ARTICLE ON ROLE OF MANAGERS IN EDUCATIONAL QUALITY ASSURANCE, ETHIOPIA

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Abstract : Education is the back bone of any society and the quality of education determines the quality of human resources of a country. Quality technically refers to fitness for purpose.Quality at education is transformation, educational institutions empowering students with skills, knowledge and attitude that promote transformation.The main objective of this study was to assess the role of managers in educational quality assurance in Wollo University. To achieve objective of the study the researcher used descriptive research design. The study had 387 sample sizes. Stratified sampling techniques were used and the data were collected from primary and secondary sources through using questionnaire and reviews. The findings show that there are certain problems which are not undertaken into consideration by the standard examination committee. Most of the respondents have stated that the geographical location of the campus were inconvenient for the reason that infrastructures, such as road, water and electricity networks have not been well constructed. Consequently; the campus managers have expected to do more in order to fulfill these facilities. Most of the technology department, students have spent their time on theoretical courses rather than learning technology systems in practice. In addition, some teachers are not punctual for their working time. So, institution managers should have to do more in order to achieve their plan.And finally, the researchers rewarded some recommendations. Therefore the researchers have suggested that the managers have better to implement the institutions rule and regulations.

Keywords: Education, Educational Quality, Quality Assurance

1. Introduction

"Education is the backbone of any society and the quality of education determines the quality of human resources of a country (Hay, 2006). Among other functions, education essentially has a major responsibility to produce a qualified, skilled and globally competent work force for the labor market of business and industry which is a critical factor to national growth and development (Hay, 2006). Recent developments' such as increased student enrolments, reduced state funding for public education, increased number of private provide internationalization cross border education (Hay, 2010). Assuring quality of education had become more characteristic of the knowledge economy of the 21st century. The importance of assuring quality was underscored by the existence if institutional, national and international agencies established programs certain stipulated set of minimum standards (Hay, 2006). The term leadership and management are often

used interchangeably. Attempted to separate the two reveals that management was concerned with the daily running of an organization ensured that the employees perform the tasks expected of them. Leadership on the other hand complex multifaceted process conceived as a set of values, qualities and behaviors exhibited by the leader that encouraged the participation, development and commitment of followers leader was also considered or the art of influenced an individual or individuals in a particular direction which involved casting vision, goal setting and motivating people (spend love, 2007). Although none of the Universities in the region was in any of the rankings of the world's top universities, Universities could played an important role in provided leadership in terms of governance reform in the University system and was an entry point for wider disseminated , practiced and private institution on the government side a key role for government lied in strengthening the governance capacity enabled powers more effectively to promoted a process of social learned among local institutions. Universities constitute one of the key institutional supports for the process and recent experience confirms that this role increasingly being recognized (Yusuf and Nabeshima, 2007).The Ethiopian Government gives a higher education a central position in its Strategy for social and economic development. This has same advantages. For instance, 40% of the education budget goes on higher education, but also disadvantages. Ethiopia has radically expanded the numbers of its higher education institutions: from two federal universities to 31 in just over two decades with another 10 to open soon. There has also been a rapid expansion of the private sector and it now accounts for nearly 25% of student enrollments. On the other hand,

Ethiopia has been faced many historical, cultural, social and political obstacles that have restricted progress in education for many centuries, consequently, there are shortages of efficient and qualified manpower to undertake learning processes in higher education institutions in order to ensure quality education. There is also shortage of experiences from both in the managerial and academic spheres to make conducive and competent citizens respectively. All these problems have adverse effects on the struggle of quality education assurance.

2. Statement of the Problem

Education in Ethiopia is experiencing changes in the form of expansion of the sector, diversification of provision, more heterogeneous student bodies, new funding arrangements, increasing focus on accountability and performance, global networking, mobility and collaboration. These changes have challenged institutional management that, more than ever before, need to revise and specify institutional mission statements, assess impact of new sources of funding, meet requirements for accountability, consider participation in globalization and international competition and the requirements for national, regional and international integration (Lemaitre, 2009). Quality assurance was continuous process by which an institution could guaranteed that standards and quality of its educational provisions are being maintained or enhanced (Standa, 2008). A study that examined the problems of leadership with in a university concluded that one of the most difficult challenged that leaders with in universities face was they must took responsibility for systems that provided assurance of quality teaching research and community service within rapidly changed environment despite bureaucratic structure

