

An Investigation into the Practice and Challenges of Quality of Education Process: The case of Wachemo University.

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Abstract

The research assess the practice and challenges of quality of teaching and learning process in Wachemo university, with a sample size of 369 students and 253 teachers from all the faculties using proportionate to size stratified simple random sampling ; two top university management were included purposively as respondents. Two types of questionnaires, which measures students' satisfaction and teachers practice, were administered. Moreover, interview guides were also used to get information from university top management. Descriptive analysis revealed that teachers practice specially on use of students' centered approach varied methods of teaching, formal paper and pencil planning for classes and use of continuous assessment with all necessary immediate feed backing were found to be improved . Descriptive analysis on supervision and support also revealed that by the time of data collection it was found that university has no policy documents; but there were a very considerable effort to adapt HERQA document to the university context, it was also found that there was no quality assurance units, mechanisms and systems. Furthermore, it was found that there were efforts to motivate and sustain staffs but much more work is needed. Among the challenges for quality teaching and learning process, weak commitment and engagement on the side of students, low staff management relationship, management reluctance for the betterment of teaching and learning process and lack of immediate response from management were found to be dominant. In conclusion from the results, even though; there were considerable efforts the result has shown some gaps for improvement.

Key words: Quality, process Quality, Challenges, product quality, assessment, Quality Education

1.1 Background of the Study

This research is about the system and practice of assuring the teaching learning quality of education in Wachemo University. The development and implementation of quality of assessment in higher education is one of the area ongoing debates. Quality of education and its assurance come at the forefront of all crucial issues in the context of increasing recognition of the role of higher education for national development .How universities demonstrate quality of their education in a changing higher education environment requires an understanding of their current practice and system for assuring quality based on empirical research.

Current studies have indicated that for rising countries ,higher education can play great role in hastening the rate of development towards a country's yield potential (Bloom ,Canning and Chan 2006)

However we have been overseeing different issues related with the practice and some of the challenges of quality of education in higher institution. Moreover undertaking this study describes the quality of teaching and learning process in Wachemo University. There are some considerable numbers of local researches conducted on quality of education in higher institutions in Ethiopia. These include: By Daniel Desta(2004)which focused on "*Observations and Reflections of the Higher Education Teachers on the Quality of Teaching and Learning in Higher*

Education in Ethiopia” and he came up with some findings. ,Mekasha Kessaye(2006),Girum Abate(2007), Firew Semegn(2006) had made some efforts on the quality of teaching learning at different times.

Even though the above mentioned researchers conducted on the quality of education process in Ethiopian higher institutions, the present research has not come across any research regarding an investigation into the practice and challenges of quality of teaching and learning process:

1.3 Objectives

The general objective of the research is to assess the practice and challenges of quality of teaching learning process and to provide possible solution to reduce the challenge. Moreover, the research has been expected to have the following specific objectives:

A/ to assess the practice of teachers in the teaching learning process in higher institution

B/ to identify the major challenges that hinder the quality of education process

C/to examine the extent to which management and quality coordinators support educational quality process

1.4 Basic Questions

In order to achieve the above objectives, the researcher formulated the following basic questions:

1/ what are the teachers actually doing in terms of teaching learning process?

2/ what are the major challenges that hinder the quality of teaching learning process?

3/ to what extent do management and quality coordinators support the process of quality of education?

2. RESEARCH DESIGN AND METHODOLOGY

This section presents the research designs and methodologies that have been used in the study. It includes brief history of Wachemo University, research setting, research design, sampling procedures, instrument for data collection, data

collection procedures and methods of data analysis respectively.

2.1 History of Wachemo University

Based on continuous public demand as well as the government’s plan, it was decided to launch the university at its recent location in 2011. After the first completed phase of the construction provided the bases for operation of Wachemo University, which took its first batch 538 (310 male and 228 female) students in 4 faculties and 12 departments.

Since 2011, the university has passed through a series of developments. It has been seen in terms of great expansion, field of study, infrastructure, facilities and campus population. Since the past three years the university has made a very considerable effort on expanding the departments and facilities and now it is as one of the highly functioning and outstanding universities in the country.

