis of data and information. It is important to make decision based on the fact, plan changes and verify the effectiveness of change.

7. **Relationship Management**

   An organization and its interested parties (including suppliers) are interdependent and mutually beneficial relationship enhances the ability of both to create value.

Communication is key to maintaining and improving the quality management system (QMS).

European Foundation for Quality Management (EFQM)

Mulu (2012) summarized that European Foundation for Quality Management (EFQM): this Model was introduced and administrated by the European Foundation for Management Development (EFQM) at the beginning of 1992 as a framework for assessing application of the European Quality Award (EFQM, 2003). The Excellence Model is a diagnostic tool for self-assessment of the current health of an organization. That is, through self-assessment the organization is better able to balance its priorities, allocate resources and generate realistic business plan (Neely, 1998; Oakland, 1999).

Nine fundamental concepts characterize the EFQM Excellence Model. These are: results orientation, customer focus, leadership and constancy of purpose, management by process and facts, people development & involvement, continuous learning, innovation and improvement, partnership development, and corporate social responsibility (EFQM, 2003). The Excellence Model is considered as a non-prescriptive and the most 'value added' framework that covers nine different areas classified in to two major components: 'Enabler 'and' Results'. While the first refers to leadership, policy, strategy, partnership, resources, and processes, the latter imply people results, customer results, society results and key performance results. This is an attempt to measure an organization's performance and success from different stakeholders' (Bokhari, 2006).The premise behind the EFQM model is that customer satisfaction, people satisfaction and impact on society are achieved through leadership, i.e. a body ultimately responsible to leading to excellence in business results (Berghe, 1997). Excellence is at the center of this model. Thus, organizations are evaluated towards excellence based on the nine building blocks of the model.
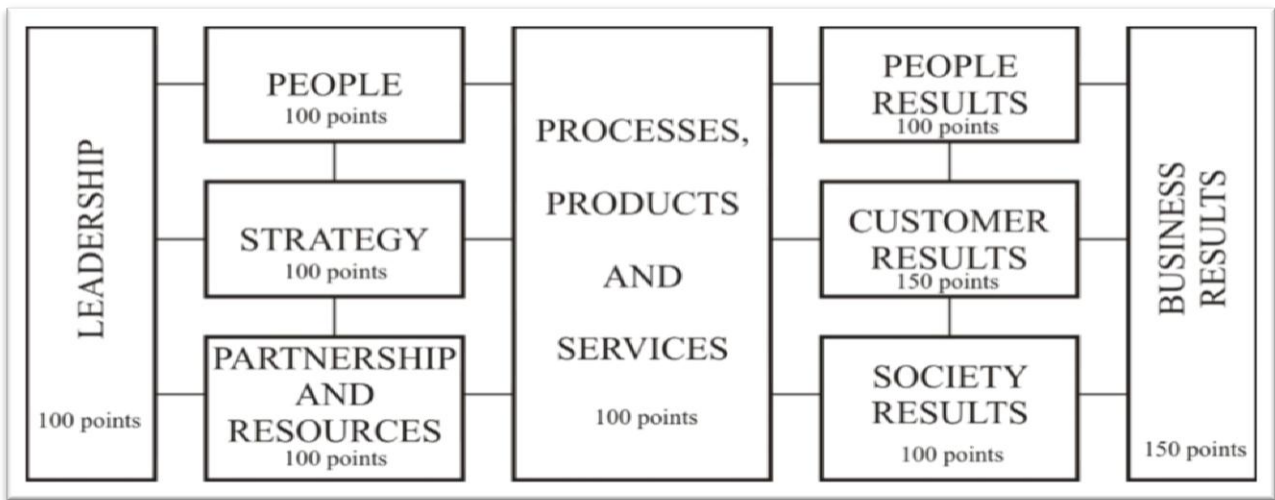
Figure 3: European Excellence Model Criteria (EFQM)

2.4.4.4 Business Process Reengineering (BPR)

It refers to a fundamental rethinking and radical redesign of business process to achieve dramatic improvements in critical temporary measures of performance such as cost, quality, service, and speed (Hammar and Champy, 1993). It is concerned with change in five components: strategy, process, technology, organization, and culture. Achieving efficiency and theoretical perspective underlie the implementation of BPR in the organizations. BPR has elements of providing quality service, improving service and product quality, which in turn suggest the need to adopt and implement quality assurance system to meet BPR objectives.

2.5 Quality Issues in Private Higher Education in Ethiopia

Beginning from the mid1990s the education sector in general and the higher education system in particular has been undergoing significant changes. In the late 1990s, the higher education sub-sector was opened to the private sector. Tesfaye (2007, 87-89) discussed "The Peril and Promise of Private Higher Education in Ethiopia" here, he explained his fear and dilemmas as follow. The mounting fear and suspicion among the public vis-à-vis private HEIs basically emanates from two key concerns. First, the feeling among the public and professionals that domestic private HEIs are less credible and hence, their credential are a suspect. Second, the skepticism has been informed by the inability of the existing system oversight or quality assurance body's to reliably

update the public about the quality and creditability of courses, programs, and credentials awarded by private institutions. The fear and suspicion is not without reasons .To the dismay of many observers, for instance, some of the alleged "diploma mills "which originally established themselves as "teacher's colleges" automatically turned themselves into private kindergarten, primary or secondary schools. Here, the issue is not why they made up their minds overnight, the question is: How come an institution which built itself over the years failed to experience a natural shock of its demise and respond with a knee jerk reaction in an attempt to restore its statuesque? The answer is clear. These institutions neither care about nor envisage remaining viable and accountable. As an entity driven by profit motive per se, they seem to hold the view: "*If we are not allowed to make money playing these games ...let us try other games until they become illegal".* As I noted earlier, the pervading fear among the general public emanates from the abusive practices of some private institutions, which appears to shift to even more sensitive area like the training of health professionals. The soaring demand for nurses, laboratory technicians, pharmacists, etc. is less likely to care about the extent of credibility of the institution that gives the training. The consequences of ill-training in this respect are crystal clear-their patients may pay the price with a lasting handicap if they are lucky enough while this might cost the unlikely ones their lives.