context dominated by process mentality. A study conducted in Hong Kong by Pounder (1999) developed organizational effectiveness criteria and accordingly the organizational effectiveness model comprised four effectiveness namely, Productivity Efficiency, cohesion, information management and planning goal setting:- These refers the behavior extended to which leadership was concerned with the quality of what is produced and the cost of production, staff morale ,interpersonal relationships, team work and sense of belonging ,ability to the leaders to distributed timely and accurate information needed by its stakeholders to do their job, the extent of its ability to set goals and objectives and systematically planned to the future respectively. What are the relationship between organizational effectiveness and quality assurance function of institutional managers? The effectiveness of employee behavior within organizations and the effectiveness of their performance are referred to in this paper as organizational effectiveness.

The studies by (Weese, 1996) and (Cromartie, 2001) recognized that a significant indirect relationship exists between leadership and organizational effectiveness. Changes in an organizational strategy bring about new management challenges which, in turn require new strategies to be successfully implemented. To guarantee that standards and quality of educational provisions are being maintained in the universities, would require that management understands the new challenges and effectively restructure the organizations to achieve the expected outcomes. Organizational effectiveness is therefore necessary for managers to guarantee provision of quality university education. Based on the four critical indicators of organizational effectiveness discussed

above, this study tries to establish how effectively university managers in the studying area in Wollo University Kombolcha Campus have played their role in quality assurance. Since education quality assurance is a continuous process, it needs a continuous assessment in order to achieve the desired objectives. Although the research might be conducted in other universities, this research would tend to depict the role of managers in establishment of appropriate educational quality assurance system in Wollo University Kombolcha Campus.

In line with the above mentioned problems, the following research questions were raised.

- ❖ What factors are the obstacles of managers not to create favorable working conditions to assure the quality of education?
- ❖ Which ways of measurements and procedures the managers apply to achieve quality education?
- ❖ What are the roles of managers to assure quality of education?

3. Objectives of the Study

The following are objectives of the study:

- ❖ To identify the factors be obstacle of managers not to create favorable working condition to assure the quality of education.
- ❖ To identify ways of measurements and procedures that managers apply to achieve quality education.
- ❖ To investigate the roles of managers help to assure quality of education.

4. Review of Related Literature

Quality is a much debated term to some it is like beauty that lies in the eye of the beholder those who believe in this are relativists whereas those who believe quality can be specific attributes that can be

identified objectives.The word quality comes from the Latin word quails earning " what kind of" Quality as progression and the Managerial process associated with the quality function, was introduced during the second half of the 20th century, and has evolved since then over this period, few other disciplines have seen as any changes as the quality profession. The quality profession grew from simple control, to engineering to systems engineering. Quality control activities where predominate in the 1940s, 1950, and 1960. The 1970s were an era of quality engineering and the 1990s saw quality system as an emerging filed like Medicine, Accounting and Engineering quality has achieved status as a recognized profession (Gamberon, 1990).

Quality is seen as providing good value for costs (largess, 2004) (Quality assurance in higher Education, November 2007). Quality, as a concept, has been defined differently by different stakeholders. This is because it is multi-dimensional and mean different thing to different stakeholders. Also, different countries may tend to define these terms differently. This document adopts the following definitions of quality, quality assurance, accreditation, and licensing from (Materu 2007). Quality technically refers to fitness for purpose. It encapsulates the concept of meeting commonly agreed precepts or standards. Such standards may be defined by law, an institution, a coordinating body or a professional society. In the diverse area of higher education, fitness for purpose varies tremendously by failed and program. Abroad range of factors affect quality in tertiary institutions including their vision and goals, the talent and expertise of the teaching staff, admission and assessment standards, the teaching and learning environment, the employability of its

graduates , the quality of the library and laboratories, management effectiveness, governance and leadership(quality assurance in higher education (Noveber,2007). According to Akin Aina(1994) the "product" of higher education is intangible and the customer very difficult to identify. "Quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. A tertiary institution is only as good as the quality of its teaching staff they are the heart of the institution that produces it graduates, its research products, and is service to the institution, community, and national. Although quality is one of the most widely used and spoken of conception higher education circles, very little or no unanimity with regard to its meaning had been reached (Belcher, 1994).