2.2 Research Setting

Wachemo University is selected through purposive sampling .Thus; the university is selected on the basis of rationales: First, the university is well known to the researchers and high level of cooperation will be guaranteed from data sources. Second, the issue of quality assurance in higher education institutions now a day is an issue of focus and discussion and Wachemo University as one of the higher institution in Ethiopia need to look for the quality of internal process. Furthermore, since the university is the researchers’ place of work, the recommendations that will be drawn from the study will provide an input to the researchers to design possible solutions, interventions and follow up in collaborations with the university.

2.3 Research Design

In order to obtain the required information, a descriptive (survey) research design was employed. Descriptive study is helpful when a researcher wants to look into a phenomenon or a process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it or them in a simulated or an artificial setting (Seiliger and Shohamy 1989; McDonough and McDonough 1997). Thus, descriptive study will be favored to investigate the practice and Challenges of quality of education in the case of Wachemo University

2.4 Sampling Procedures

Because of both the need for more reliable information and the nature of the study, information was collected from many sources. These are: students, instructors, University higher officials and quality assurance coordinators.

2.4.1. Students

The subjects of this study were students of Wachemo University, specifically; second and third year students who are pursuing their education in 2014/15. Students were selected from faculty of social sciences and humanities, Faculty of Natural and computational Science, Engineering and Technology, FBE, Health and Medicine and Faculty of Agricultural sciences and are randomly selected. There are 2050 students of second and third years in WcU, Out of these, three hundred sixty nine students of the above faculties were the subjects of this study.

Description of sampling process

Desired Target population	Wachemo University community
Defined Target population	-university instructors -second and third year students who are pursuing their education in 2014/15 -University higher officials
Stratifying Variables	Faculties
Minimum strata size	Minimum one department per strata
Allocation of samples to the strata	Proportionate allocation across stratum

2.5. Instruments for Data Collection

2.5.1. Questionnaire

In this study, close ended questionnaire was used. However, the respondents were given chances to include whatever they thoughts are needed in the study

The questionnaire includes rating scales for agreement and other rating scale for frequency. The pilot test was conducted to identify whether respondents are able to respond to the questions in the questionnaire and to identify the reliability of questions in the questionnaire.

These questionnaires were borrowed because they are believed to help in achieving the intended goal. However, some slight changes will be made where necessary. The questionnaires were distributed to three hundred sixty nine students and one hundred twenty instructors.

2.5.2 Interview

They were selected by applying stratified sampling technique followed by systematic sampling technique.

2.4.2. Teachers

Since teachers are the main parts in the process of quality of education, they were taken as the subjects of this study. There are 420 teachers who are teaching in different Faculties at the University; Out of these, 253 teachers were included as the respondents to fill the questionnaire by using probability proportional to size simple random sampling method.

2.4.3. Higher Officials

To get reliable information, the researchers included 3 higher officials and 6 quality assurance coordinators from the university using purposive sampling techniques.

Semi structured interview questions was used. The interview is to validate the data gathered through the questionnaire and further explore the practice and challenges of quality teaching and learning process. Therefore, the content of the interview will be similar to that of questionnaire. The interview questions were adapted and used for this research from Munby (1978), the semi-structured interview will be conducted on three higher officials and six quality assurance coordinators. These groups of respondents were selected using purposive sampling method.

2.6 Data Collection Procedures

To gather data for this study, first the objectives of the study was explained to all subjects and asked their willingness to participate in filling the questionnaire and answering the interview questions. The questionnaire filling took about 50 minutes for students and was conducted in class under the supervision of the researchers. But the questionnaire for instructors was distributed and collected within the researcher's time schedule.

2.7 Methods of Data Organization and Analysis

Data which are gathered through questionnaire was tallied and then calculated using percentage and analyzed quantitatively. The response of the students, teachers, higher officials and quality assurance coordinators were compared and contrasted to arrive at sound conclusion. Data that will be gathered through semi structured interview and will be analyzed qualitatively. Both quantitative and qualitative data were presented and analyzed separately. However, cross references were made to different piece of information gathered through questionnaire & interview.