On the other hand, Habtamu, W. (2007) in his book review remarked that it is stated that "Private higher education institutions are also suffering from…the poor quality of teaching and learning in many of these institutions, which are largely low scoring students who could not joined public institutions, the method of teaching and the quality and quality of the teaching staff are generally poor in many institutions contributing to poor quality provision" (p. 29-30). However, these conclusions are not adequately substantiated by empirical data.

As the number of public and private higher learning institutions and programs are increasing, students and their families expect to have reliable and meaningful information about the quality of educational services delivered. Employers and others who rely on educational services and credentials also need to have basic information that higher learning institutions have complied with and met certain measureable standards of quality like accreditation status, standards of good performance and so on (Assefa,2002:44).

Chapter Three

3 Research Design and Methodology

The researcher developed research questions to assess the internal situation of the target universities, and the over all aspects relevant to IQA system. The research questions will be best answered using descriptive survey. It helps to collect available data using interview, questionnaire and document analysis. It allows supplementing the descriptive research methods. Both interview and questionnaire answered to the basic research questions and enable researcher to describe situations about the current problems concerning implementing internal quality assurance in PHEIs.

3.1 Population and Sampling design Technique

3.1.1 Population of the Study

The study investigated the three private universities: St. Mary's, Unity and Rift Valley Universities located in Addis Ababa, which have established internal quality assurance system, and are accredited, recurrently accredited and audited. Besides, they are in the status of university level. They are also supposed to be model for those on their footstep to upgrade university level. Whereas, others that are in the position of University College, Institution and college are excluded to make the research manageable.

3.1.2 Sampling Technique

Purposive sampling design was used to access informants with rich information and to get a clear picture of the educational institutions. The study participants include Quality assurance officers, Deans, Department Heads and HERQA's Quality Audit and Accreditation practitioners. The sample size was according to the number of departments in the target universities, including Deans, Vice Deans, and quality assurance directors, together with two HERQA officials. The total sample of the study is the sum of all these in the three universities.

3.2 Source of Data and Instruments of Data Collection

3.2.1Source of Data

Primary data sources were used in the research study. They were Quality officers, Deans, Department Heads of the studied universities and HERQA officials.

3.2.3 Instruments of Data Collection

Both Qualitative and Quantitative approaches were employed in this study in order to create a complete picture of internal quality assurance implementation in PHEIs. The instruments of data collection tools were interview and questionnaire. The researcher developed interviews and questionnaires in line with the basic research questions and literature review. Close ended and open ended questionnaires were given to the respective universities' Deans, Department Heads and Internal Quality Assurance Units. To give the participants opportunity to express their feelings and understandings freely, the open ended ones were used. Moreover, the researcher developed unstructured interview to the respective universities' quality assurance officers and HERQA's officials to explore their practices.

3.2.4. Reliability of the measures

The reliability coefficient alpha which is 0.87438 is higher than 0.7. Accordingly, the research instrument and the scale used are judged to be reliable. The results of questionnaires for deans/vice deans are 0.88935, questionnaires for IQAU are 0.87016 and questionnaires for department heads is 0.86363.

3.3Procedures of Data Collection

The interview and questionnaire were developed in line with the research questions and literature review and given to the participants in advance so that they would schedule their time to prepare well. It was effective and efficient way of obtaining information within short period of time. During the interview, the Researcher probes the interview questions to enable in depth interview.

3.4 Methods of Data Analysis

The survey questionnaire was administered to the Deans, Department Heads and quality assurance units by the researcher. On the other hand, interviews were held on with quality assurance officers and HERQA's officials. In depth interview was conducted. This qualitative method of data collection helps to triangulate the main findings of the quantitative survey. After

collecting the questionnaires, they were coded and computed. Then, the survey data were organized and analyzed. Mean score and percentages were mainly used to describe the quantitative data. The data obtained from the interviews were thematically analyzed.

3.5 Conceptual Framework

This conceptual framework attempts to provide a clear overview how the current research study operates. Both internal and external quality assurance bodies are responsible for the quality assurance mechanisms effectiveness.
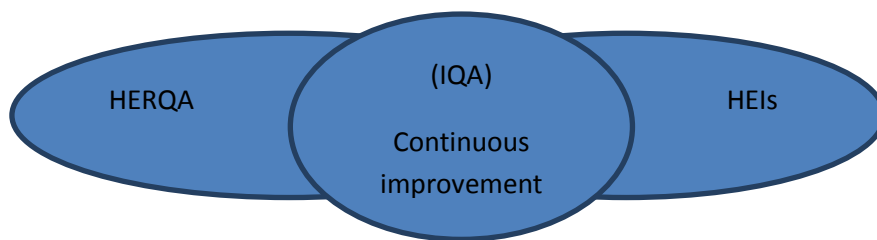
Fig. 4: A framework for assessing internal quality assurance implementation in HEIs; source: its own, 2021.

Chapter Four

4. Data Presentation, Analysis and Interpretation

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part presents the analysis and interpretation of the data. The objective of this study was to assess the internal quality assurance practices of PHIs in Addis Ababa. To this end, quantitative and quantitative data gathered by using questionnaire and interview. The data gathered through interview was supposed to complete the quantitative data. The questionnaire was distributed to 28 respondents and all the copies were returned properly.

