PERCEPTION OF QUALITY IN HIGHER EDUCATION IN ETHIOPIA: A CASE STUDY OF DIRE DAWA UNIVERSITY

Abstract. This article empirically assesses perception of quality in higher education in Ethiopia. The data was collected from one higher education where the staffs are graduated from 31 different universities in Ethiopia. The information used in this study was obtained through questionnaires random sampling technique from the University staff. .The total number of staff participated in the research was 365. To this effect, descriptive survey method was employed. The information used in this study was obtained through questionnaires, focus group discussions and observation. Purposive sampling technique was employed to select 365 teachers (302 male and 63 female) seventeen classrooms were observed and twelve group discussions carried out with participants of educational roadmap groups. Data were analyzed by both descriptive and inferential statistics through percentage, t-test, correlation and one way ANOVA. Results indicated that teachers' value input indicators of quality of education more than process and output indicators. Output indicators received the lowest rating. Teachers' practice also indicated that they apply process indicators in a reasonable manner. The results of relationship between practices of teaching learning processes revealed that, as teachers' perception toward quality teaching learning process increases their practice of elements of constructivism also increases. Finally, recommendations were forwarded on the basis of the findings that teachers view the quality of education in terms of impute.

Key words: teachers, perception, quality of education, input, output, processes

Introduction

Research was done by different scholars show that students are one of the customers of university. Every customers need quality of products. As students are customer, their perception towards the university is to get quality education. So university should ensure the quality higher education. Numerous studies should have been conducted on quality higher education and students‟ perception. For the last two decades the Ethiopian government gives attention for enriching education across the region. However, this has produced negative impacts on the quality of education. In the second growth and transformation plan, the government gives high attention on the quality of education. This to be practical, he has prepared a road map for the whole education system of the country. Higher education is one of the area which gives priority on the road map.

Higher education, the important parts of education system is provided through public and private universities. The significant purposes of higher education are to generate the new knowledge, explore research works on different social and development issues, anticipate the needs of the economy and prepare highly skilled workers. In these contexts, higher education should be standard, welfare and sustainable development oriented. The present paper intends to analyze the teachers' perception toward quality of education in higher education.

What is Quality Education? As defined by [1], "A renewal of higher education is essential for the whole society to be able to face up to the challenges of the twenty-first century and to ensure its intellectual independence. Quality higher education needs to be restored to create and advance knowledge, educate and train responsible, enlightened citizens and qualified specialists, without whom no nation can progress economically, socially, culturally or politically." How does this translate in terms of quality of graduates produced by Ethiopian universities? As a developing nation, the country needs graduates who can think independently and are willing to strive and experiment with new ways to bring the country out of the vicious circle of poverty. This is one of the main questions raised in the road map. The road map cannot change the whole problem in one night but through change of teachers' perception towards belongingness and devote work; we can bring the quality of education at the ground.

General Objective

The main purpose of this study will be able to investigate Dire-Dawa University Teachers' perception and practice toward quality of education by testing the hypothesis of significant relationship between the variables. The general objective was to correlate quality of education and perception of teachers' in terms of input, processes and output.

In order to attain this objective the following questions will be raised:

1. How do Dire Dawa University teachers perceive quality of education, quality of teaching and quality of learning and the roles of teachers and students in the processes?
2. What is the relationship between teachers' perceptions of teaching learning process and their practice?
3. What are the major challenges affecting the quality of education, quality teaching and Learning?
4. What is the actual practice of teachers in terms of quality education, quality of teaching and quality of learning?
5. Do teachers perceive any changes in their thinking about university teaching and about actual teaching activities as the consequence of courses

Literature

In this work we adopted a more comprehensive approach to classify the quality attributes of education. The framework we proposed is derived from [2] viewpoint of quality in higher education. It is called the Input–Process–Output (IPO) framework in which 'Input' refers to the entry requirements, 'Process' refers to the teaching and learning process, and 'Output' refers to the employability and academic standings (as shown in Figure 1 below). This classification of

quality in higher education attributes is in accordance with the organization's operation system of converting the inputs (e.g. raw materials) into outputs (e.g. products and services) via the process (e.g. procedures) [3].