3. RESULTS AND DISCUSSION

It is believed that educational inputs are necessary but not sufficient conditions to bring about high quality learning in universities. The core of student learning experience resides in the educational process. This section deals with data analysis on what is actually happening in the Wachemo University in terms of ensuring process requirements for quality of learning. Analysis of the findings integrates both quantitative and qualitative data drawn from multiple sources. This section starts with the findings on the aspects of teaching, learning and assessment quality including staff development programs, staff and student engagement, followed by results of data

Table 2 Teaching and Learning as professed by Teachers

No	Aspects of teaching	Agree	Neutral	Disagree
1	Use student centered approach %	4.8	41.9	53.4
	#	12	106	135
2	Democratic classroom practice %	91.7	8.3	0
	#	232	21	0
3	Encourage classroom participation %	67.2	5.9	0
	#	183	15	0
4	Stimulate students creativity %	84.2	13.4	2.4
	#	113	34	6
5	Use varied methods of teaching %	68	29.6	2.4
	#	172	75	6
6	Select appropriate teaching method %	75.9	20.9	3.2
	#	192	53	8

The result from table 2 shows that, (53.4%; N=253) of questioned teachers fail to use student centered approach. On the other hand, (91.7%; N=253) of respondents claimed that they practice democratic classroom communication; to the contrary about (67.2%; N=253) of the respondents also agreed with

analysis on the utilization and quality of facilities, services and technology.

3.1. Results on the Teaching and Learning Process

Teaching and student learning are central to the purposes of tertiary education institutions. Particularly at the undergraduate level, the quality of student learning experience, the breadth and depth of learning attained by students, largely depends on the quality of teaching processes. This section presents findings of quantitative and qualitative data analysis concerning quality of education at the three public universities.

Teaching and learning process in a university covers an array of activities that are embedded in the university's mission. The university academic calendar, the intensity of scholar stimulation in courses, variety of learning activities offered to students, and standards of lectures and presentations are believed to be some of the aspects of the teaching and learning process. Both students and teachers were asked about their satisfaction and agreement regarding the overall quality of education.

The first basic question of the study was to describe the practice of quality of teaching and learning process, accordingly the following result was described the quality of the practice

encouraging classroom participation. Concerning use of varied teaching method and stimulating students' creativity; majority of respondents (84.2%;N=253 and 68%; N=253) respectively have given their witness as they use varied methods of teaching and practice stimulation of students to be creative.

Table 3 Teaching and Learning as Perceived By Students

No	Satisfaction	Student centered approach	Democratic classroom practice	Encourage Classroom practice	Stimulate Students creativity	Use varied Methods of teaching
1	Satisfied %	52.6	66.9	73.7	57.8	46.9
	#	194	247	272	213	173
2	Somewhat Satisfied %	45	21.1	22.5	29.5	35.2
	#	166	78	83	109	130
3	Dissatisfied %	2.4	11.9	3.8	12.8	17.9
	#	9	44	14	47	66

As indicated in table 3 student respondents were surveyed for their satisfaction in the teaching learning process accordingly about (52.6%; N=369) of asked student responded that teachers usually use student centered approach; (66.9% N=369) of respondents also reported that their teachers are democrat in the

classroom. On the other hand a very considerable number of respondents (73.7%; N=369) also indicated that teachers encourage for class room participation. Significantly (57.8%; N=369) of asked students responded that majority of teachers stimulate creative thinking.

Table 4 professional and commitment as perceived By Teachers

No	Aspects of profession		Strongly Agree	Somewhat Agree	Disagree
1	Responsible for student failure	%	51	34.4	14.6
		#	129	87	37
2	Responsiveness for students difficulty	%	68.4	25.7	14.6
		#	173	65	15
3	Interested in my profession	%	83.4	14.6	2
		#	211	37	5
4	Planning before class	%	96.5	3.6	---
		#	244	9	---
5	Understand students specific needs	%	67.6	28.9	3.6
		#	171	73	9
6	Prepare teaching materials	%	74.3	24.5	1.2
		#	188	62	3
7	Ibeliev that all students can Lear	%	53.4	30	16.6
		#	135	76	42
8	Help my students to learn	%	90.2	7.5	6
		#	228	19	1.6
9	Willing to help students	%	92.2	5.5	1.6
		#	235	14	4
10	Commitment to shap students to be better learners	%	90.5	8.3	1.2
		#	229	21	3

