UNIVERSITY TEACHERS' 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 educational institution where the staffs are graduates of 31 different universities in Ethiopia. The information used in this study was obtained through administration of questionnaires. The main participants are the academic staff of the University. The total number of staff that participated in the research was 365. Purposive sampling technique was employed to select 365 teachers (302 male and 63 female) and seventeen classrooms were observed and twelve group discussions carried out with participants of Ethiopian educational roadmap. Data were analyzed by both descriptive statistics of percentages and inferential statistics of, t-test, correlation and one way ANOVA. Results indicated that teacher' valued 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.

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

Introduction

Researches that were done by different scholars [1-4] show that students are one of the main customers of the universities. Every customers need quality of products. As students are customers, their perception towards the university is to get quality education. So university should ensure the quality of higher education. Numerous studies should have been conducted on quality higher education and students' perception [5-8] show that quality education can contribute to the country economy and social development. 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, the government it 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.

The important parts of higher education system are to provide quality education through public and private universities. They can help to generate new knowledge, explore research works on different social and development issues, anticipate the needs of the economy and prepare highly skilled workers. Therefore, higher education should be standard, welfare and sustainable development oriented [9].

What is Quality Education? As defined by [10], "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. The present paper intends to analyze the teachers' perception of the quality of education in higher education in the case of Dire Dawa University.

Literature Review

In order to examine the quality attribution of education it is better to adopt a more comprehensive approach of input-process –output. The framework proposed is derived from [11] 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 processes, and 'Output' refers to the employability and academic standings (as shown in Figure 1). This classification of quality in higher education attributes is in accordance with the organization's operation system of converting the inputs (raw materials) into outputs (products and services) via the process (procedures) [12].

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 [9, 12].

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 outputs of education systems. However, research has found that Husain [13] 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 [14, 15] quality of education depend in the higher institution depends on the input added to the system and the processes you integrate to hold the system.

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 which were done by scholars [16 -21] on educational processes are 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: students’ cognitive achievement, completion rates, certification, individual skills, attitudes, and behaviors, while “outcomes” refer to longer-term, often socially significant, consequences of education: employment, earnings, health, civic engagement, and the likes, 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 [9].

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 [21, 22].

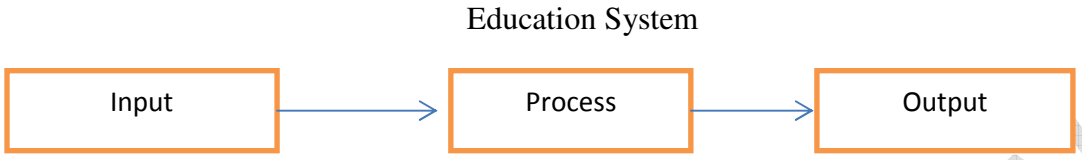

Figure 1 the input- process- output frame work of quality classification

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 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	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 individual students context strength and learning needs and teaching to address these personal characteristics 6. making actions research to improve the teaching learning process

Study Objectives

On the basis of the literature review we can conclude that only few studies have considered Ethiopian teachers' Saudi students' perspectives regarding the quality of higher education [23]. Therefore, the researchers created a study to shed light into teachers' opinions on the quality of higher education with the following objectives:

- To understand the aspects of the quality of higher education from the teachers' perspectives,
- To identify the relationship between and the effect of input and output on aspects of quality of higher education.

The following null hypotheses were formulated to draw scientific inferences about the findings of the investigation:

Ho: There is no significant relationship between the input and the process on the output within the domains of the quality of higher education among the teachers.

H: There are no predictors of the output within the domains of the quality of the higher education with respect to teachers.

Method

The main purpose of this study will be able to investigate the perception of university teachers regarding the teaching and learning process towards the quality of education. The researchers aim to get full picture of the problem under investigation based on [24]. Because of its advantages, educational researchers are increasingly recognizing the value of using different data collecting tools. Thus, this research used questionnaires and focus group interviews as data collection instruments.

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

For this study self-administered survey questions [25] were used to gather information related to the perceptions of and importance of education quality improvement, priority areas. The questions on the personal backgrounds of the respondents were also included in the questionnaire. The information used in this study will be obtained through questionnaires, focus group discussions on road map report and observation. Mixed method approaches of what 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, t-test, correlation and one way repeated measure ANOVA. The qualitative data were recorded and analyzed using the Statistical Package for Social Science (SPSS) version 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%).The rule for testing the hypothesis is, if the p-value (significance of correlation) is less than the value of 0.05, the null hypothesis (Ho) will be rejected, which means the alternative hypothesis (H)will be accepted.

Ethical Consideration

In the context of this research ethics refers to the appropriateness of behavior in relation to the rights of those who become the subject of this work, or are affected by it. The data will collected from those of volunteer sample respondents without any unethical behavior or forceful action. The results this study is used for academic purpose only and response of the participants is confidential and being analyzed as it is without any change by the researchers.