Quality as inputs and resources is an extremely common usage of quality. In this sense high quality is seen in high levels of provision of resources such as buildings and other facilities, textbooks and instructional materials. Quality as inputs may also refer to the characteristics of pupils, or those of teachers and administrators, to their number or their levels of education and training. While resources are generally recognized as a necessary but insufficient condition for desirable outputs such as student achievement, the tangible, visible, and quantifiable nature of inputs makes this meaning of quality a common proxy for other, less easily measured aspects of education such as process and outcomes.

Quality as process highlights the need to understand the use of educational inputs. Perception of this need is relatively new among policy-makers, who have traditionally focused on the inputs and, when possible, the outputs of education systems. However, research has found that Husain [4] higher educations with similar levels of resources often produce quite different results. Infusions of resources often fail to lead to corresponding improvements in outcomes. Recent studies were done by different scholars shows that [5, 6].

As a result, attention turned to the processes within schools, colleges and institute. Understandably, teachers and professional educators tend to focus on educational processes. Indeed, to those working in education, successful process may be sufficient: A teacher may feel his or her efforts are well-rewarded if students, for example, become more motivated to learn, regardless of the extent of learning that takes place. Unfortunately, much of the literature were done by scholars[7, 8, 9, 10 and 11] on educational processes is theoretical, prescriptive and descriptive in nature, with very little evidence of relative effectiveness. Thus, the empirical linkages between educational processes and educational outputs are poorly defined.

Quality as outputs or outcomes involves the consequences of education. "Outputs" refer to the short-term consequences of schooling, e.g., students' cognitive achievement, completion rates, certification, individual skills, attitudes, and behaviors, while "outcomes" refer to longer-term, often socially significant, consequences of education, e.g., employment, earnings, health, civic engagement, and the like, as well as social attitudes, behaviors, and skills. The importance of

understanding quality in terms of the consequences of education is better understood than the ways of doing so. The difficulty of measuring outputs/outcomes validly and reliably on a large scale has meant that virtually no education systems know empirically whether their colleges/schools are achieving their goals and objectives.

Education has different types of customers and they perceive quality differently. Students' parents perceive quality that is related to reputation of education institutes and graduate employability. Students focus on education process and output. College/school/institute members perceive quality as relating to whole education system involving input-process-output as it is shown in Figure 1. Finally, employers perceive quality from the perspective of the output such as skills that the students bring to the workplace [12, 13].

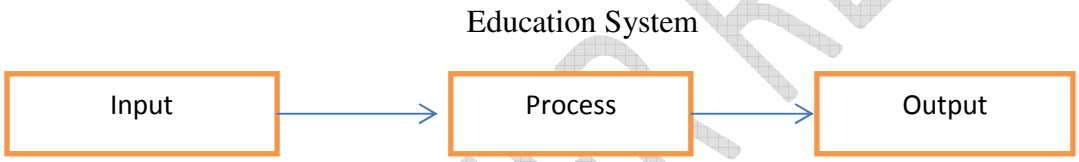

Figure 1 the input- process- output frame work of quality classification

Table 1 the input-processes- output frame work for quality classification

Input	**Process**	**Output**
1. lecturers income levels academic qualification and teaching experience 2. student lecturer ratio 3. teachers workloads 4. availability of adequate resource 5. teaching aids form the local materials	1. planning academic programs, developing criteria and learning materials 2. implementation programs, reviewing programs, and developing human resources 3. student learning needs students' knowledge and experience 4. looking for better ways of teaching from theory and research 5. giving administrative position 6. uses activates learning strategic 7. motivate students and extend their aspiration to participate activities 8. understand how students learn and be creative in facilitating	1.job satisfaction and career achievement 2. students have opportunities to articulate their own view and responses ,and those views are treated with respect 3.students have opportunities to assist and lead other in learning 4. share responsibility for all students learning across the university and collaborative with colleagues to support every students growth 5. assessing and diagnose

	learning 9. innovating students in the process of setting learning goals 10. feedback is timely provided and focused on students development 11. participant in university improvement and planning by working collaboratively with teams focused on specific improvement initiative 12. participate in the decision making process in the university 13. participate on continuous professional development program	individual students context strength and learning needs and teaching to address these personal characteristics 6. making actions research to improve the teaching learning process

Method

The main purpose of this study will be able to investigate the perception of university teachers regarding the teaching and learning process toward the quality of education. We have tried to answer for listed number of research question in the objective.