The result in Table 4 indicates percentage of agreement and disagreement of the practice of aspects of profession; in the first section (51%; N=253) of the respondent reported that they feel responsible for the failure students while (68.4%; N=253) of respondents regularly respond for students difficulty inside and outside the classroom. Regarding interest in teaching profession nearly (83%; N=253) of respondents reported that they are

interested in their profession. (96%; N: 253) of those who filed the questionnaire reported that they plan before class. Of the people questioned (74%;N=253) prepare teaching materials for classroom instruction. Regarding willingness and commitment to shape students to be better learner's majority of the respondents (92.2; N= 253 and 90.5; N=253) respectively answered that they are willing and committed to shape students learning.

Table 5 utilization of facilities and services perceived by teachers

No	Services and facilities		Satisfied (%)	Same what satisfied (%)	Dissatisfied (%)
	Reference materials in the library	% #	15.8 40	32.4 82	51.7 131
	Manageable class size	% #	18.6 47	34 86	47.5 120
	Access to internet services	% #	3.6 9	10.7 27	85.6 217
	Access to office facilities	% #	20.9 53	37.9 96	41.1 104
	Suitability of classrooms and classroom resources	% #	15.4 39	37.2 94	47.4 120

From results in table 5 the following comments can be made about the services and facility of the university which immediately influences the teaching learning process. On the availability of text books and reference materials (51.7%;N=253 of questioned respondents stated that there is no enough reference materials and text books in libraries. Around (41.1%;

N=253) of the respondents reported that there is problem on the office facilities like: computer, printer and over head projectors. Accordingly (47%; N=253) of respondents have also confessed that there is no suitable classroom resources and setting. Access to internet services was mentioned to be poor by about (85.6%; N=253) of respondents

Table 6 quality of assessment practice as perceived by instructors

No	Aspects of assessment		Strongly Agree	Somewhat Agree	Disagree
	Use continuous assessment	% #	73.9 187	24.1 61	2.0 5
	Timely communicate result	% #	78.7 199	20 52	.8 2
	Assessment followed feedback	% #	71.2 180	28.1 71	.8 2
	Fairness in evaluating and grading	% #	94.1 238	4.7 12	1.2 3
	Rewarding efforts	% #	73.1 183	17 43	9.9 25

			185	43	25
	Up front in assessing students	%	91.3	8.3	.4
		#	231	21	1
	Fair on the assessment process	%	91.3	7.1	1.6
		#	231	18	4

Table 6 presents result concerning assessment and feed backing mechanism of teachers; result from the table shows nearly (73.9%; N=253) of teachers who responded for the questioner uses continuous assessment about (78.7%; N=253) claimed that they communicate assessment result timely to help students to learn and regarding feed backing, the report displayed that majority of teachers (71.2%; N=253) give supportive and constructive feedback.

On fairness of grading and evaluation (94.1%; N=253) of respondents witnessed that they are fair enough in evaluating and grading their students. To the other end significant number of respondents (91.3% N=253 and 91.3; N=253) respectively claimed that they are open, empathetic, trustful, up front and impartial in treating students at the time of assessment and feed backing

Table 7 Quality of Assessment Practice as Perceived by students

No	Satisfaction	Use continuous assessment	Timely communicate result	Assessment followed feedback	Rewarding efforts	Up front in assessing students	Fair on the assessment process
1	Satisfied % #	52.2 200	48.5 179	43.7 161	35.8 132	52.6 194	50.1 185
2	Somewhat Satisfied % #	36.6 135	37.1 137	36 133	30.9 114	27.6 102	38.8 143
3	Dissatisfied % #	9.2 34	14.3 9	20.3 75	33.4 123	19.7 73	11.1 41

As shown in Table 7, (54.2%); N=369) asked student claimed that they are satisfied by teacher's effort to undertake continues assessment; regarding timely communication of assessment results about (48.5%; N=369) of respondent reported as they are satisfied. On the other hand only (43.7%; N=369) of respondents witnessed for the constructive feedback

from teachers immediately after assessment; concerning the fairness of evaluation and grading significantly (52.6%; N=369) of asked respondent reported that teachers are fair enough in assessment. To this end (50.1%; N=369) of asked students reported that teachers are open, empathetic, trustful and up front in assessing students.