The returned rate of questionnaires 7(21.21%) were from deans and vice deans, 13 (39.40%) were from department heads and 8(24.24%) from quality assurance units. In addition, 3(9.09%) quality assurance heads of sample universities and 2(6.06%) HERQA officials were interviewed successfully

Table: 1 Distribution of Sample Respondents' Position in the target Universities and its Sample Size

No	Position	Respondents(N= 33)								Total	
		RU		SU		UU		HERQA			
		No of Respondents	%	No of Respondents	%	No of Respondents	%	No of Respondents	%	No of Respondents	%
1	Dean/Vice Dean	2	6.06	4	12.12	1	3.03	-	-	7	21.21
2	Department Heads	4	12.12	4	12.12	5	15.15	-	-	13	39.40
3	Internal Quality Assurance Units	4	12.12	2	6.06	2	6.06	-	-	8	24.24
4	HERQA Officials	-	-	-	-	-	-	2	6.06	2	6.06
5	Internal Quality Assurance Heads	1	3.03	1	3.03	1	3.03	-	-	3	9.09
Total		11	33.33	11	33.33	9	33.33	2	6.06	33	100

To determine the sample size of the target universities, the researcher took all those assigned in the position of deans/ vice deans, department heads, internal quality assurance members, internal quality heads and HERQA officials. The total sample size of respondents for this study is 33. Accordingly, 7(21.21%) are deans/vice deans, 13(39.39%) are department heads, 8(24.24%) are IQA members, 3 (9.09%) are IQA heads and 2(6.06%) are HERQA officials.

Table: 2 Distribution of sample respondents by Qualification, Sex, Academic Rank and Service Year

No	item		Respondents (N=33)								Total
			RU		SU		UU		HERQA		Total
			N	%	N	%	N	%	N	%	
1	Qualification	PhD	2	6.06	8	24.24	1	3.03	-	-	11
		MA/MSc	9	27.27	3	9.09	6	18.18	2	6.06	20
		BA/BSc	-	-	-	-	2	6.06	-	-	2
		Total	11	33.33	11	33.33	9	27.27	2	6.06	33
2	Sex	Male	11	33.33	11	33.33	8	24.24	2	6.06	32
		Female	-	-	-	-	1	3.03	-	-	1
		Total	11	33.33	11	33.33	9	27.27	2	6.06	33
3	Service Year	0-3	-	-	-	-	-	-	-	-	-
		4-7	-	-	1	3.03	2	6.06	-	-	3
		8-11	3	9.09	-	-	-	-	-	-	3
		≥12	8	24.24	10	30.30	7	21.21	2	6.06	27
Total			11	33.33	11	33.33	9	27.27	2	6.06	33

Regarding qualification, Academic Rank and Service years of respondents, as it can be indicated from the table above most of respondents 60.6% were MA/MSc holders where about 33.33% of

them were PhD holders. But the rest 6.06% were BA/BSc holders. This indicated that most MA/MSc holders in the target universities had been teaching MA/MSc students in this studied universities.

According to the experience of the respondents, about 81.81% had more than 12 years and about 9.09% of them had 8-11 years of experience. The rest 6.06 respondents had 4-7 years.

As can be seen in the above table, 32(96.96%) were male and only 7(3.03%) was female respondent. The majority of the respondents were male.

Table: 3 Sample Respondents Quality Assurance Management Related Trainings

Universities	RU N=4		SU N=5		UU N=2	
	Yes	No	Yes	No	Yes	No
Total responses	3	25	30	5	1	13
Responses in %	10.7	89.3	85.7	14.3	7.1	92.9

4.1 Major Quantitative Findings

According to the research participant responses of the seven questions on the checklist, regarding quality management trainings such as Quality, Organizational Excellence, Quality Assurance, Quality management and Customer Satisfaction issues, as they asked to what extent the above quality related issues affect their role of internal quality assurance practices, they all responded in one voice that they highly affect internal quality assurance practices. However, in this regard, only one sample university's IQA members took the above mentioned trainings i.e. SU. On the

other hand, the other two sample universities' quality assurance members did not. One can infer that these two universities' IQAUs were more challenged to accomplish the work properly.

Seven (7) IQA related questions were asked in the checklist whether or not respondents had taken different quality assurance related trainings to be competent in implementing IQA. As summarized in table 3, the responses of 'Yes' ranges from 1(7.1%) to 30(85.7%).And, 'No' ranges from 5(14.3%) to 25(89.3%). In RU, 3(10.7%) responses were 'yes' the rest 25(89.3%) responses were 'no'. In SU, 30(85.7%) responses were 'yes' and 5(14.3%) responses were 'no'. In UU, only 1(7.1%) response was 'yes', but the other 13(92.9%) responses were 'no'. This data shows that those who had taken quality assurance related trainings in both RU 3(10.7%) and in UU 1(7.7%) which is much less than SU's number of responses that is 30(85.7%). This implied that those who had taken quality assurance trainings can implement better than those who didn't.

On the other hand, the researcher tried to investigate whether or not the target universities implemented or planned to implement quality management models like TQM, ISO9001&EFQM or others. However, none of the studied universities implemented or planned to implement the aforementioned quality management models. This may indicate that the target universities focused merely on HERQA's ten focus areas.