Source of data

Sources of data for conducting this research primary data has been used .To collect primary and secondary data; a structured questionnaire was designed in light of the objectives of the research. Teachers from different groups from selected from the university were asked to fill up the questionnaire. Secondary data were collected from different books, publications, research studies, journals and articles. In this studies we used Licker scales questionnaires for case study to investigates teachers perception on the quality of education in Ethiopian higher education systems.

Sample Size

The sample of the study covers teachers from five colleges and one institute of the university. A sample of 365 teachers (male and female) selected purposely from the university staff.

Data collection

The information used in this study will be obtained through questionnaires, focus group discussions on road map report and observation. Mixed method approaches will be employed; purposive sampling technique will be employed to use all university teachers who participate on road map discussion.

Discussion was carried out with all the university teachers on the basis of their willingness to take time for the discussion in four groups. The groups are categorized based on colleges. The first group included Dire Dawa Technology Institute, the second group is College of Natural and Computational Science and Medicine and Health Science, the third group is College of Business and Economics and the last group is College of Social Science and Humanities and Law.

Data Analysis

Data will be analyzed by both Descriptive and inferential statistics through percentages, t-test, correlation and one way repeated measure ANOVA. The qualitative data were recorded and analyzed using SPSS 21.The null hypotheses were rejected or not rejected, depending on whether the calculated F ratio was significant of the probability level of 0.05 (or 5%).

Demographic Information

The demographic information of the participants is designed on the basis of three important variables, college/institute, academic rank and gender.

Table 2 Demographic Information of participants

Variables	Particulars	Frequency	Percent
College/institute	Dire Dawa Technology Institute	199	54.5
	Natural and Computational Science	45	12.3
	Medicine and Health Science	18	4.9
	Business and Economics	48	13.2
	Social Science and Humanities	47	12.9
	Law	8	2.2
Academic Rank	Technical Assistant	32	8.8
	Graduate Assistant (I and II)	99	27.1
	Lecturer	220	60.3
	Assistant Professor	14	3.8
Gender	Male	302	82.3
	Female	63	17.3

The sample include 82.3% male and 17.3% are female teachers among the university staff. Out of 365 teachers 54.5% are from technology institute, 12.3% are from natural and computational

science, 4.9% are from medicine and health science college, 13.2% are from Business and economics college, 12.9% are from social science and humanities college and 2.2% are from college of law. Moreover, the table shows the academic rank of the respondent's, 8.8% are technical assistant, 27.1% are graduate assistant (I and II), 60.3% are lecturer and 3.8% of the respondents have a rank of assistant professor.

Results and Discussions

This section focuses on the respondents' answers in terms of teachers' perception on quality of education in Ethiopia, case of Dire Dawa University. A sum of 365 respondents from five colleges and one institute (College of natural and computational science, Business and Economics, Social Science and Humanities, Law, Medicine and Health Science and Technology Institute) filled perception teachers on quality of education. Generally two main sections are included under this section quantitative and qualitative result.

The qualitative section mainly shows an overall perception of teachers about quality of education including descriptive and ANOVA analysis. The qualitative section addresses the discussion part of the quality of education. Moreover, we analyzed the impacts of input-process- output for quality of education.

Table 3 Teachers perception on student's achievement versus quality of education using Likeret scale

Predicator variable	Qualification	Sum of squares	df	Mean square	F	sig
Student accesses to teacher interaction may be decreased if active learning is used	Academic rank	27.82	3	9.28	6.29	0.00
Quality learning requires active participation of students		1.02	3	0.34	0.47	0.71
Quality learning is the extent to which student's achieves good result in the final examination		8.06	3	2.69	2.13	0.10
Quality learning is the extent to which student's achieves good result in the final examination		27.00	3	9.00	10.21	.000

Teaching according to [14] is therefore a social service career and no career has more value to society than teaching. It is thus, a unique profession whose quality directly influences the future of any nation. Of course, teaching touches the life of virtually everyone in the society, as the doctor, engineer, accountant, banker, scientist and so forth were all taught by teachers in the course of their professional training [15]. the main actor who facilitates this process is teacher through learning. Good teaching characteristics relate to a teacher's ability, personality and relationship with students.