The related concept of quality assurance has also become globally important in higher education discussions. More attention is being paid today to the issue of quality assurance in higher education than ever before. This is not surprising as stakeholders in higher education are now aware of the fundamental and global importance of quality and quality assurance in higher education (IIEP, 2006). Stakeholders who are interested in quality assurance include:-

a) The students, who are the primary recipients of higher educational and who the quality of training they get defines their potential performance in life;

b) Parents, who often pay for the studies of their wards and consequently demand vale-for money.

c) Governments that demand accountability from their higher education institutions,

d) The employer who demands well trained graduates with competences to effectively operate in the 21st entry,

e) The institutions themselves, cognizant of the keen competitiveness in the global higher educational system, and

f) The society that benefits or suffers the effect of good or poor quality educational. Therefore, quality issues have taken the center stage in global higher education. Quality issues have taken the Centre or suffer the effect of good quality education. Therefore, quality issues have taken the Centre stage in global higher education. Quality assurance can be either an external or internal process. External quality assurance refers to the review by an external agency (a national quality assurance agency) , which evaluates the operations of a University or its programs to ascertain the level of compliance with set minimum standards. Internal quality assurance refers to the internal policies and mechanisms of a University or programmer for ensuring that it is fulfilling its purposes as well as the standards that apply to higher educational in general or to the profession or discipline, in particular (IIEP,2006).

Internal quality assurances are as old as higher education itself indeed most universities from inception design and implement various internal activities to ensure the certain agreed standards of performance are being met. One of such is the external examination system. The system involves the assessment of student examinations for compliance with curriculum content and general professional or global standards. However, this system is facing some challenges. Some

Universities are unable to fund the external examination system as the numbers of academic programs and the required external examiners have increased significantly. There is also the self-assessment system in which the institution carriers out an internal appraisal of its programs to ascertain the level of achievement of its internally set objectives and standards.Assessment which is externally mandated. Self-assessment can be conducted at two levels, the program and institutional levels, and is advisory to the administration of the level of permeation of quality in the operations and activities of the institution. Student-lecturer assessment is another form of internal quality assurance in which students assess their course lecturers (IIEP, 2006).

5. Quality Management System
The quality assurance, like quality is also defined differently by various scholars according to different contexts. Despite the different contexts within quality assurance can be defined it always includes two purposes:-Accountability and Improvement. A government- and agency-drive quality assurance system like that of the Australian Higher Education Council tends to emphasize the accountability part more than the institutional improvement. The Australian Higher Education Council defines quality assurance as "guarantee that required standards are being met" (AHEC, 1999). On the other hand, (Cuttance1994) incorporates both purposes by defining quality assurance as: "Planned and systematic actions necessary to provide adequate confidence that the educational provided met the needs of clients, a way of evaluating the effectiveness of structures and processes required to achieve outcomes". The South African Higher

Education Quality Council defines quality assurance as a term that encompasses all the policies, systems and process directed at ensuring the maintenance of the quality of education provision within an institution. Therefore, quality assurance refers to mechanisms for ensuring that quality-enhancing techniques are carried out. It is a means of asserting that errors are eliminated. South African Qualifications Authority one of the major quality role players in the South African higher education sector, defines a quality management system as a combination of processes used to ensure that the degree of excellence is achieved (RSA, 1998). The establishment of any QMS is about a combination of institutional processes used to ensure that the degree of excellence and standards specified is achieved (AHEC1999).

6. Methodology

This study had used descriptive survey design. The study used both primary and secondary sources. In this research, the researchers used questionnaires and interview as primary data collection mechanisms and documents like manuals, and journals as secondary data. The researchers used probability sampling technique particularly stratified sampling technique. The reason to use stratified random sampling technique is to fairly represent sample of the study in each strata and to provide adequate data for analyzing the various sub-population.The sample size of this study was 387 employees and students. The researchers used proportional allocation formula (I=n x pi) to keep the size of the samples from the selected strata proportional to the sizes of the strata which was developed by Richard Levine, 1958.The researcher used qualitative and quantitative methods of data analysis. The quantitative aspect would help to describe and analyze in percentage term whereas qualitative aspect would help to discuss on descriptive terms of the response from questionnaire followed by verbal interpretation.