Table4.HERQA's Ten Focus Areas of Institutional Quality Audit

HERQA's Ten Focus Areas	Respondents	Percentile summary score		Average	Rank
		High	Low		
1-Visiom, Mission and Educational Goals	20	100%	88%	94%	2
2-Governance and Management System	20	100%	88%	94%	2
3-Infrastructures and Learning Resources	20	100%	96%	98%	1
4-Academic and Support Staff	20	100%	84%	92%	3
5-Student Admission and Support Service	20	100%	88%	94%	2
6-Program Relevance and Curriculum	20	100%	84%	92%	3
7-Teaching Learning and Assessment	20	100%	84%	92%	3
8-Student Progress and Graduate Outcome	20	100%	74%	87%	4
9-Research and Outreach Activities	20	100%	84%	92%	3
10-Internal Quality Assurance	20	93.3%	74%	83.65%	5

The study participants were asked to judge the ten focus areas importance in order to secure the quality assurance related to their institution's current practice. Accordingly, table 4 showed respondents reflections. Focus area 3(infrastructure and learning resources) were ranked first regarding its significance. The data also revealed that focus area 1, 2&5 were ranked second and focus area 4, 6, 7&9 were third in their importance to quality assurance in respondents view. Whereas focus area 8(student progress and graduate outcome) and focus area 10(internal quality assurance) were considered as less important to quality assurance in the universities. Here, we can infer that participants perception towards internal quality assurance were low. Consequently, one can infer that student records/ documentation needs for future continuous improvement plan and internal quality assurance were not equally emphasized.

Table: 5 The Target Universities Satisfaction of HERQA's Practical Practice of External Quality Assurance Process

CSAT (customer satisfaction) scores is a glimpse of how well your products or services match customer's expectations. It is calculated from the feedback shared as responses. Though you can collect data in many ways, survey is the most common form of data collection.

CSAT in this study calculated

The formula: (Total number of very satisfied and moderately satisfied) ÷ (Number of total responses) × 100= % of satisfied.

University	Very satisfied		Moderately satisfied		Not satisfied		
	N	%	N	%	N	%	Total
RU N=5	3	3.3	23	25.27	9	8.9	35(38.46)
SU N=5	11	12.1	13	14.28	11	12.1	35(38.46)
UU N=3	3	3.3	18	19.78	-	-	21(23.07)
Total	17	18.68	54	59.34	20	21.97	91(99.99)

Deans/vice deans and IQA units were asked how satisfied with HERQA's and its practical practices of external quality audit process. The respondent's responses were summarized and presented in the above table.

 As table 5 depicted that 17(18.68%) , 54(59.34%) and 20(21.97%) of target universities respondents were very satisfied, moderately satisfied and not satisfied respectively. Even though very satisfied and unsatisfied respondents were almost equal across the target universities, most respondents across the target universities were moderately satisfied. Moreover, both very satisfied and moderately satisfied consists of 71(78.02%) of respondents views of HERQA and its practical practices of external quality assurance processes. So, a CSAT(customer satisfaction) rating of 78.02% means the majority of respondents were satisfied.

Table: 6 Internal Quality Assurance Related Questions Summary Scores

University	No of Respondents	Mean summary score		Mean score	Rank
		High	Low		
RU	6	2.5	1.8	2.35	1
SU	7	3	1.4	2.2	3
UU	5	3.4	1.2	2.3	2

Department heads and deans/vice deans of the sample universities were asked to what extent IQA units contribute in implementing internal quality assurance issues presented in the checklist. Their responses were summarized and presented. As table 6 shows, average score of IQA related questions from the sample universities, the average score ranges from 2.2 to 2.35.In the case of individual studied universities, in the case of RU, its lower score is 2, the higher score is 2.7 and its mean result is 2.35. In the case of SU, its lower score is 1.4, higher score is 3. And, in the case of UU its lower score is 1.2, the higher score is 3.4. But the total mean result of SU is 2.2 which is less than in both RU (2.35) and UU (2.3) by 0.15 and 0.1 respectively. This implied that all sample universities of internal quality assurance units practiced in a slit variation.

Table: 7 Management Related Questions

University	No of respondents	Mean summary score		Mean score
		High	Low	
RU	8	4	2	3
SU	6	5	3.5	4.25
UU	6	4.5	3.17	3.83

Table 7 showed that department heads and quality assurance members were asked how they evaluate the management of the studied universities. Some of the factors mentioned in the questionnaire, which are relevant to internal quality assurance responsibilities of the management were reviewed as follow.

From the summary score, the mean score ranges from 3 to 4.25. When we see the individual sample universities case, in RU, its lower score is 2, its higher score is 4 and its mean score is 3. In SU, the lower score is 3.5 whereas the higher score is 5 and its mean result is 4.25.In the case of UU, the lower score is 3.17, the higher score is 4.5and the mean result is 3.83. Here, we can see that the total mean result of RU is 3 that is less than in both UU (3.83) and SU (4.25) by 0.83 and 1.25 respectively. This implied that the top management practices to support internal quality assurance from the target universities were varied from university to university.

4.2Qualitative Data Analysis

The qualitative data obtained through interview were coded and reviewed. Then the main points thematically analyzed.

As the interviewee asked whether or not they conduct IQA and have quality document and policy, they conducted IQA and they also have quality policy and document. Similarly, as they were asked whether or not they independently performed the internal quality activities, in the same voices they said that the internal audit activity was independent and performed by their own in natural and authorized manner. S3 was asked," Is the internal audit activity independent in your institution?" To be honest, he said, "no one influence the internal quality assurance activities. Our main problem is financially depended on only students' school fees, there is financial problem to hire trained practitioners and to fulfill needed resources as we required." IS1 and IS2, for the same question replied that "to ensure quality, the internal quality assurance office is directly responsible to the president. He couldn't say no in quality issues. We, the

internal quality assurance members, assess the universities resources and other things relevant to quality assurance then, request to be fulfilled. The universities worked to achieve HERQA's minimum standards.

Cooperation and Collaboration with Professionals

Regarding the questions raised, do you create opportunities for cooperation among professional bodies?, as S3 explained, when we develop curriculum; for example, we invited previous students, academic staff and different associations like architecture and nursing association to meet learning outcome. The students easily fit the industry because the industry professionals came to our campus and gave information to the students. This information helped the students to know what is needed in the market. Similarly, S1 said, "our university had university industry linkage with foreign universities." S3 also added that the university had partnership with international universities and we had contact about quality issues. We received quality related advices in various universities.