Table 8 Attendance and punctuality as perceived By Teachers

No	Aspects of ethics	Strongly agree	Somewhat	Disagree
1	Absenteeism % #	30.4 77	13 33	56.5 143
2	Punctuality % #	88.2 223	7.5 19	4.4 11
3	Make myself available to help students % #	90.6 229	8.3 21	1.2 3

Table 8 comprises results on attendance of teachers in the university. From the table we can read that majority of respondents (56.5%; N=253 and 88.2%; N=253) respectively do not miss class and they are punctual. Nearly (90.6%; N=253) of respondent make themselves available to help their student's with all their difficulties.

Table 9 Scholastic employees contentment about Value Related Issues

No	Staff contentment regarding	Satisfied (%)	Somewhat satisfied (%)	Dissatisfied (%)
1	Administrators advocate the betterment of Teaching conditions % #	34.4 87	41.5 105	24.1 61
2	Administrators respect teachers %	30	29.2	40.8

	Autonomy and professionalism	#	76	74	103
3	Officials practice teachers	%	34	34	32
	Involvement in decision making	#	86	86	81

As indicate in Table 9 only (34.4%; N=253) of respondent satisfied on administrator's advocacy for the betterment of teaching conditions. To the contrary (40.8%; N=253) of respondents claimed

administrators failure to respect teachers' autonomy and professionalism. Finally significant percent (32%; N=253) of the respondent also complained for teachers' involvement on decision making.

Table 10 Challenges of Teaching and Learning as perceived By Teachers

No	Factors that hinder quality teaching and learning process		strongly Agree	Somewhat Agree	Disagree
1	Low subject matter knowledge	% #	35.9 91	7.9 20	56.1 142
2	Insufficient knowledge about using modern technologies	% #	43.1 109	15.4 39	41.5 105
3	Insufficient professional practice before teaching in university	% #	44.3 112	21.7 55	34 86
4	Students reluctance for independent learning	% #	58.9 149	29.6 75	11.5 29
5	Lock of access to internet services	% #	78.8 199	13.4 34	7.9 20
6	Lock of cooperation among department members	% #	42.7 108	21.3 54	36 91
7	Lack of immediate response for the needs of instructors	% #	72.3 183	17 43	10.7 27
8	Students incompetence and lack of readiness for challenge	% #	70.8 179	22.1 56	7.1 18
9	Denial of teachers autonomy for their work	% #	39.2 99	37.2 94	23.7 60
10	Unattractive teaching curriculum and redundancy of courses	% #	37.3 95	29.6 75	32.8 83
11	Lack of positive interaction among university staffs	% #	38.3 97	28.9 73	32.8 83
12	Difficulty in using media of instruction	% #	36.8 93	36 91	27.3 69
13	Lack of smooth relationship with university higher officials	% #	52.6 133	27.3 69	20.2 51
14	Lack of pedagogical skill	% #	38.3 97	32.8 83	28.8 73
15	Management reluctance of the betterment of teaching learning process	% #	63.6 161	21.7 55	14.6 37

Table 10 summarizes the major challenges that can hinder the process quality of education. Accordingly (44.3%; N=253) of questioned teachers reported that insufficient professional practice before joining teaching in the university is one of the major challenges that can hinder process quality of teaching; on the other hand considerable percent (58.9%; N=253) of respondents mentioned students reluctance for independent work as a challenge for quality of teaching and learning process. (78.8%; N=253) of questioned teachers also commented that limited access to internet service as one of the major challenge for quality teaching and learning process. Table 10 also displayed that (72.1%; N=253) of questioned respondents mentioned lack of immediate response from university higher officials for the need of instructors; students incompetence were also explained as a challenge for quality process by (70.8%; N= 253) of the respondents. On the other hand law pedagogical skill and difficulty in using media of instruction are among the challenges that were mentioned by significant number of respondents.

