

Perceptions Of Academic Staff: Does Internal Quality Management Contribute To The Improvement Of Teaching-Learning Process? The Case of Ethiopian Higher Education

Solomon Lemma Lodesso (Phd)¹, Fanta Alambo Warito (Ma)²

¹*School of Education and Training, Hawassa University Ethiopia*

²*School of Languages and communication studies, Hawassa University Ethiopia*

Abstract: *The purpose of this study was to assess perceptions of academic staff on the internal quality management practices of the Ethiopian higher education. Descriptive survey research method was used. Data were collected from three universities using questionnaire. The mean scores per item and per scale as well as, the standard error and the standard deviation per scale were computed. In addition, the data were analysed, by using a one-way analysis of variance (ANOVA) and Importance-performance analysis. The findings indicate that academic staff of the universities perceived the internal quality management practice as poor. Thus, to improve the internal quality management practice of the universities, it was recommended that the universities management should focus on areas considered by the academic staff as top priority and required immediate attention*

Key words: *perception, academic staff, internal quality management, higher education*

I. Introudction

The Ethiopian higher education has made a striking change for the last two decades. This change manifests itself in the enrollment of students and in remarkable increase in undergraduate degree programmes so far launched (Ministry of Education (MoE), 2009). However, this dramatic increase in number of students being admitted into higher learning institutions and new programmes coming into existence have adversely affected educational activities, particularly in the context of inadequate resources. The Ethiopian government has thus made this issue as high agenda with the aim of addressing the issue of quality in education sector (MoE, 2005, World Bank, 2004).

The issue of quality in education in developing countries has not received adequate attention over the past a few decades, especially in the context of the Ethiopian situation (Teshome, 2003). Saint (2004), claims that the Ethiopian higher learning institutions have been beset by a number of problems bearing upon the quality and relevance of programmes of study, along with shortage and inefficient utilisation of resources. In the midst of this objective reality, in Ethiopia, there are various internal and external forces entailing the need for effective quality management within programmes. These encompass areas where there is shortage of experienced academic staff, the problem associated with production of senior academic staff, holding doctoral degrees, the absence of which manifests itself in poor service delivery, declining educational quality, and the same research output (World Bank, 2004; Saint, 2004). However, at present, efforts are being made regarding doubling the enrollment of undergraduate students and effecting greater expansion of graduate programme (World Bank, 2004). A growing situation of accountability, declining resources with which to realise programme of study, the increasingly competitive nature of higher education, greater expectations of students' primary customers, more flexible provision of services at both undergraduate and postgraduate level, and an increase in collaborative provision of services between institutions are of primary concern (Becket and Brookes, 2006).

The prevalence of these conditions and other challenges are the driving forces for growing government interest in establishing quality improvement mechanisms aimed at introducing comprehensive reform thereby ensuring quality and accountability and adopting quality management procedures that are rigorous and transparent in higher education.

One of the principal issues in higher learning institutions in many countries is the question of rapid increase in quality and effort to assign clear meaning to quality and evaluate it in education (Cheng & Tam, 1997; Harvey & Green, 1993). This has been found to be a complex issue and hence there has been no common agreement concerning the definition. In other words, the lack of common agreement is ascribed by the fact that quality has a subtle definition, which is it is ambiguously defined by various scholars (Pounder, 1999). In this regard, Cheng and Tam (1997) see this concept as a set of components including the inputs, transformation and output of education activities by providing services fully satisfying both internal and external stakeholders' explicit and implicit expectations. According to Becket and Brookes' study (2008), defining and managing

quality in higher learning institutions is a complex issue because of two factors: first, different stakeholders assign different meanings to quality. For example, internal and external stakeholders may give different/contradictory interpretations to the concept and this will bring about differences in managing and measuring quality; second, the nature of higher learning institutions is complex. And this complexity is reflected in the fact that higher education institutions are composed of human, physical, and financial resource inputs undergoing various processes such as teaching, learning, research, community service delivery, and administration and knowledge and skill transfer.