Challenges of Implementing IQA

The participants were asked to indicate the challenges that they faced to assure internal quality assurance in the participants' universities. The following were appeared to be challenges. In the case of IS1, HERQ's practitioners provided us incomplete syllabus to implement it. It causes to unnecessary dialogue between us. In the case of IS2, financial allotment and QAUs committment were to be mentioned as challenges. Even though enhancement committee was delegated, they didn't perform properly because the university didn't give incentives for this additional work they performed. Another factor that affect implementing IQA was staff turnover, who were trained as quality unit committee.

All sample universities respondents were asked whether or not the top management themselves were a challenge of IQAUs to accomplish their work freely. or they direct their role and activity. The respondents replied in a similar fashion that 'definitely not'. IS3 explained that the top management was not a challenge by themselves ordering us do this and don't do this. It was instead his number one agenda.

How to solve quality related problem

The respondents answer for the question how to alleviate quality related problems were all responded differently. IS1 said, 'to solve quality related problems, it depends on the university's policy and procedures. IS2 said in our case, to solve any quality problem if necessary, even we consult educational consultancy services. IS3 said that we first identify where the problem lies, then to fill the identified gap we prepare special training for the matter. Here, one can perceive that the way the universities tackle quality related problems were used different mechanisms.

Complaints Documentation

As the respondents asked whether or not they document complaints received for future improvement, the three sample universities responded as they recorded complaints even though the way they treat the case differently. They also incorporate the complaints in their future plan for action. IS1 explained his universities experience. To capture complaints, we have complaint recording formant and prepare meeting with students and teachers to investigate complaints. IS3 also shared their experience. They prepared exhibition for professionals, parents and students. They visit the exhibition in the meantime we capture the stakeholders' opinion. Moreover, we prepare meetings with the alumni stakeholders (employers) who worked with the university. They suggested what we should improve; what they confortable or not comfortable. Then, we include with the university's plan. IS2 on the other hand, prepared meetings to students' council for this purpose. After discussion, the university incorporates issues to be improved in university's plan.

Ten Focus Area's Helpfulness to achieve the Universities Objectives

Regarding ten focus areas, the target universities respondents were asked how much these focus areas enable to achieve their universities objectives. One said we were measured against these focus areas. It is good than blindly travel. We know how to handle it. The other interviewee said that they are really helpful to assure quality. However, no one courageously said that ten focus areas enable the studied universities to achieve institutional objectives.

Major Problems in the Evaluation and Accreditation Process of HERQA

For the question of what major problems you observed in the evaluation and accreditation processes by HERQA. One of the respondents said that we faced many problems: 1.They didn't have qualified professionals in the area. 2. They got external staffs from different government universities. It has its own weak side. The HERQA officials also confirmed this. We conduct the quality audit using external quality auditors. Only 20% of HERQA practitioners participate and the rest 80% invited gusts from different universities were participated in the auditing processes. To mention one among the Problems we faced related to HERQA said S3. One man from HERQA forced us to minimize or to add one thing from our curriculum. It was unacceptable and unprofessional act. The problem was every professional from HERQA brought about their own background which was not good in accreditation and reaccreditation processes. It should be consistent and uniform work procedures to be implemented by all the staffs. The problem in the auditing process is not really much but some professionals raise miner issues of their background. On the other hand, to the question how credible the agency is. IS3 believed that all institutions supervisory body is needed. It is good to have this agency, too. This does not mean the agency fulfill all requirements as external auditor. It needs some improvement for the future. He added that there is double standard in my opinion. There are some very poorly managed universities. HERQA left some them loosely controlled. And they didn't meet the standard. If such working situations continuous, their credibility is under question. HERQA's one official seems to agree with this idea. Being university level or status is not a guaranty for quality education. Others which is not in university level may be better than them. This implied that the above mentioned problem was existed on the ground. The participants view implied that HERQ's human work force competencies (knowledge, skill, attitude, ability and values) should be improved.

Quality assurance structure

Responding to the question, "How do you design the quality assurance structure for your teaching learning and assessment?" IS1 explained his case. The university has quality assurance team in every campus. In each department, there is quality units under this there is also exam committee to maintain quality. IS3 explained the same question in his university context. When we say quality, teaching learning was our uppermost focus area. Starting from recruitment of

best instructors, the quality assurance did excessive things including controlling the teaching learning processes.

Factors Hindering the Implementation of IQA

As they asked factors that hinder the implementation of IQA system. According to IS2, when practitioners delegated to IQA members, they accept the positions. However, since the university didn't have any incentive to this position, they finally didn't perform their duties properly. This was our major problem for implementing IQA. IS3 also said that some of the factors that affect us to implement IQA were the quality education in the lower levels. For example, English language problem and behavioral problems can be mentioned. Government related problem to mention one, the cutting point to join private higher education is different from government universities. This discrimination, therefor, impact the students and parents perceptions. They considered PHEIs are incompetent to government universities.

Chapter Five

Summary, Conclusion and Recommendation

5.1. Summary

To comprehend the research findings, an attempt was made to summarize the main points of the quantitative and qualitative data that revealed in this study.

Summary of Quantitative Data Analysis

As the participants asked to what extent quality management trainings affect the role of IQA practices. All the participants across the sample universities responded that they highly affect IQA practices because quality management trainings enable practitioners to acquire the knowledge and skill to implement IQA in their universities. However, only one sample university's IQA members i.e. SU took quality management trainings such as Quality, Organizational Excellence, Quality assurance and customer satisfaction. On the other hand, the researcher tried to investigate their exposure about quality management models (TQM, ISO: 9001, EFQM and others). As a result, none of the universities implemented or planned to implement these models in their universities.