Demographic Information of Respondents

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
Total		365	100
Academic Rank	Technical Assistant	32	8.8
	Graduate Assistant (I and II)	99	27.1
	Lecturer	220	60.3
	Assistant Professor	14	3.8
	Total	365	100
Gender	Male	302	82.3
	Female	63	17.3
	Total	365	100

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 the questionnaire on perception of teachers on quality of education.

The qualitative section addresses the discussion part of the quality of education. Moreover, it uses to analyze the impacts of input-process- output for quality of education.

Table 3 Teachers perception on student's achievement versus quality of education using 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 [26] 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 such the doctor, engineer, accountant, banker, scientist and so forth were all taught by teachers and in the course of their professional training [27] 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.

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 [28].

Table 3 Quality learning versus students achievements with teaching methodology

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 [29]. In the process of learning and teaching students should provide feedback at the end of teaching learning has positive impacts keeping the quality of education. It can be used for rating quality education and effectiveness of instructor on his types of methodology and purpose he/she 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 4 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.

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, and location of the university, library facility, laboratory facility [21, 30-32], internship assistance for students and choice of departments [33]. 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 deteriorating. The university should work on the quality of education to keep the reputation of the institution to attract more students in the future.

Input variables

Table 4 Average, standard deviation, and standard error results for processes variables in terms of academic rank

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 stated in [34] the assessment can enhance 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 should take into account in some of the higher education whereas, the participation of students is less in the participation processes. Therefore, the result shown in Table 5 revealed that 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, standard deviation and standard error results for output variables in terms of academic rank overall scale scores

Output variables	N	Mean	Std. Deviati	Std. Error	95% Confidence Interval for Mean

			on			
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 opportunities to articulate their own views and responses, and those views are treated with respect	365	1.76	0.74	0.039	1.68	1.83

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

There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; though different studies show that attention given to research in universities does not meet the educational quality requirements.

The result shown in Table 6 depicts that, 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 in the institution is the opportunities to articulate their own views, responses and with respect to

others are significant with academic rank with $p<0.05$. This relates to the diversity of knowledge the students' gain in higher education and shows the level of quality education. Viewing student achievement as evidence of learning, and linking student learning to the "effective" [35, 36] or "successful" [37] 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 that have negative impacts on quality of education. As it was advocated by [38] class size or student lecture ratio is one of the factors determining the education quality in learning outcomes. Student lecturer ratio is important for instructors' and students' engagement and achievements to maintain the quality of education.

The most important issues which create dissatisfaction on human relation are 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 6 shows that student-lecturer ratio and the income levels are insignificant with $p = 0.05$ with academic rank whereas, availability of adequate resources and teaching aids are significant with academic rank with $p < 0.05$

Table 6 Average, standard deviation, errors and confidence interval of the mean for the input variables versus with academic rank

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	365	1.70	0.88	0.046	1.61	1.79

Resources						
Quality education is measured by making teaching aids from the local materials	365	2.07	0.94	0.049	1.98	2.17

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294

295 **Results of focused group discussion**

296 The focus group questions were designed to generate relevant data on declining or poor quality
297 of education, identify quality challenges attributable to governance, and indicate possible
298 remedies to help resolve the identified problems that threaten the quality of higher education in
299 case of Dire Dawa University, Ethiopia.
300 It had 4 items, which were to be answered by the focus group participants accordingly. The first
301 item was 'What does quality education mean to you?' "The participants generally defined quality
302 of education as everything which is relevant to the society creating competent students, the
303 broader goal of students becoming aware of their community and environment, teachers properly
304 use input of education in the school, and sufficient resources are fulfilled, when active learning
305 strategies or student centered strategies are practiced, when students actively participate in the
306 class, it is possible to improve the quality of education by changing their skills, knowledge and
307 attitudes.

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

315

316 The third item stated as 'How do you evaluate your students' achievement in terms of quality
317 education? The participants pointed out that 'it is possible to evaluate the quality of education on
318 good communication skills, entrepreneurship skill, self-administration style, patriotism,
319 commitment, awareness of their environment and mutual respect among students.'

The fourth item stated as 'What do you think; the role of the teacher should 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."