7. Data Analysis And Interpretation

This part covers data analysis and interpretation of various data collected through the use of questionnaire, interview and documented materials of the college of informatics and engineering in order to diagnosis of the process. The interview was used to assist in understanding certain attitudes under taken to support the objectives to the program, and to overcome challenged implementation of the program. Out of all the questionnaires distributed, 370 questionnaires were collected in which the response rate were

Table 1. Factors of Working Condition

Factors of Working Condition	Alternatives	Respondents with there response rate					
		Administrator staffs		Academic staffs		Students	
Geographical location of WU, kombolcha campus is suitable	Yes No	23 11	6.2% 2.9%	8 6	2.1% 1.6%	142 180	38.3 % 48.6%
There is effective learning assessment in WU kombolcha campus	Yes No	13 21	3.5% 5.6%	9 5	2.4% 1.3%	213 109	57 .5% 29.4%
There is equal employment opportunity regardless of sex and religion in wu kombolcha campus	Very agree Agree Disagree Neutral	10 16 2 6	2.7% 4.3% 0.5% 1.6%	5 8 - 1	1.3% 2.1% - 0.2%	15 28 58 221	4% 7.5% 15.6% 60%
Students and academic staffs are effectively engaged in decision making process	Very agree Agree Disagree neutral	5 9 7 13	1.3% 2.4% 2% 3.5%	4 9 1 -	1% 2.4% 0.2% -	88 192 142 -	24% 51.9% 38.3% -

(Source: Own Survey, 2017)

As it is depicted from table 1 above, 23 (6.2%) of administrator staffs 8 (2.1%) of academic staffs and 142 (38.3%) of students stated their answer as yes and 11 (2.9%) of administrator staffs; 6 (1.6%) of academic staffs and 180 (48.6%) of students stated their answer as no. This implies that the geographical location of WU Kombolcha Campus is not suitable for teaching and learning processes.13 (3.5%) administrator staffs 9 (2.4%) academic staffs 213 (57.5%) students stated their answer as yes and 21 (5.6%) administrator staffs 5 (1.3%) academic staffs 109(29.4%) students stated their answer as yes it has effective learning assessments in Wu Kombolcha Campus. 10 (2.7%) administrator staffs 5 (1.3%) academic staffs 15 (4%) students are very agree, 16 (4.3%) administrators staff 8 (2.1%) academic staffs 28 (7.5%) students are agree, 2 (0.5%) administrator staffs 58 (15.6%) students are disagree and 6 (1.6%)

administrator staffs 1 (0.2%) academic staffs 221 (60%) students are neutral that have equal employment opportunity regard less of sex and religion. 5 (1.3%) administers staffs 4 (1%) academic staff 88 (24%) students are very agree, 9 (2.4%) administrator staffs 9 (2.4%) academic staffs 92 (51.9%) students are agree, 7 (2%) administrator staffs 1 (0.2%) academic staffs 142 (38.3%) students are disagree and 13 (3.5%) administrator staffs are neutral that have students and academic staff are effectively engaged in decision making process. As we have seen the above table; most respondents agreed that the geographical location of Kombolcha Campus is not suitable and most academic staffs and students said that there is an effective learning assessment. Academic staffs agreed that there is equal employment opportunity and most academic staffs and students are effectively engaged in decision making process.