The study participants asked how to judge HERQA's ten focus areas. The quantitative data findings revealed that focus area 10 (Internal Quality Assurance) was considered as less important compared to the other focus areas. Here, we can infer that participants' perception towards IQA was low.

As participants asked how satisfied with HERQA's practical practice of EQA audit process, most respondents across the target universities were moderately satisfied 54(59.34%) and very satisfied 17(18.68%). Both moderately satisfied and very satisfied respectively.

The sample universities were asked to what extent IQA units contribute in implementing IQA issues mentioned on the checklist. In the summary score, the total mean score result of SU is 2.2 which is less than in both RU (2.35) and UU (2.3)by 0.15 and 0.1 respectively. This implied that all sample universities of IQA units practiced in a little variation.

For the question asked to respondents how they evaluate their universities top management based on some factors mentioned on the questionnaire. The data showed that the total mean result of RU is 3 that is less than in both UU (3.83) and SU (4.25) by 0.83 and 1.25 respectively. This

implied that the top management practices to support internal quality assurance were varied from university to university. Moreover; the top management of RU was less supportive enough to implement IQA in their university.

Summary of Qualitative Data Analysis

The interview data analysis revealed the following 4 main points:

1. They conducted IQA independently by their own in natural and authorized manner. The universities depend only on students' school fees. There is financial problem to hire skilled human work forces in the area.

2. The participants view regarding HERQA, the existence of THE agency is not bad. But it needs further improvement in skilled human resource and their work procedures.

3. The interview participant that underscored government related problem was that the cutting point to join PHEIs is different from government universities. This discrimination impacted the students and parents perceptions. Thus, they considered that PHEIs are in competent to government universities.

4. Even a few skilled and experienced professionals were assigned in IQA units in the sample universities; they were not committed to work properly because the university has no incentives to this IQAUs and department heads which assigned on top of their regular work. As a result, staff turnover occurred. Then, new staff joined the IQA units. It cycles over time.

5.2.1 Conclusion and Recommendations

5.2.1 Conclusion

Private higher education institution faced multi directional challenges to implement IQA. The government and the community questioned on quality education. To change the existing situation in this regard, it is important to invest on quality enhancement programs so as to secure quality education. Ultimately, it satisfies the internal and external stakeholders of the target universities.

The existence of external quality assurance agency (HERQA) is recognized as an enabler for quality assurance practice across the sample universities. However, the international good

practices such as TQM, ISO: 90001, EFQM and others were neglected across the 3 universities. They all focused and engaged on to meet HERQA's minimum benchmarks or requirements.

This study investigated that the studied universities status quo concerning IQA implementation was not as such variant in practical practice. Moreover, lack of staff capacity, motivation, engagement and commitment affected the implementation of IQA practices.

5.2.2 Recommendation

- All the target universities are urged to hire qualified and competent professionals to implement IQA. On the other hand, they should also be committed to reduce staff turnover especially experienced and trained ones.
- In the literatures, various quality assurance models are practiced in HEIs. The target universities are recommended to implement these models of international good practices such as TQM, ISO: 9001, EFQM and others.
- Capacity building programs focused on QA trainings, workshops and seminars should be organized in participants' educational institutions.
- All sample universities have the responsibility to make the universities' community aware of the significance of IQA to quality education.
- Further study is recommended in IQA perceptions in PHEIs.

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1. General Information

Questionnaires for Deans, Vice Deans, Department Heads& Quality Assurance Units

Research Title: The PracticeofInternal Quality Assurance in Private HEIs in Addis Ababa

St.Mary's University, Department of Quality Management

Purpose of the Questionnaire

This questionnaire is designed to collect relevant information about your view on internal quality assurance system and practice in your university. Your response to the item of this questionnaire will remain confidential and results will be used to examine the existing internal quality assurance system practices in the sample private higher education institutions. I hope you will take time and carefully complete this questionnaire. Use "tick mark" to indicate your response for the items. And briefly state your responses for the open-ended items.

Thank you in advance!

1.1 University

……………………………………………………………………………………

1.2 Faculty…………………………………………………………………………

1.3 Department………………………………………………………………………

1.4 Sex   Male……..   Female…….

1.5 Educational Qualification

…….Diploma   …….BA/BSC   ……..MA/MSC

…….PhD   other(s)……………………………………………….

1.6 Academic Rank

…….Graduate Assistant   ……..Assistant Lecturer

…….Lecturer   ………Associate Professor

…….Assistant Professor …….Professor

Other (s) specify………………………

1.7 Year(s) of service in university_____

1.8 Area of specification…………………………………………

1.9 In what position are you in this university "tick " one

1	Quality Assurance Office / Director
2	Department Head / Program Head
3	Dean
4	Vice Dean
5	Quality Assurance member
6	Others ………………………………………..

Quality Assurance Management Training/Education

1 Does your university established internal quality assurance (IQA)? Yes /No If your answer is 'ye', when…………………

2 Do you receive sufficient training to be competent staff on the following issues?	Yes	No		
• Quality				
• Organizational Excellence				
• Quality Assurance				
• Quality Management				
• Customer Satisfaction				
• **Tools of Quality** such as Kaizen, BPR, BSC, TQM, ISO, EFQM, others (specify)…………………………………………………………………….. If you have training or education in the above mentioned tools of quality, which quality tool(s) specify……………………………………………………………				
• Program evaluation				
1 To what extent do you think the above trainings affect your role of internal quality assurance issues?	high	medium	low	low

2.5. Does your institution implement these quality management model?	Yes	No
• TQM		
• ISO90001		
• EFQM		
• Others(specify)…………………………………………………..		