As a sort of summary of what has been stated above, various scholars have written on quality. Zafiroopoulos et al. (2005) conclude that different people attach different meanings to quality and the same person may give different meanings in different situations. In a like manner, Sahney et al (2004) as indicate that definitions of “quality in education” follow the general definitions of quality. Accordingly, ‘quality in education has been defined as “conformance of education output to planned goals, specifications and requirements” (Crosby, 1979), and “defect avoidance in the education process.” (Crosby, 1979) and “meeting or exceeding customer’s expectations of education” (Parasuraman et.al.1985) and finally Juran and Gryna (1988) define quality as “fitness of educational outcome and experience for use.”

Nowadays universities are trying hard to offer high quality services and thus have become increasingly interested in establishing quality management systems in response to the demands imposed by a complex precarious environment (Athiyaman and O’Donnell, 1994). Oldfield and Baron (2000) reinforce the issue of meeting needs of customers by saying that “institutions should address the issue of quality, not only through the traditional routes of accreditation and course review, students’ feedback questionnaires on the quality of course delivery and teaching, but also through evaluating what students themselves consider being elements in education quality.” Quality management within departments involves all tasks and processes intentionally done to plan, ensure and improve teaching and learning (Grant et.al.2004). Doing these activities implies and entails developing missions and strategies, setting standards for professionals in teaching administration and support. Quality management within departments also comprises internal quality assessments, periodic self-evaluation, external accreditation procedures, external consultations with the field of professionals and their employers and benchmarking.

Effects Of Quality Management

In quality management, attention is laid on various aspects bearing upon teaching and learning. These are frequently classified into three categories: inputs or requirements, processes and outputs or results (Owlia and Aspinwall, 1996; Segers, 1993; Becket and Brookes, 2006). Inputs or requirements include financial, physical, and human resources whereas processes not only include technical and professional but also relational factors such as accessibility of the professional, friendliness and reliable communication (Parasuraman et.al., 1991; Yeo, 2008). Output variables not only include pass/fail rates and competency levels at graduation but also indirect factors such as carer for alumni and impact on the labour market and society (Segers, 1993;). These factors play a role with respect to the principal goal of education, that is, transformation of the initial competencies of enrolling students into competencies of graduate students and also transformation of teachers’ competencies and qualities into the qualities and competencies of graduates (Harvey and Green, 1993; Becket and Brookes, 2006; Harvey and Newton, 2007). The key issue arising here is whether quality management contributes to this learning process and improvement of education, that is transformation of competencies or merely “feeds the beast of bureaucracy (Newton, 2000) through creating burdensome but unproductive management procedures having nothing to do with practical application but having something to do with a mere production of paper work.

Quality management has positive impact on teaching and learning. However, several scholars such as Newton (2002), Koch (2003), Milliken and Colohan (2004), Watty (2006) and Lomas (2007) contend that academic staff in higher learning institutions have negative attitude towards quality management. This negative impressionistic position is on account of the academic staff’s perception of quality management as bureaucratic, a cause of non practical significance, ritualistic paper work and interference with professionals’ effort to produce quality. Hence this academic staff’s perception towards the effects of quality management may vary across departments. The difference in perceived effects, manifesting itself in departments may be attributable to variations in organizational cultures and tradition such as differences in emphasis on internal communication and team work and differences in organizational and hierarchical structures or in leadership (Harvey, 2007; Harvey and Stensaker, 2008) and also to the quality of management actually put into practice within each department.

Internal quality management is a planned and systematic monitoring and review process established by a higher education institution (HEI) with the objective of determining the quality and relevance of its programmes and the appropriateness of its infrastructure (HERQA 2006). A vigorous and explicit quality management system promotes confidence in quality of the provision of services of a HEI to its staff, students’

potential employers and other stakeholders. In order to materialise education quality, it is imperative that higher education institutions have a policy and relevant procedures for the management of the quality and relevance of their programmes. They should be committed to realising the development of a culture which would open up opportunity for the recognition of importance of relevance, quality, and quality management in their all walks of life. HEIs should develop and implement a strategy for sustainable enhancement of quality. The ultimate goal of internal quality management is to promote a culture of quality care which would ensure that quality is a focus of all activities of an institution at all levels and is incorporated into the institutional setting. HERQA'S (2006) document recommends that every HEI have an internal quality management system seeking to continuously improve the quality of its provision of services.