As a Table 3 revealed that the mean square scored value varies from 9.28 to 0.34 with significant values $0.00 \leq p \leq 0.707$. A student access to teacher interaction is significant and this hypothesis is accepted. Additionally, quality learning is the extent to which student's achieves good result in the final examination is significant and is accepted. Whereas, quality learning is the extent to which student's achieves good result in the final examination is insignificant and the hypothesis is rejected. Quality learning is not only on student achievements on their final examination but also testing learning of students to assessing for students learning. It should be based on consistency and conformity of education in line with students' satisfaction [16].

Table 3 Test for homogeneity of variances for quality of education

Predicator variable	Levene Statistic	df 1	df2	Sig
Student accesses to teacher interaction may be decreased if active learning is used	1.64	3	361	0.18
Quality learning requires active participation of students	0.40	3	361	0.76
Quality learning is the extent to which students reciting what has been said in the class	1.34	3	361	0.26
Quality learning is the extent to which student's achieves good result in the final examination	3.49	3	361	0.02

ANOVA was used to test for student accesses to teacher interaction in active learning method when it is applied by academic staff among academic rank in five colleges and one institute teachers. Student accesses to teacher in significant among the academic rank is, F (3, 361) = 1.64, p = .18> 0.05. Similarly, quality learning with active participation and students reciting

what has been discuss in the class are in significant with $p > 0.05$ in both cases, whereas, students' achievement in their final examination significant and differed with academic rank, $F(3,361) = 3.49, p<0.5$.

Table 4Teachers perception on quality of teaching in class room discussion and lectures

Predicator variable	Qualification	Sum of squares	df	Mean square	F	sig
Quality teaching is the teaching extent to which students participate in class room discussion	Academic rank	1.35	3	.45	0.61	0.61
Quality teaching is the extent to which teachers delivers lecture in good manner		24.03	3	8.01	10.59	0.00

People perceive quality differently. Some see it as quality in teaching, the caliber of students and the students' performances on their future life [17]. One of the process of which students provide feedback at the end of teaching learning completed. It can be used for rating quality education and effectiveness of instructor on his types of methodology and purpose he provides to students. Therefore, teaching is intimately tied to notion of learning.

The analysis of data using ANOVA revealed that the scale mean representing of shown in Table 3 illustrate quality of teaching depends on the types of lectures and methodology with the significant level of $p<0.05$ whereas, the quality of teaching extent to students participating in the class room is insignificant with $p>0.05$ and the hypothesis is rejected. Since, classroom teaching will to a large extent determine the level and degree of its quality and effectiveness. In order to achieve the objective the instructors design to keep quality and success of students, there should be great assist from the university administration at each level.

Generally positive perception of students towards quality higher education in university depends on some crucial factors such as infrastructure of the university, college members, behavior of administrative staff, location of the university, library facility, laboratory facility [12, 18, 19, and 20], internship assistance for students and choice of departments [21]. Those factors have both positive and negative impacts for quality of education. If all mentioned factors are fulfilled, the

impact is positive if not the quality of education fails. The university should work on the quality of education to keep the reputation of the institute to attract more students in the future.

Input variables

Table 4 Average scale-item mean, average item standard deviation and standard error results for processes variables in terms of academic rank overall scale scores

Processes variables	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
Quality of education is measured by planning academic programmes, developing curricula and learning materials	365	1.85	0.95	0.04	1.75	1.94
Quality education is measured by implementing programmes; reviewing programmes; and developing human resources	365	1.69	0.79	0.04	1.61	1.77
Quality education is measured by student learning needs, students' knowledge and experience	365	1.58	0.77	0.04	1.50	1.66
Quality education is measured by looking for better ways of teaching from theory and research	365	1.88	0.91	0.04	1.78	1.97
Quality of education is measured by giving administrative demands with teaching activities for instructors	365	2.17	1.10	0.05	2.05	2.28
Quality of education is measured by using active learning strategies	365	1.72	0.76	0.04	1.64	1.79
Quality of education is implemented by motivate students and extend their aspiration to participate actively in teaching learning processes	365	1.72	0.82	0.04	1.63	1.79
Quality of education is measured by know how students' learn in your subject area and be creative and effective in facilitating learning activities	365	1.84	0.89	0.04	1.75	1.93
Quality education is measured by feedback and timely provides and focuses on students' development.	365	1.89	0.86	0.04	1.80	1.98
Quality education is measured by participate in university improvement and planning by working collaboratively with teams focused on specific improvement initiative	365	2.03	0.86	0.04	1.94	2.11
Quality education is measured participate in the decision making process in the university	365	2.02	0.98	0.05	1.92	2.12