Internal Quality Assurance Practice related questions

5. To what extent do you contribute in implementing these issues in the internal quality assurance practices?	1 Excellent	2 Good	3 Fair	4 Poor	5 N/A
• Ability to consult and partner with your management					
• Helpfulness of supervision to strength the internal audit work					
• Self-assessment review process					
• Improving student learning					
• Provide advice and assistance to academic and service units					
• Apply policies, procedures & legislation to meet external/regulatory requirements					
• Effective communication strategy					
6.Do your faculty/ university conduct — Course evaluation/ review					
Program evaluation/ review					
Institutional/student exit exam					

Key   N/A = Not applicable (It does not apply in your case)

Annex C

The University Management related question

7. How do you evaluate the following factors	Very Low 1	2	3	4	Very High 5
• The overall coordination of internal quality assurance team and other management system					
• The management communicates the vision, mission, values and objectives of the institution to the whole workforces					
• The leadership commitment for quality improvement					
• Financial allocation for internal quality assurance					
• The management recruits fulltime quality assurance practitioners					
• Infrastructure and learning resources					
• Involvement of students in quality management					

Annex D

External Quality Assurance Related Question

8. How satisfied are you with HERQA and its practical practices of external quality assurance process?	Very satisfied	Moderately Satisfied	Not Satisfied
• The agency's staff capacity			
• Credibility of the agency			
• Institutional quality audit process			
• Accreditation process			
• Enhances quality education in HEIs			
• Equity of the evaluation & accreditation processes in private versus public HEIs			
• HREQA's Quality Assurance Model to continuous improvement (the ten focus areas)			

HERQA's Ten Focus Areas Related Question

9. How important are the ten focus areas of HERQA to quality assurance in your university?	1 Less important	2	3	4	5 Very important
Focus areas					
1 Vision, Mission, and Educational Goals					
2 Governance and Management System					
3 Infrastructure and Learning Resources					
4 Academic and support Staff					
5 Student Admission and Support Services					
6 Program Relevance and Curriculum					
7 Teaching Learning and Assessment					
8 Student Progress and Graduate Outcomes					
9 Research and Outreach Activities					
10 Internal Quality Assurance					

Maintenance of Standards or focus areas

10. State your expectations as a stakeholder to complement your interest or beliefs on top of HERQA's ten focus areas …………………………………………………………………………….

11. In your belief, which of the ten focus area(s) need to be changed or improved? Encircle it/them **Focus areas:**   1   2   3   4   5   6   7   8   9   10

12. Finally, how do the current internal quality assurance practices be improved? Pleases state your view for improvement …………………………………………………………………………
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13. What are the main factors that you think affect the internal quality assurance implementation in your university?

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……………………………………………………………………………………………….

 Internal Factors……………………………………………………………………………………

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

External Factors …………………………………………………………………………………

Annex E

Interview Guideline for Key Informants of Quality Assurance Directors

1. Did you conduct internal quality assurance in your institution before?
2. Does your university have quality document?
3. Is the internal audit activity independent in your institution?
4. Do you create an opportunity for collaboration and cooperation among professional bodies, stakeholders etc. for recognition and approval, which is mandatory for the success of the quality assurance process?
5. What are the challenges of implementing internal quality assurance at your institution that you believe are constraints?

    -Is the senior management appears to be a challenge for internal audit?

    -Is the head of the institution directs its role and activities?
6. How does your institution alleviate or solve quality related problems?
7. Do you document complaints received for further improvement?

    - If not, how do you identify the opportunities for improvement?

8. Do you believe that the work done so far by HERQA is enough to guarantee the result of quality assurance and quality education in HEIs? (Explain, please?)
9. Do you think HERQA's ten focus areas enable you to achieve your institution's objectives?

    - If not, why?

10 What are the major problems you observed in the evaluation and accreditation process by HERQA?

    - In your opinion, how credible is the agency in this regard?

11 Could you tell me how you design the quality assurance structure for your teaching learning and assessment?
12 Please state factors that hindered the implementation of internal quality assurance system in your university?

Annex F

Interview Guideline for Key Informant of HERQA's official (Quality Audit)

Could you please explain me the competency of your staffs' knowledge and skill to perform the external quality assurance?

-Are they exposed for different quality related trainings to be competent? If not, whyd

2. Do you think HERQA's quality assurance standards are applicable to Ethiopian context?

-Do you believe that HERQA's ten focus areas are adequate to assure quality in HEIs, explain?

3. Have you ever given opportunity to the private HEIs as a stakeholder to participate in the

development or review of quality assurance system of HERQA? If not, why?

4. Do you think that all those involved in private HEIs sectors share common understanding of what is

Meantby quality?

- Are they doing the right thing in the right way?

5. Have you ever evaluated HERQA's quality management system to create credibility and confidence within the system?

-In your opinion, what are its limitations or gaps?

6. Do you believe that the work done so far by HERQA is enough in PHEIs to establish robust internal Quality assurance system?

-What do you think should PHEIs do for future improvement of internal quality assurance system?

7. what are the major problems you observed so far regarding internal quality assurance Implementation during quality audit in private HEIs?

8. What are the main factors that you think affect the internal quality assurance implementation of PHEIs

Annex-G

Quality Assurance Management Training/Education

Items	Target University	Yes	No	Total
1	RU	1	3	4
	SU	5	-	5
	UU	-	2	2
2	RU	-	4	4
	SU	5	-	5
	UU	-	2	2
3	RU	-	4	4
	SU	5	-	5
	UU	1	1	2
4	RU	1	3	4
	SU	5	-	5
	UU	-	2	2
5	RU	1	3	4
	SU	5	-	5
	UU	-	2	2
6	RU	-	4	4
	SU	5	-	5
	UU	-	2	2
7	RU	-	4	4
	SU	-	5	5
	UU	-	2	2