Table 2.   Ways of Measurement

Ways of Measurement	Alternatives	Respondents					
		Administrator staff		Academic staffs		Students	
WUkobmolcha campus have standard examination committee	Yes No	22 12	6% 3.2%	5 9	1.3% 2.4%	79 243	21.3% 65.7%
WU kombolcha campus has performance evaluation cultural of staffs	Yes No	26 8	7% 2.1%	11 3	3% 0.8%	125 197	33.8% 53.2%
There is internal evaluation process that providing feed back	Yes No	20 14	5.4% 3.8%	9 5	2.4% 1.3%	209 113	56.5% 30.5%
WU kombolcha campus managers evaluate the ,strategic annual progress interms of achieving the goals set by the institution	Yes No	25 9	6.7% 2.4%	11 3	3% 0.8%	238 84	64.3% 22.7%
WU kombolcha campus have an internal culture to measure student attitude	Very agree Agree Disagree Neutral	8 18 4 4	2.1% 4.9% 1% 1%	- 6 6 2	 1.6% 1.6% 0.5%	- 126 165 31	- 34% 44.6% 8.4%
WU kombolcha campus student discuss one to five group are success full	Very agree Agree Disagree Neutral	- 8 3 23	- 2.1% 0.8% 6.2%	3 9 2 -	0.8% 2.4% 0.5% -	128 118 76 -	34.6% 31.9% 20.5% -
The campus has financial and human resource plan	Very agree Agree Disagree Neutral	18 9 7 -	4.9% 2.4% 1.9% -	6 7 1 -	1.6% 1.9% 0.2% -	134 98 - 90	36.2% 26.5% - 24.3%

(Source: Own Survey, 2017)

As shown from above table 2, 22(6%) administrator staffs 5(1.3%) academic staffs 79 (21.3%) students stated their answer as yes and 12 (3.2%) administrator staffs 9 (2.4%) academic staffs 243(65.7%) students stated their answer as no Wollo University Kombolcha Campus have students examination committee. 26 (7%) administrators staffs 11 (3%) academic staffs 125 (33.8%) students stated their answer as yes and 8 (2.1%) administrators staffs 3

(0.8%) academic staffs 197 (53.2%) students stated their answer as no has performance evaluation culture of staffs. 20 (5.4%) administrators staffs 9(2.4%) academic staffs 209 (56.5%) students stated their answer as yes and 14 (3.8%) administrator staffs 5 (1.3%) academic staffs 113 (30.5%) students stated their answer as no have internal evaluation process that provides feedback. 25 (6.7%) administrator staffs 11 (3%) academic staffs 238 (64.3%) students stated

their answer as yes and 9 (2.4%) administrator staff 3 (0.8%) academic staff 84 (22.7%) students stated their answer as no that managers evaluate the strategic annual program in terms achieving the global set by the institution. 8 (2.1%) administrator staffs are very agree, 18 (4.9%) administrator staffs 6 (1.6%) academic staffs 126 (34%) students are agree, 4 (1%) administrator staffs 6 (1.6%) academic staffs 165 (44.6%) students are disagree and 4(1%) administrator staffs 2 (0.5%) academic staffs 31 (8.4%) students are neutral have an internal culture to measure student attitude. 3 (0.8%) academic staffs 128 (34.6%) students are very agree, 8 (2.1%) administrator staffs 9 (2.4%) academic staffs 118 (31.9%) students are agree, 3 (0.8%) administrator staffs 2 (0.5%) academic staff 76 (20.5%) students are disagree and 23 (6.2%) administrator staffs are neutral that students are discuss one to five group are successful. 18 (4.9%) administrator staffs 6 (1.6%) academic staffs 134 (36.2%) students are very agree, 9 (2.4%) administrator staffs 7 (1.9%)

academic staffs 98 (26.5%) students are agree, 7 (1.9%) administrator staffs 1 (0.2%) academic staffs are disagree and 90 (24.3%) students are neutral has financial and human resource plan. This implies that most of the respondents answered that managers at Wollo University Kombolcha Campus evaluate the strategic annual progress, performance evaluation culture of staffs, internal evaluation process that provides feedback, more than half of academic staffs and students do not agree on that Wollo University Kombolcha Campus has students' examination committee. And also most respondents responded that there is successful one to five group discussion and financial and human resources plan in the Campus. Most respondents are give similar answered Wollo University Kombolha Campus agreed students discuss one to five group are successful and financial and human resources plan. So the institutional managers must improved standard examination committee.