Quality education is measured by participate on continuous professional development program	365	2.06	0.96	0.05	1.96	2.16

As [22] state that assessment can enhances learning, provides feedback about student progress, builds self-confidence and self-esteem, and develops skills in evaluation. In addition, they argue that effective learning occurs when correspondence exists between teaching, evaluation, and results. Therefore, due to its close relation with instruction and learning outcomes, assessment has a key role in learning and our assumption for dependence quality of education is significant at $p< 0.5$. In order to sustain quality of education in higher education, participation of instructors and students in decision processes is crucial. In most cases, participation of instructors in decision processes have taken in some of the higher education whereas, the participation of students is less in assessment processes. It was on the hand of instructors. Therefore, the result shown in Table 5 participation in decision processes is in significant with $p = 0.05$and the same true participation on continuous professional development with the same p value. The perception of instructors on the participation higher education affairs is less and they do not believe this has an impact on quality of education.

Output variables

Table 5 Average scale-item mean, average item standard deviation and standard error results for output variables in terms of academic rank overall scale scores

Output variables	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
Quality education is measured by students have opportunities to assist and lead other in learning	365	1.74	0.78	0.04	1.66	1.82
Quality education is measured by share a responsibility for all students' learning across the university and collaborate with colleagues to support every student's growth	365	1.84	0.93	0.04	1.75	1.94
Quality education is measured by assessing and diagnose individual student's context, strength and learning needs and teaching to address these personal characteristics	365	1.70	0.83	0.04	1.61	1.78
Quality education is measured by making action research to improve the teaching learning process.	365	1.73	0.78	0.04	1.65	1.80
Quality education is measured by job satisfaction and career achievement	365	2.64	17.37	0.91	0.85	4.43
Quality education is measured by Students have	365	1.76	0.74	0.039	1.68	1.83

opportunities to articulate their own views and responses, and those views are treated with respect						

The education outputs include proxies of achievement (promotion and completion rates) as well as measures of actual achievement which include the kinds and quantity of facts and skills learned. The output characteristics of quality education is therefore the quality of student achievement and it is the amount and degree or perfection of learning according to the various levels of intellectual achievement, from recall to application and creative innovation

Education quality should give attention to students', since education as a main product that is expected from education quality system is of much greater demand in comparison to the past. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; however, different studies show that the already given attention to research in universities does not meet the educational quality requirements. As results shown in Table 6 tell us, quality education is measured by making action research to improve the teaching learning process is significant with $p<0.5$ academic rank whereas job satisfaction of higher education teachers' is insignificant with academic rank. Attention to this task in higher education is considered as a major one, so in their instruction, educators must pay attention to learners and learning approach; along with these two factors, the educators should move forward to attain new teaching methodology approaches.

It is evident that the most common factor that determines the quality of higher education institutions in the output is the opportunities to articulate their own views, responses and respect others are significant with academic rank with $p<0.05$. This relates the diversity of knowledge the students' gains in higher education and shows the level of quality education. Viewing student achievement as evidence of learning, and linking student learning to the "effective" [23, 24] or "successful" [25] teacher is one way of defining quality teaching.

Input variables

Student lecturer ratio, lecturers income level, teachers workload, availability of adequate and resources and teaching aids or laboratory materials are the input variables. Those are variables have negative impacts on quality of education. As it was advocated by [26] class size or student

lecture ratio as one of a factor for education quality in learning outcomes. Student lecturer ratio is important for instructors' and students' engagement and achievements to keep the quality of education.