Pursuant to this recommendation, currently quality and related issues such as quality assessment, quality assurance, stakeholder satisfaction, and quality improvement in the Ethiopian higher education institutions are topical national issues.

Research Questions

In the light of the background stated above, the following main research questions guide the study: What are the academic staff perceptions about internal quality management and its effects in the improvement of teaching-learning process?

Sub-Questions

In attempting to answer the main research question of the study, the following specific questions are addressed:

- How do academic staff perceive the quality management activities conducted in their department/school?
- Which areas of quality aspects are given more attention in the department/schools?
- Which aspects of quality management activities are considered more important by academic staff?
- Does quality management effort in the department/school contribute to effective educational improvement?

II. Materials And Methods

Descriptive research design was used in this research to guide the overall plan of research work. The population for this study was all full-time academic staff of the three purposively selected universities (Hawassa, Dilla and Wolaita Soddo). But studying the whole population to arrive at a generalization would be impractical due to so many constraints. Therefore, a representative sample of 260 academic staff from the sample universities departments/schools was selected for the survey using simple random sampling through the lottery method. For this study, 25 self-administered survey questions were developed and used to gather information related to the perceptions of staff, importance of the items in quality management and to identify priority areas. Respondents were requested to rate the importance of each quality attribute in internal quality management of the department/school. Respondents rated the importance on a 5-point Likert rating scale where a rating of '1' indicated very low importance, up to a rating of '5' indicating a rating of utmost importance.

III. Result

The survey data were analysed using the statistical software packages, SPSS (Statistical Software Package for Social Sciences) version 20. In terms of descriptive statistics the mean scores per item and per scale as well as, the standard error and the standard deviation per scale were computed. In addition, the data were analysed, by using a one-way analysis of variance (ANOVA)

The data was also analysed using the Importance Performance Analysis (IPA) technique. IPA is a technique developed by Martilla and James (1977) and is best described as an absolute performance measure of service users' (also referred to as academic staff) perceptions of the internal quality management by a department/school. This technique seeks to identify the underlying importance ascribed by staff to the various quality attributes being assessed and to indicate which attributes are the most important (Wright & O'Neill, 2002). IPA analysis uses a grid system to visually display the importance-performance balance of quality attributes as perceived by the staff. The grid is divided into four quadrants of varying perceived importance-performance balance. Quality attributes are grouped into these quadrants.

Quadrant A: Quality attributes perceived to be important but not performing satisfactorily.

Quadrant B: Quality attributes perceived to be important and performing according to expectations.

Quadrant C: Quality attributes perceived not that much important and underperforming,

Quadrant D: Quality attributes perceived not that much important, but performing satisfactorily.

A pilot survey was administered to a total of 13 academic staff at Addis Ababa University (which is not the part of the main study). Questionnaire administration assisted in refining the instrument for the main survey. The suggestions and comments of pilot respondents were used to ensure that the wording of questions was appropriate and written in an understandable way. The feedback of the pilot study revealed that for the academic

staff questionnaire (n=13), Cronbach alpha values of 0.890. The values served as initial indicators of high internal consistency reliability.

A total of 260 questionnaires were distributed at three public universities with the assistance of three hired and trained assistant data collectors from each university. In total, 256 questionnaires were found to be acceptable as reliable responses to generate data for the analyses. This accounted for the response rate of 98.5%. Thus the response rate was regarded as more than satisfactory.

The biographical profile of respondents presented in Table 1, indicates the gender, academic status and work experience of the academic staff. The results reveal that the gender composition of the sampled academic staff consisted of 90.3% males and 9.7% females (256 respondents in total). This shows that female academic staff are very limited in sampled universities. With respect to the academic status, the majority of the academic staff, roughly 70%, were lecturers, followed by 27.4% graduate assistants and 2.6% assistant or/and full professors. These findings verify Taye's (2008) findings that the Ethiopian higher education is in need of senior academic staff. The majority of the sampled academic staff (65.8%) had less than five (5) years' experience. Only 30.4% had between 6 to 10 years' experience and the remaining 3.8% had more than ten (10) years teaching experience in higher education.