Table 3. Roles of Managers

Items related with the Roles of Manager	Respondents						
	Alternative	Administrator staffs		Academic staff s		Students	
Wu kombolcha campus have institutional ,educational quality assurance system	Yes	29	7.8%	12	3.2%	187	50.5%
	No	5	1.3%	2	0.5%	135	36.5%
Wu kombolcha campus administrator staffs work as a team	Very agree	15	4%	5	1.3%	-	-
	Agree	19	5.1%	6	1.6%	66	17.8%
	Disagree	-	-	3	0.8%	19	5.1%
	Neutral	-	-	-	-	237	64 %
This campus has effective appointment promotion procedure for administrator staff s	Very agree	21	5.7%	2	0.5%	23	6.2%
	Agree	11	3%	6	1.6%	74	20%
	Disagree	2	0.5%	3	0.8%	21	5.7%
	Neutral	-	-	3	0.8%	204	55.1%

(Source: Own Survey, 2017)

As it is shown fromtable 3 above, 29 (7.8%) administrator staffs 12 (3.2%) academic staffs 187 (50.5%) students stated their answer as yes and 5 (1.3%) administrator staffs 2 (0.5%) academic staffs 135 (36.5%) students stated their answer as no Wollo University Kombolcha Campus have institutional education quality assurance system. 15 (4%) administrator staffs 5 (1.3%) academic staffs are very agree, 19 (5.1%) administrator staffs 6 (1.6%) academic staffs 66 (17.8%) students are agree, 3 (0.8%) academic staffs 19 (5.1%) students are disagree and 237 (64%) students are neutral that administrator staff work as a team. 21(5.7%) administrator staffs 2 (0.5%)

academic staffs 23 (6.2%) students are very agree, 11 (3%) administrator staffs 6 (1.6%) academic staffs 74 (20%) students are agree, 2(0.5%) administrator staffs 3 (0.8%) academic staffs 21 (5.7%) students are disagree and 3 (0.8%) academic staffs 204 (55.1%) students are neutral has effective appointment and promotion process for administrator staffs. This implies that most respondents agreed on that Wollo University Kombolcha Campus has institutional educational quality assurance system and effective appointment promotion procedures for administrator staffs as well as the administrator staffs work as a team.

8. Conclusion

According to the major findings, most of the respondent that accounts 65.7% stated that there is no standardized examination committee, inconvenient geographical location, poor infrastructure facilities, and weak working habit of the teachers affects the process of assuring education quality. This implies that the institutional managers have faced many challenges that expected to alleviate immediately. As the data analysis most of respondents stated that agreed managers evaluate the strategic annual progress in terms of achieving the goals set by the campus. The study also shows that equal employment opportunity and an implementation of plan takes place by effective learning assessment. About 2.4% academic staffs and 51.9 % students as a respondents agreed that students and academic staffs are effectively engaged in decision making process. Most administrator staffs responded that there is a good financial and human resource plan.As the finding implies most respondents responded that

there are a good performance evaluation culture of staffs and internal evaluation process that provides feedback. As of many respondents for the education quality, there is a good and effective appointment and promotion procedure and effective review of the overall process of education quality to achieve the campus objective. Most administrative staffs replied thatthere is good administrator staffs work as a team and an internal culture to measure students attitude. About 7.8 % administrator staffs, 3.2 % academic staffs and 50.5% students are replied that WU Kombolcha Campus have a good institutional education quality assurance system. There is good opportunities to enabling education quality assurances including functionality of organized educational development army, one to five discussion, and continuous evaluation practices are encouraging activities which are regularly has done in the campus.

9. Recommendation

Based on the major findings and results the researcher forwarded the following points as recommendation:

The researcher suggest the institutional managers better to give due consideration on alleviating key problems by prioritizing according to their direct impacts on the teaching learning processes such as electricity and availability of water as they have indispensable role on the students health and studying activities. In line with water availability it is very crucial to cope up with the existing situation of the studying area. Other infrastructures like internet access has significant role on students achievement. By doing such like activities the institutional managers can bring positive contribution to education quality assurance. The institution to be in advice the continuous effective appointment and promotion procedure and effective review of the overall process of education quality to achieve the campus objective.

The campus to be better, it should involve students and academic staffs to effectively engaged in decision making process. The campus should encourage equal employment opportunity and an implementation of plan takes place by effective learning assessment. The institution should fulfill the financial and human resource plan.

The institution should continuous to encourages the successful discussions of one to five groups group learning in the future. It should encourage performance evaluation culture of staffs and internal evaluation process that provides feedback and alsogive students more of practical rather than theoretical course.

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