The most dissatisfies bordered on human relation issues such as lack of housing, poor transport, insensitive leadership which is not responsive and the daily subjection of students and teachers to excessive lack of educational facilities and materials that could otherwise aid quality education provision. The other challenges in the university are qualification rank and experience of instructors. The university does not have incentive mechanism to attract well qualified staff not to leave the university. The result shown in Table shows that student-lecturer ratio and the income levels are in significant with $p = 0.05$ with academic rank whereas, availability of adequate resources and teaching aids are significant with academic rank with $p < 0.05$

Input variables	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
Quality education is measured by Student-Lecturer ratios	365	2.35	1.03	0.05	2.25	2.46
Quality education is measured by lecturers' income levels, academic qualification and teaching experience	365	1.89	0.96	0.05	1.79	1.98
Quality education is measured by teachers workloads	365	2.76	1.33	0.07	2.63	2.90
Quality of education is measured by availability of adequate Resources	365	1.70	0.88	0.046	1.61	1.79
Quality education is measured by making teaching aids from the local materials	365	2.07	0.94	0.049	1.98	2.17

Table 6 Average scale-item mean, average item standard deviation and standard error results for input variables in terms of academic rank overall scale score

Focus group discussion result

The focus group discussion questions were 4 items, which were to be answered by the focus group participants accordingly for the first item stated as 'What does quality education mean for you?' "The participants generally defined quality of education as relevant to the society creating

competent students, the broader goal of students becoming aware of their community and environment, teachers properly use input of education in the school, and sufficient resources are fulfilled, when active learning strategies or student centered strategies practiced, when students actively participate in the class, and teachers reported that quality education in terms of students' knowledge, attitudes and skills."

For the second item Stated as 'what do you think that the prior things to be fulfilled to improve quality education? 'The participants pointed out that: Better teacher's salaries and conditions of services are areas for policy attention, provide education and professional development of high quality to the teachers, sharing responsibility by increasing students, parents and community involvement in schools, sufficient resources: such as textbooks, desks, teaching materials, libraries and classroom, good interaction of students and teachers properly practice student centered approach and good governance for teachers."

For the third item was stated as 'How do you evaluate students achievement of quality education? The participants pointed out that: "In terms of students' achievement and good behavior, students being able to express their views, demonstrate practically what they have learned, and exhibit an awareness of their environment, when students should be responsible, disciplined, punctual, respectful, and listen well.

For the fourth item stated as 'What do you think, should the role of the teacher be in the status of improvement of quality education?' the respondents reported that:
"Participation in planning process, giving feedback mechanism that target learning needs, positive and gender Sensitive teacher/students relationships, apply student centered method properly, make action research properly with regard to the teaching learning process, and accept Innovate ideas that improve the teaching learning process, participate in the school decision making process, making teaching aid properly from local materials to be more meaningful to the teaching learning process, participate in updating and upgrading training and effective use of instructional time."

Regarding the results of classroom observation, the researcher witnessed too serve grade 9 section students on September6, 2015 academic year while

The chemistry teacher taught, that he tried to give cues but he did not use materials helpful to involve the students in different class activities like pictures, graphs and model and by giving peer work, group discussion to understand the ideas presented from the topic. Again, the teacher tried to plan the instructional process in his lesson plan to use student centered in a way students involve in different class activities and provide continuous assessment but the researcher observed that the teacher did not apply his plan

The researcher deduced that the inadequacy of classroom and number of students make the teaching learning process as lecture methods. Besides, the researcher observed that there are inadequate school facilities, teaching aid sand other infrastructures.

In addition, the teachers were tried to deliver continuous assessment and active learning method, but it seemed to be not uniform as the teachers' understanding about continuous assessment is different and sometime it might be due to some constraints of size of the class or Number of students in the classroom. Because the approach most frequently used by teachers is mixed approach, some teachers tried to using active learning but others still dominating the lecture teaching learning activities. From the above results, however, the delivery of quality education is not yet to the desired levels. This is mainly emanated from variation among teachers themselves as there are some members of teachers who have not yet promoting

Any instructional training skills as it is replied from the respondent teachers who attributed the absence of practice of teaching learning process and use of active learning methods and the lack of sufficient input such as syllabus, textbooks, teachers' guides class size etc

Discussion of Results

The main purpose of this study was to examine teachers' perception toward quality of education, quality of teaching and quality of learning and relationship. Between teachers' perception of teaching learning process and their practice and challenging factors for quality education, quality teaching and quality learning. As the results shown, the teachers' perception of input was higher than the mean test value. This shows that teachers had high perception of quality education with regard to the input factors. According to Hawes and Stephens [12]the term 'quality of education'

is often not defined and unconfused with factors that are believed to produce quality, e.g. school building, textbooks, didactics materials and well prepared teachers. Such factors are important, but do not produce quality. The quality of the teacher is more important than any other factors. It is the teacher who decides how to use textbook, didactic material, school facilities and teaching methods. It is the teacher who defines what he/she means by participatory methods and how they are applicable under the circumstance in which he/she works.