3.2. Result from Interview of University

Higher Officials

The interview was focused on eight major thematic areas to support the process quality of education in the university. University quality assurance policy document, quality assurance system and mechanism, quality assurance units and responsibilities, staff development issues, environment for staffs, team working condition and culture, utilization of facilities and services and share in responsibilities were respectively addressed by the interview sessions with university academic and research vice president and the academic programs officer. Basically the university quality assurance document specifies (teaching, learning, Assessment, academic calendar, balances between theory and practice) which are very important points that lead staffs with all the necessary activities at the time of teaching and learning process. At the time of data collection response from university academic affairs vice president (IWP 12/7/2012) was;

“ No organized university quality assurance document before but trails is there to adapt HERQA document”.

On the other hand by the time of interview it was reported that the university has got no organized quality assurance mechanisms, systems and even quality assurance unit (IWP 12/7/2012). For the

question regarding staff development response from academic programs officer was exceptionally report as there are very considerable efforts on staff development both long term and short term developments to build capacity of staffs.

An environment for staffs was another important point which was addressed by the researchers. Response from asked university higher officials (academic affairs vice president and academic programs officer) (IWP 12/7/2012) indicated that:

“ there is no sufficient facilities to sustain staff to stay in the university compound but there is a very considerable effort to do so”.

Lounges, Toilet, internet services and stand by generator which serve when light terminates were few among the list of facilities. Concerning classroom facilities there are visible problems; generally speaking very limited classroom and library facilities includes libraries in the university.

Finally; asked university higher officials claimed that they are in position to adapt new and important philosophies concerning teaching, learning, assessment, research and team working culture from both international and local universities.

3.3. Discussion

This section attempted to relate the results of the analysis with the research question forwarded at the beginning.

3.3.1. Quality of Teaching and Learning

Process

The insufficient attitude of teaching as staging of knowledge no longer goes with existing knowledge of how and what students learn. Instead, instruction should help students build on previous knowledge to develop attitudes, idea and cognitive skills; as well as expand their knowledge base. The modern education system basically considers students involvement as a core center for the teaching and learning process. The result of descriptive analysis in table 2 indicates that (53.4% N=253) of asked teachers failed to use student centered approach in classrooms; Teaching strategies in many places, however, remain conventional, teacher-centered were interviewed about the degree to which their teaching practices were student –centered were interviewed about the

degree to which their teaching practices were learned.

Result from the current study shows that (91.7%; N=253) of asked teachers reported that they practice democratic classroom communication; in this regard it good to credit the effort of teachers to do so. On the other hand majority of asked teachers witnessed that they encourage classroom participation. Concerning use of varied methods of teaching (68%; N=253) of respondents witnessed that they use varied methods of teaching. Schools committed to students learning communicate expectations clearly, give frequent and challenging assignment, monitor performance regularly, and give students the chance to participate in and take responsibility for diverse school activities (Craig, Kraft, and du plessis, 1998). Apart from this result from students' survey indicated dissatisfaction with teacher's use of varied teaching approaches, which is considered as a spice for teaching and learning process.

Result from the current study in table 4 shows (51%; N= 253) of teachers reported that they feel responsible for the failure of their student, such a belief can contribute a lot for the betterment of the teaching and learning situation. Rather than setting high standards and believing that students can meet them, teachers and administrators in many developing countries expect that up to half the students will drop out or fail the current study result difference from stated common experiences in developing countries. About (68%; N=253) of asked respondents reported that they regularly respond for students' difficulty inside and outside the classrooms. Professional interest has greater input for professional effectiveness; regarding interest in teaching significant of asked respondents claimed that they are interested in their profession.

Planning is the core center for delivering quality instruction. Result from the present study showed majority of the respondents (96.5%; N=253) plan before class, but this result has some contradiction with information from observation and informal talks with department heads and researchers noticed that the plan is not formal paper and pencil session plan rather it is informal mind set plans that most of the time might not be effective, so in this regard it has been seen there is gap; beside this (74%; N= 253) of asked teachers reported that they prepare teaching materials. From table 3 it has also been understood that teachers believe on students' potential to learn. They also believe in helping students to learn and it was seen that they were committed in shaping students to be better learners which are a very

decisive nature of a professional teachers. To this end instructor respondents seem to have a strong point with regard to maintaining the standards of teaching and learning practices by showing considerable professional belief and commitment.

From the results in table 5, it is evident that the percentage of teachers who dissatisfied with utilization of facilities and services need attention. Regarding the facilities and services utilized; books in libraries, internet and laboratory services need greater attention. This is concerned with the creation of physical academic environment for the effective and proper utilization of teaching and learning process.