Table 1 Biographic information of the respondents

Characteristics		Frequency	Percentage
gender	male	231	90.3
	female	25	9.7
Academic status	Below lecturer	70	27.4
	Lecturer	179	70
	Above lecturer	7	2.6
Work experience	Less than 5 years	168	65.8
	6 – 10 years	78	30.4
	More than 10 years	10	3.8

Perception Of Internal Quality Management Activities

The first research question relates to how academic staff perceive the internal quality management activities in their departments/schools. The data was analysed based on the three subscales and the results revealed low scores on the three internal quality management dimensions. That is the mean score on the programme relevance and curriculum scale is low with M=2.36 (SD=0.161). The mean score on the governance and management system sub scale is M= 2.21 with (SD=0.101) and for internal quality assurance system sub scale is M= 2.42 with (SD= 0.193).

Table II: Perception of Academic staff on different focus area of quality management

Sub-scales	N	No of items	Mean	Std	α
programme relevance and curriculum	256	9	2.36	.161	0.61
governance and management system	256	8	2.21	.101	0.74
internal quality assurance system	256	8	2.42	.193	0.64

From the Table it is possible to conclude that in the five scale questionnaire, the average score for the entire three internal quality management dimension, is below 2.50. These findings show that, overall faculty are dissatisfied with the internal quality management system of the universities.

The second and the third research questions were answered based on the IPA analysis. The internal service quality management construct scores were calculated for each service quality dimension for each respondent. A particular construct score (either importance or improvement) was calculated as the mean rating response of the subset of rating responses reported by an individual for the particular importance or improvement practices of internal quality management construct.

A measure of the discrepancy between perceived importance and perceived implementation of internal quality management practice was furthermore calculated for each respondent as the difference between a respondent's importance and implementation dimensions construct scores. The mean differences, referred to as the 'gap scores', are included in Table III for the entire sample. Tables III thus reflects how respondents perceive quality management at their department/school: if the gap score deviates considerably from zero, a discrepancy between the importance and implementation level of internal quality management for internal quality management is indicated. In Table III t-test results testing the null hypothesis that the mean difference score for a service quality dimension does not deviate statistically significantly from zero (in other words that importance and implementation do not differ) are included in the last column of the table. The statistical significance of the tests is also included in the last column of the tables.

Table III: Service quality gap analysis for staff respondents: mean importance, implementation and gap internal quality management scores for the three subscales of internal quality management dimensions

	Perceived implementation		Perceived importance		Gap		H ₀ : gap=0
	Mean	Std	Mean	Std	Mean	Std	
programme relevance and curriculum	2.87	.16	3.97	0.096	-1.1	0.13	-57.58***
governance and management system	2.71	0.11	4.15	0.14	-1.39	0.15	-63.79***
internal quality assurance system	2.84	0.18	4.09	0.09	-1.26	0.2	-6847***

Significance level: *** : 0.1% ; ** : 1% ; * : 5% level of significance

Deductions: Tables III

Table II indicates that on all the internal quality management dimensions, perceived experience fell statistically significantly short of expectations if all respondents are jointly considered. The statistical significance associated with the null hypothesis on all dimensions was statistically highly significant and the alternative hypothesis of a difference between importance and perceived experience was accepted in each case. This finding was answered to the research question 4. That is quality management effort in the department/school doesn't contribute to effective educational improvement. Because what was implemented by the school/department as internal quality management considered by the staff in the sampled universities was not important.

The discrepancy between expected and experienced service delivery was reported in similar studies in other countries as well, but the extent of the discrepancy was not of the same magnitude as that reported in this research. For example, in the UK Smith *et al.*, (2007) reported a mean gap score for staff of -1.3 (a service department perspective) while in Uganda Pansiri and Mmerekki (2010) found an overall mean gap score of -2.80. Zafiroopoulos and Vrana (2008) found a mean gap score of -1.08 for staff in Greek higher education.

A considerable gap between perceived practice and importance on internal quality management was also reported for the governance and management system construct of quality management system of the universities. The finding implies that the governance and management system aspect of the quality management in the institutions do not considered important by the staff members. In addition the negative values of the overall mean gap scores (as set out in Tables III above) for all the aspects of internal quality management system fall short of expectations of the academic staff.