Annex-H

HERQA's Ten Focus Areas of Institutional Quality Audit

No	Target University	Frequency of Rating Scale					Total
		1	2	3	4	5	
1	RU (N=5)	-	-	1	1	3	22
	SU (N=5)	-	-	-	-	5	25
	UU (N=3)	-	-	-	1	2	14
2	RU (N=5)	-	-	-	3	2	22
	SU (N=5)	-	-	-	-	5	25
	UU(N=3)	-	-	-	1	5	29
3	RU (N=5)	-	-	-	1	4	24
	SU (N=5)	-	-	-	-	5	25
	UU (N=3)	-	-	-	-	3	15
4	RU (N=5)	-	-	1	2	2	21
	SU (N=5)	-	-	-	-	5	25
	UU (N=3)	-	-	-	-	3	15
5	RU (N=5)	-	-	-	3	2	22
	SU (N=5)	-	-	-	-	5	25
	UU(N=3)	-	-	-	1	2	14
6	RU (N=5)	1	-	-	1	3	20
	SU (n=5)	-	-	-	-	5	25
	UU (N=3)	-	-	-	1	2	14
7	RU (N=5)	-	1	-	1	3	21
	SU (N=5)	-	-	-	-	5	25
	UU (N=3)	-	-	-	1	2	14
8	RU (N=5)	1	-	1	-	3	19
	SU (N=5)	-	-	-	-	5	25
	UU (N=3)	-	-	-	-	3	15
9	RU (N=5)	-	-	1	2	2	21
	SU (N=5)	-	-	-	-	5	25
	UU (N=3)	-	-	-	1	2	14
10	RU (N=5)	-	-	1	2	2	21
	SU (N=5)	-	-	-	1	4	24
	UU (N=3)	-	-	-	1	2	14

Annex-I

External Quality Assurance

	Satisfied			Moderately Satisfied			Not Satisfied			Total
	RU	SU	UU	RU	SU	UU	RU	SU	UU	
1	-	1	-	5	3	3	-	1	-	13
2	1	2	1	4	2	2	-	1	-	13
3	1	2	-	2	2	3	2	1	-	13
4	1	2	1	4	1	2	-	2	-	13
5	-	1	-	4	2	3	1	2	-	13
6	-	1	-	-	1	3	5	3	-	13
7	-	2	1	4	2	2	1	1	-	13
Total	3	11	3	23	13	18	9	11	0	91
Percent	3.29	12.09	4.39	25.27	14.28	19.78	8.79	12.09	0	100

Annex-J

Internal Quality Assurance Practices

No	Target Universities	Frequency of Rating Scale					f	mean
		1	2	3	4	5		
1	RU (N= 6)	2	2	2	-	-	12	2
	SU (N=7)	2	3	2	-	-	14	2
	UU (N=5)	3	2	-	-	-	7	1.4
2	RU (N=6)	1	3	-	2	-	15	2.5
	SU (N=7)	2	5	-	-	-	12	1.7
	UU (N=5)	3	2	-	-	-	7	1.4
3	RU (N=6)	-	4	2	-	-	14	2.3
	SU (N=7)	-	4	1	-	2	21	3
	UU (N=5)	3	2	-	-	-	7	1.2
4	RU (N=6)	1	5	-	-	-	11	1.8
	SU (N=7)	-	5	2	-	-	16	2.2
	UU (N=5)	2	3	-	-	-	8	1.6
5	RU (N=6)	1	4	1	-	-	12	2
	SU (N=7)	3	2	2	-	-	13	1.9
	UU (N=5)	3	-	2	-	-	9	1.8
6	RU (N=6)	1	2	3	-	-	14	2.3
	SU (N=7)	3	4	-	-	-	11	1.6
	UU (N=5)	3	2	-	-	-	7	1.4
7	RU (N=6)	-	4	1	1	-	15	2.5
	SU (N=7)	4	3	-	-	-	10	1.4
	UU (N=5)	2	-	3	-	-	11	2.2
8	RU (N=6)	1	3	1	1	-	14	2.3
	SU (N=7)	-	5	2	-	-	16	2.3
	UU (N=5)	2	3	-	-	-	8	1.6
9	RU (N=6)	1	3	1	1	-	14	2.3
	SU (N=7)	1	4	2	-	-	15	2.1
	UU (N=5)	4	1	-	-	-	6	1.2
10	RU (N=6)	2	2	-	1	1	15	2.5
	SU (N=7)	2	2	-	-	3	21	3
	UU (N=5)	2	-	-	-	3	17	3.4

Annex-K

The University Management Related Questions

No	Target Universities	Frequency of Rating Scale					f	Mean
		1	2	3	4	5		
1	RU (N=8)	-	-	6	2	-	26	3.25
	SU (N=6)	-	-	2	2	2	24	4
	UU (N=6)	-	1	1	4	-	21	3.5
2	RU (N=8)	-	2	6	-	-	22	2.75
	SU (N=6)	-	-	1	2	3	26	4.33
	UU (N=6)	-	-	1	5	-	23	3.83
3	RU (N=8)	-	2	6	-	-	22	2.75
	SU (N=6)	-	-	-	-	6	30	5
	UU (N=6)	-	-	2	1	3	25	4.17
4	RU (N=8)	4	-	2	2	-	18	2.25
	SU (N=6)	-	-	2	3	1	23	3.83
	UU (N=6)	-	-	5	1	-	19	3.17
5	RU (N=8)	4	2	-	-	2	18	2.25
	SU (N=6)	1	1	-	-	4	23	3.83
	UU (N=6)	-	-	-	3	3	27	4.5
6	RU (N=8)	-	-	2	4	2	32	4
	SU (N=6)	-	1	-	1	4	26	4.38
	UU (N=6)	-	-	2	1	3	25	4.17
7	RU (N=8)	4	2	-	2	-	16	2
	SU (N=6)	1	-	1	3	1	21	3.5
	UU (N=6)	-	-	4	2	-	20	3.33