In many public universities the issue of students grading and marking is center of dispute between students, staffs and administrators. Result in table 6 indicates that most teachers are good enough on their assessment practice. (73.9%; N=253) of asked teachers reported that they use continuous assessment, to the contrary result from student' response indicated problems on timely communication of the assessment results and immediate feedback after assessment, which is the very objective of continuous assessment to help students to learn from their mistakes; beside this, result from observation shows failure to communicate results and feedbacks from continuous formative assessments, which have missed to meet requirement for continuous assessment. Rewarding students' effort after evaluation has greater input on the learning of students, in this case response from students showed gap on teachers' effort.

Attendance and punctuality of a teacher contributes a lot for quality of education process; result of the present study indicates that majority of respondents witnessed that they do not miss class and even they are on time for class, further more a very considerable percent of teachers reported that they make them self available to help students at any time in the working hours

Findings from table 9 indicate that there are gaps between actual and good practices in quality of education process. Leadership-staff involvement and commitment is important for the successful implementation of quality assurance system in universities. Shared responsibilities, coordination and collaboration among the different actors are also necessary for the effective implementation of quality assurance in the teaching and learning process. The finding from the current study shows that these conditions are not in place in Wachemo University.

Teachers' survey questionnaire data were analyzed and the results show that majority of the teacher respondents across university departments reported that they are dissatisfied on failing to have participation of university- wide academic matters meetings, curriculum review, strategic planning, institutional self-evaluation and teaching and program.

3.3.2. Challenges That Hinder Quality of Education Process

The result on table 10 indicates that the commitment and engagement of students is perceived by staff as an enabler for quality of education process. The results indicate that there is variation in the perception of academic staff regarding the university specific factors. The factor on the commitment, collaboration and support of staff for quality teaching and learning is an exception to this. The respondents across departments in the university have positive perception about their commitment, collaboration and support for quality. However, smooth staff-management relationship and management reluctance for the betterment of teaching learning process were mentioned as major challenges which are in need of immediate solution. Lack of immediate response for teachers request were also indicated by (72.5%; N=253) asked teachers among the major factors which hinder the teaching process. Limited access to important services like internet and libraries were mentioned as factors which really have greater input for the betterment/ quality of education process.

3.3.3. Support and Supervision for the Teaching and Learning Process

Accordingly management needs to support and supervise the work. Supporting at minimum begins by setting and delivering policy document to all actors. Result from the current study indicates university failure to produce policy document which specifies teaching, learning, assessment, academic calendar, balance between theory and practice.

Dill's Academic Quality Framework (DAQF), Dill (1992) assumes higher education program can be conceived as an interrelated system. He focuses on the centrality of academic design and on the means of managing academic quality in higher education. The emphasis is on the entire program chain. Teaching is carried out through a designed program that features specific educational processes.

Result from interview shows that quality assurance policy document in not developed and communicated for the university community so that the teaching learning process generally determined by the course instructors.

With regard to the mode of teaching, learning, assessment, academic calendar and balance between theory and practice the university were working without leading documents. It has been even long since the university was proved incapable of running its programs according to its academic calendar. There is an overlap of programs; courses are not beginning as per the schedule. Therefore, in my view, quality of education in the university is not only declining but the speed of its decline is accelerating.

Quality assurance mechanisms, systems and unit have a considerable input for the betterment of the teaching and learning process. A part from this the result of the current study has indicated that the university has no quality assurance system and even unit.

Attractive and sustaining environment for staffs is among the considerable factors for the betterment of the teaching and learning process. The impact of the factors on the teaching learning process might not be as such easy to see but it really has on the teaching greater impact. Result from interview shows that this environment is not sufficient.

Generally speaking as to me it's difficult to say that the university management have supported for the betterment of the quality of education process.

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 SUMMARY

The theme of this study was to assess the practice and challenges of quality of education. On the basis of the theme of the research, the following questions were formulated as fundamental target of the study:

a/ What are the teachers actually doing in terms of quality of education process?

b/ What are the major challenges that hinder the quality of education process?

c/ How do the management and supervisors support the quality of education?