A more detailed breakdown of perceptions of internal quality management dimensions (gap mean scores) and the quality of expected and experienced service is gleaned from the mean agreement rating scores calculated for each questionnaire statement and presented below in Tables IV.

Table III: Perceived performance, importance and gap scores of individual IPA items for the academic staff

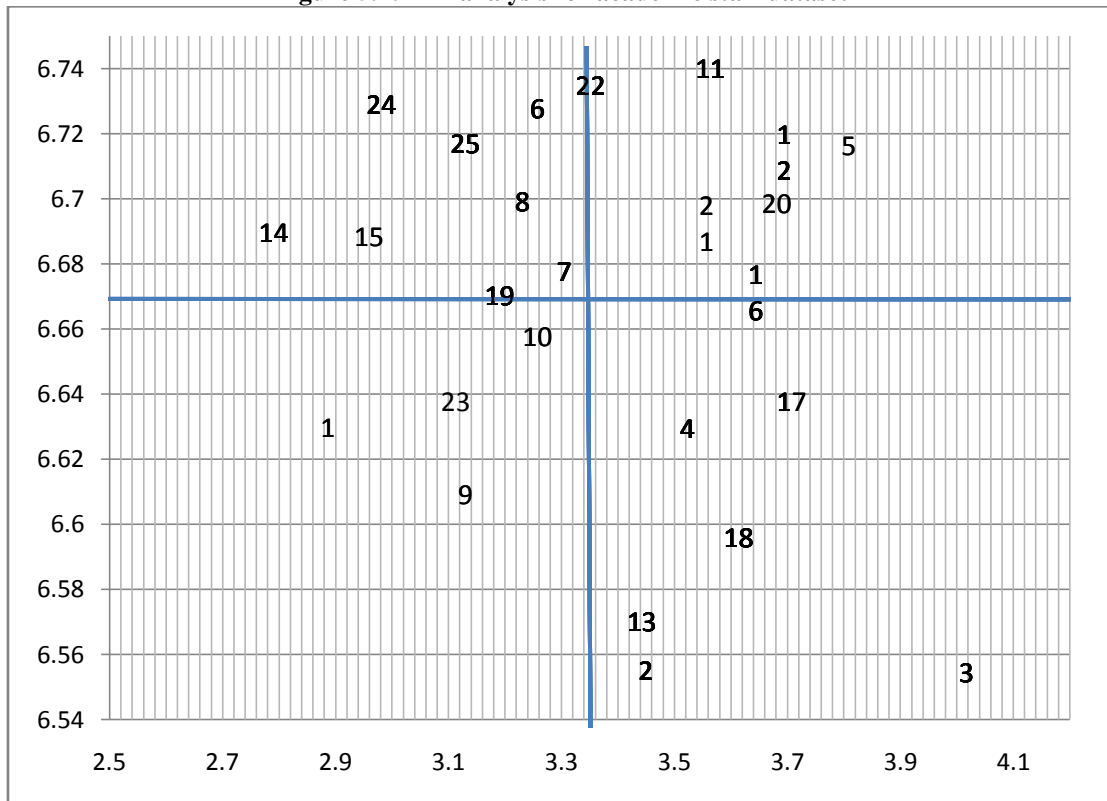
Performance rating (P)			Importance rating (I)			Gap score (P-I)	
Service attribute	Mean	Std.Deviation	Service attribute	Mean	Std.Deviation	Mean	Std. Deviation
P1	2.89	1.70	I1	6.63	0.60	-3.74	1.10
P2	3.46	1.94	I2	6.56	0.73	-3.10	1.21
P3	4.00	1.77	I3	6.56	0.76	-2.56	1.01
P4	3.55	1.70	I4	6.63	0.62	-3.08	1.08
P5	3.80	1.78	I5	6.73	0.59	-2.93	1.18
P6	3.29	1.73	I6	6.73	0.58	-3.43	1.16
P7	3.33	1.73	I7	6.68	0.65	-3.35	1.08
P8	3.22	1.82	I8	6.70	0.61	-3.48	1.21
P9	3.23	1.72	I9	6.67	0.70	-3.44	1.02
P10	3.27	1.72	I10	6.66	0.65	-3.39	1.07
P11	3.57	1.65	I11	6.74	0.58	-3.17	1.07
P12	3.71	1.65	I12	6.72	0.57	-3.01	1.09
P13	3.44	1.68	I13	6.57	0.72	-3.13	0.96
P14	2.82	1.67	I14	6.69	0.64	-3.87	1.03
P15	2.96	1.70	I15	6.69	0.60	-3.73	1.11
P16	3.65	1.69	I16	6.68	0.60	-3.03	1.09
P17	3.71	1.70	I17	6.64	0.60	-2.93	1.10
P18	3.61	1.65	I18	6.60	0.73	-2.99	0.93
P19	3.21	1.75	I19	6.67	0.66	-3.46	1.09
P20	3.72	1.63	I20	6.70	0.68	-2.98	0.95
P21	3.60	1.66	I21	6.70	0.62	-3.10	1.03
P22	3.39	1.60	I22	6.73	0.61	-3.34	1.00
P23	3.20	1.69	I16	6.64	0.60	-3.44	1.09
P24	3.01	1.70	I17	6.73	0.60	-3.72	1.10
P25	3.11	1.65	I18	6.72	0.73	-3.61	0.93
overall Mean	3.39	1.71		6.67	0.64	-3.28	1.07
ValidN(listwise)	155		ValidN(listwise)				