Similarly, teachers' perception of process was higher than mean tests value. This shows that teachers have high perception of quality education with regard to the process factors. According to the [1], until recently much discussion of educational quality centered on system inputs, such as infrastructure and pupil teachers ratios, and on curricular contents. In recent years, however; more attention has been paid to educational processes how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represented a key factor in ensuring quality school processes, Such as, professional learning for teacher's ongoing professional development, continuing support for student centered learning, active standard based participation methods, teacher feedback mechanism and teacher belief that all students can learn

On the contrary, teachers' perception of output was lower than the mean test value. This shows that teacher have low perception toward quality education (in term of student's scoring high on exams and students achieving promotion to the next grade as central to education quality) with regard to the output indicators. According to [1], output which signal overall quality which includes, academic achievement, life skills creativity and emotional skills, values and social benefits

Conclusions

The study was conducted in Dire –Dawa University in Ethiopia. The 381 teachers were selected from teachers by using random sampling techniques. The subjects of the study were 103(87 male and 16 female) teachers. To collect the data, a five point scale closed questionnaires containing 34 items dispatched to the teachers. In addition, focus group discussion was conducted at

seventeen stages assigned for road map discussion .Then, after the responses were tabulated and analyzed by inferential statistical values and descriptive approaches

From the analyzed data the following findings were obtained

1. Teachers' overwhelmingly viewed quality education highly in terms of input indicators, with a total mean value of 4.019, in term of process indicators with a total mean value of 3.880 and low in term of output (cognitive aspects) indicators with a total mean value of 2.704.
2. 78.6% (with the mean value of 4) of the teachers' perceive quality of teaching in terms of involving students in the teaching learning process/ student centered approach
3. 68% (with the mean value of 3.7) of the teachers' perceive quality of learning in term of active participation of students in the class.

4. 79.5% of the teachers' (with an aggregated mean value of 3.5) is highly practicing quality activities to improve quality of education. Thus, as teachers' perception of quality teaching learning process increases their practice of elements of constructivism also increases. On contrary, specifically gaps in the understanding and practice of teachers relating to quality education activities, such as making action research to improve the teaching-learning process and making teaching aids from the local materials (with the mean value of 2.7)

The overall findings of this study indicate that teachers' had high level of quality education viewing with regard to input indicators. In spite of the fact that teachers have high level of quality education viewing with regard to process indicators, they believe that without sufficient input, teachers are unable to deliver quality of education. Similarly, teachers have somewhat considerable degree of practice to improve quality of education and this indicates consistency in the teachers' perception on quality of education and their practice, as teachers' perception of quality teaching learning process increases their practice of elements of constructivism also increases

Recommendation

1. Teachers' are key enabling factors in employing the quality of education, so that teachers should be critical to any reforms designed to improve quality education.
2. In the teaching learning processes, the teachers are the 'planner and organizer' of learning activities. Hence, teachers are focused on many quality teaching initiatives. Therefore, much of the success of quality teaching support depends on acceptance by teachers and the use of the methods at their disposal in their teaching learning processes.
3. Teachers' should understand action research is also closely related to teacher empowerment and has become an important component of what is considered good teacher development
4. By and large, the research findings indicated that teachers have high level of viewing of quality education initiatives, in reality they failed to practice it in improving quality education in the entire contexts. Therefore, it is advisable that the government should give attention to teacher's job satisfaction; salary and status need to be better understood to find out how these factors affect their performance.
5. Finally, hopefully, the research findings in this paper will encourage the teacher's collaborative works is an essential resource to improve quality education. Therefore, this study is not intended to make and generalization about the main determinant of better quality in education, so any concerned and interested body can make use of this study as avenue for further studies and is suggested to contribute a lot

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