To answer the above stated basic research questions, 253 teachers, 369 students from all faculties in the university at the same time of data collection were selected using probability proportional to size simple random sampling technique, in addition to this 2 top university managements were included in the study purposively to give information.

In order to collect data for the study, two types of questionnaires and interview guide were utilized. To assess teachers' perceptions on the practice of quality of teaching and learning questionnaires were developed. This instrument has eight parts each containing number of items, the other questionnaire for students to assess perceived satisfaction by the process. Interview guide were also used to collect information from top management of the university.

Regarding the data analysis all the three basic questions were in need of elementary descriptive statistics and used for percentage.

4.2. CONCLUSIONS

- From the result chapter four one can reach on the following conclusions: The descriptive analysis on quality education revealed that:

Strong efforts on the side of the teachers in practicing democratic classroom communication and encourage students to be active participation were found to be positive. Exceptionally teachers were found as they feel responsible for the failure of students, further more teachers were found to frequently respond for the students' difficulty any time in the working hours. Even if, there are considerable efforts by the teachers; there are also some points to be improved. Results from descriptive analysis also revealed weakness on use of student centered approach and use of varied methods in delivery of instruction in classroom.

Moreover, formal paper and pencil planning for class were found to be poor on the side of teachers. Regarding utilization of resources and important services both the teachers and students were found to be dissatisfied ;use of continuous assessment and immediate feedback after assessment were found to be considered.

From this one can conclude that whatever there are very considerable effort for quality of teaching and learning practices; there are gaps in using students' centered approach , use of varied methods of teaching, formal paper and pencil planning for sessions and use of use of continuous assessment and

feed backing because if this things are not fulfilled quality of teaching learning process will directly lead to danger. Furthermore, important facilities like internet, libraries and laboratories need greater consideration.

- Regarding challenges ,that hinder practice of quality of education results from descriptive analysis revealed that:

Students' failure on commitment and engagement were found to be challenger for quality of teaching learning process. On the other hand, lack of smooth staff –management relationship were also indicated to be challenger for quality of teaching and learning process, beside this management reluctance for the betterment of teaching leaning process also mentioned as challenges for the process. Limited access for important services like internet, libraries and laboratories were significantly dominantly considered as a major factor which hinder the quality of teaching and learning. Finally lack of immediate management response for the teachers questions were also indicated as a challenger for quality of teaching leaning with significant number of teachers.

From these the researchers concluded that decreased commitment and engagement on the side of students, lack of staff management smooth relationship, management reluctance for the betterment of teaching learning process, limited access for important services like internet, libraries ,and laboratories and finally immediate response from the top managements are among the major challenges for the quality of teaching and learning process ; because without having this things, it is imaginary to think of quality of education in the university.

- Concerning the supervision and support of the management result from qualitative and quantitative analysis showed that:

By the time of data collection, whatever there were attempts to adapt HERQA document to the university context as a policy document of the university has got no quality assurance policy document. Moreover, the university was found to have no quality assurance units, mechanisms and systems were not well placed. Regarding efforts on attract and sustain teachers in the university have shown considerable attempts but still actions are needed to motivate and retain staffs in their work place and use all their effort.

From this one can conclude that there was no university wide quality assurance policy documents, no quality assurance units, mechanisms and systems.

4.3. RECOMMENDATIONS

The following recommendations were given on the basis of the result obtained:

- Induction training for newly employed instructors might serve a lot in showing what is expected of the teachers and students in all teaching and learning process, short term training in the areas of pedagogy are also very important. Furthermore, trainings in the area of assessments are recommended, committee in the department and faculty level to supervise and monitor the practice of teachers in their classroom activities might contribute a lot to the practice at least to make it standard in all department across all faculties.
- Students must be aware of expected professional behavioral changes, commitment and engagement at the beginning of each course every year ; management need to look for ways in forming smooth communication with all the staff members, together with all staff make a review on the practice of teachers in and outside the class.
- To this end, it is decisive to establish efficient quality assessment mechanisms at the university level. This is a vital aspect development, decisions about types of standards and methods to be used, a time-table for implementation of its parts, and thoughtful consultations to insure its authenticity .Launching an efficient university quality assurance process will need to be carried out.

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