The second and third research questions were answered based on the IPA analysis. As indicated in the previous paragraph, internal quality management practice was perceived by the academic staff to be critical in improving internal quality management, group together in quadrant A, namely, internal quality management attributes perceived to be important but underperforming. According to figure 1, the attributes include question items no 6,7,8,14,15,19,22,24 and 25. These items prove that this quadrant contains a substantial number of items from the *programme relevance & curriculum* dimension. A number of items in this quadrant also resort under *governance and management* (q6, q7 and q8).

Furthermore attributes that group together in quadrant C, namely, *quality attributes perceived as not very important but also underperforming* will impact on internal quality management although to a somewhat lesser extent and include quality attributes of questionnaire items q1, q9 and q10 which describe internal quality assurance dimension

These above listed attributes identified by all the respondents indicate the areas of concern to improve internal quality management practice.

Figure 5.1: IPA analysis for academic staff dataset



IV. Discussion (Conclusions And Recommendations)

In the above sections it was tried to assess whether internal quality management contribute to the improvement of teaching or learning or not. It was found that academic staff perceive internal quality management practice didn't contribute to the improvement of teaching learning process of the universities. The major contributors to this perception was the difference in what was considered by academic staff as important and what was implemented as internal quality management. The major gaps identified by the academic staff were the items under the *programme relevance* and *curriculum* dimensions followed by the *governance and management* dimension. The *programme relevance* and *curriculum* dimension of internal quality management aspect is an essential component of quality management system of the universities. Because of this gap, the academic staff of the universities perceived the internal quality management practice as poor.

Similar to the findings of the gap analyses, the overall IPA findings indicated that almost all elements of the *three quality management* dimensions of internal quality management grouped within the domain of high importance to service quality and low practice of quality management received. These domains of internal quality management dimensions indicate that internal quality management practice of the sample universities needs critical attention and active involvement of academic staff for quality improvement.

Therefore to improve the internal quality management practice of the universities, the universities management should focus on areas considered by the academic staff as top priority and required immediate attention.

In order to achieve greater success in their internal quality management, it is suggested that the institutions have standardised assessment instruments to periodically assess the practice of internal quality management of their schools and departments. Secondly, the institutions have to re-identify and re-assess aspects of quality management dimension periodically in future, which academic staff indicate as crucial and top priority towards improvement of the quality management practices. In the current study, as it was indicated above the university management of the three universities has to give more attention to *programme relevance* and *curriculum* and *governance and management* dimension to meet academic staff expectations.

References

- [1]. Athiyainan, A. and O'Donnell, B. 1994. Exploring graduates' perceptions of the quality of higher education, *Journal of Institutional Research in Australasia* 3(1): 1-7
- [2]. Becket, N. and Brookes, M. (2006), "Evaluating quality management in university departments", *Quality Assurance in Education*, Vol. 14 No. 2, pp. 123-42.
- [3]. _____ 2008. Quality management practice in higher education - What quality are we actually enhancing? *Journal of Hospitality, Leisure, Sport and Tourism Education*, 7(1):40-54.
- [4]. Brennan, J. and Shah, T. (2000), "Quality assessment and institutional change: experiences from 14 countries", *Higher Education*, Vol. 40 No. 3, pp. 331-49.
- [5]. Cheng, Y & Tam, W. 1997. Multi-models of quality in education. *Quality Assurance in Education*, 5(1):22-31.
- [6]. Crosby, P. B. 1979. *Quality is Free*. McGraw Hill, New York, NY.
- [7]. Fernandez, M & Bedia, A. 2005. Applying SERVQUAL to diagnose hotel sector in a tourist destination, *Journal of Quality Assurance in Hospitality & Tourism*, 6(1):9-24.
- [8]. Harvey, L. and Green, D. (1993), "Defining quality", *Assessment and Evaluation in Higher Education*, Vol. 18 No. 1, pp. 9-34.
- [9]. Harvey, L. and Stensaker, B. (2008), "Quality Culture: understandings, boundaries and linkages", *European Journal of Education*, Vol. 43 No. 4, pp. 427-42.
- [10]. Higher Education Relevance and Quality Agency (HERQA). 2006. Areas of focus for institutional quality audits. [Online] Available at: www.higher.edu.et (Accessed on 11 February 2013).
- [11]. Juran, J. M. and Gryna, F. M. 1988. *Juran's Quality Control Handbook*. Jr (Eds.) McGraw-Hill, New York, NY.
- [12]. Martilla, J & James, J. 1977. Importance-performance analysis. *The Journal of Marketing*, 41(1):77-79.
- [13]. Milliken, J. and Colohan, G. (2004), "Quality or control? Management in higher education", *Journal on Higher Education Policy and Management*, Vol. 26 No. 3, pp. 381-91
- [14]. Ministry of Education (MoE). 2009. Education statistics annual abstract. Addis Ababa: Education sector development programme planning and analysis department
- [15]. _____ 2005. Education sector development programme III (ESDPIII): Programme action plan. Addis Ababa: Ministry of Education, Education management information system department.
- [16]. Newton, J. (2000), "Feeding the beast or improving quality? Academics' perceptions of quality assurance and quality monitoring", *Quality in Higher Education*, Vol. 6 No. 2, pp. 153-63.
- [17]. Newton, J. (2002), "Views from below: academics coping with quality", *Quality in Higher Education*, Vol. 8 No. 1, pp. 39-61.
- [18]. Oldfield, B. and Baron, S. 2000. Student perceptions of service quality, *Quality Assurance in Education* 8(2): 85-95.
- [19]. Owlia, M.S. and Aspinwall, E.A. (1996), "Quality in higher education", *Total Quality Management*, Vol. 7 No. 2, pp. 161-71.
- [20]. Pansiri, J & Mmereki, R. 2010. Using the SERVQUAL Model to evaluate the impact of public service reforms in the provision of primary health care in Botswana. *Journal of African Business*, 11(2):219-234.
- [21]. Parasuraman, A., Zeithaml, V & Berry, L. 1985. A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49(4):41-50.
- [22]. _____ 1991. Refinement and reassessment of the SERVQUAL scale. *Journal of Retailing*, 67(4):420-450
- [23]. Pounder, J. 1999. Institutional performance in higher education: Is quality a relevant concept? *Quality Assurance in Education*, 7(3):156-163.
- [24]. Saint, W. 2004. Higher education in Ethiopia: The vision and its challenges. Working paper series. Washington, DC: World Bank
- [25]. Smith, G, Smith, A & Clarke, A. 2007. Evaluating service quality in universities: a service department perspective. *Quality Assurance in Education*, 15 (3):344- 351.
- [26]. Teshome, Y. 2003. Transformations in higher education: Experiences with reform and expansion in the Ethiopian higher education system. Keynote speech presented at an Africa Regional Training conference 'Improving tertiary education in Sub-Saharan Africa: Things that work!' held in Accra, Ghana on September 23-25
- [27]. Watty, K. (2006), "Want to know about quality in higher education? Ask an academic", *Quality in Higher Education*, Vol. 12 No. 3, pp. 291-301.