Conclusions

To conclude the study, Ethiopian higher education admission policy missed the valuable part of education which is quality. Focusing only on quantity is not development in a competitive world without quality. The Higher Education admission policies/criteria in Ethiopia is currently gives more emphasis for affirmative action without considering quality. Students have to get bases from primary and secondary education so that they can compete equally without any discrepancy of gender, study region, nation, etc. Major factors or elements are not taken into consideration in the process of determining the admission policy. Quality input is highly challenged in the process of determining admission policy or criteria. The HE admission policy is not fair and consistent from quality perspective and time value. If quality is not considering when higher education admission policies are developed and applied, the output will definitely be poor and incompetent. Even though affirmative action is important to balance the disadvantaged groups with that of advantaged one, institutional supports are not providing to those students when they join to the university. Without well organized and improper foundation, affirmative action is using as a short cut to maximize quantity of graduates without quality. It is valuable if the very beginning level or foundation is strong in quality at the primary and secondary education of all regions. In contrast the required quality output, growth and development will not be visible so far other policies affect the higher education admission policy, and government and political intervention is higher in this process. Higher education should also be free from any political intervention and assigning students should work without any other policy and political intervention but by the student result of EHEECE and their entrance exam at the universities. This enables to get quality students admitting to the HE in Ethiopia.

Accordingly in addition to intake policy It is argued here that there are three fundamental problems underlying the quality assurance towards enhancing teaching and learning in the Ethiopian higher education system. First, the initiatives are underpinned by a policy mandate and an inadequate tacit theory of change. Second, although the initiatives are supposed to address different levels of analysis in the higher education system, they do so in a partial and fractured way, compounded by methodological, empirical, and measurement weaknesses. For example, quality assurance policies both at the national and institution levels focus on input, quality assurance processes, and institutional performance. Third, these initiatives were influenced by a number of forces (internal & external) that exist in a situation indicative of inconsistencies .These may undermine their effects. In short, there are indications that the initiatives lack a holistic thinking to effect deeper improvement; it reflects a possibility of hopping on a quality assurance bandwagon, not based on its merits, but based on what others do.

This study argues that the issues of quality assurance that have received so much attention over the years with regard to teaching and learning are unsound in precisely addressing the forces limiting the effectiveness of the higher education sector. This is mainly because the notion that a precise instrument for measuring what we are doing educationally is the answer to a failing system is surely simplistic and erroneous.

The result is that wherever poor outcomes exist, they have been hidden by the excessive concentration on processes of accountability and self-assessment, and by a complacency that arises because good processes are easier to achieve than good outcomes. Rather, due recognition of the complex nature of teaching and learning and a profound understanding of how students learn is required, if progress is to be made in raising standards and quality in the higher education sector. Thus, authorizing quality assurance alone will not influence the changes that are necessary to make a qualitative difference to the Higher Education experience in Ethiopia.

Of course, there is a serious quality problem in the Ethiopian higher education academe. What the higher education sector most urgently needs, however, is painstaking attention to its real deficiencies. Getting on the quality assurance bandwagon is merely imitative of a Western solution based on external rationalization. Although the arguments presented in this article are partly theoretical, the conclusion can also yield an empirical hypothesis, amenable to practical investigation.

Recommendation

Based on the findings and conclusions summarized, the following recommendations are forwarded to improve quality Ethiopian Higher Education. The first finding that quality input to HE is missed due to considering quantity to fill the intake capacity of universities. For this issue, Quality input / enrolled students to HE should be evaluated based on their exam result not by the

intake capacity of universities. Focusing on quantity without considering quality will lead for poor and incompetent output. Assigning students at the HE based on partiality of grade or result by gender, nation and nationalities or regional grow-up / examined area, political and family background or affirmative action will result to biased quality for unfair decision on policy. Affirmative action should be started from primary school but not at the HE level. To produce and transfer quality students to the HE, the necessary equitable resources, and education system from primary and secondary schools should be done at all levels and to all people in all regions. The primary and secondary level education and teaching-learning process at the emerging regions, pastoralist and semi-pastoralist groups as a whole improved to produce quality students who can competent with others, quality input for the universities will get from all regions in both gender without any entrance criteria discrepancy. Outstanding effort by Ethiopian higher education system that is shifting focus to student engagement is needed in contextualizing issues of quality closer to the pedagogic practices, and the students learning experiences.

Learning outcomes should be improved at primary and secondary schools through the reinforcement and better coordination of key quality inputs and processes. The policy will not also favor to the emerging region students in admission to HE process if the primary and secondary level education distributed equally and without compromising quality. as mentioned quality is vicious circle, students, teachers, school facility as a whole must be equally improved to avoid poor quality output or students that are coming from any region and gender. On the other hand, Universities should prepare entrance exam and there should be a one year preparatory education support for the failed one as an option. This might take one year longer time for students and costly, but comparing with producing of poor quality students, paying some sacrifices is an alternative option.

The findings showed that students admitted to universities on the basis of affirmative action do not get differentiated support in the academic acts or no any special support class rather studying and compete equally in the universities all together. There is no also any incentive for the university lecturers to work overtime and give support for those special students. It is recommended to have special support class to be given for students who can‘t compete equally in the universities by paying overtime and special incentives to the university lecturers. Policy is not a sudden of action rather policy is like judging by individuals or the society life as a whole. There should be also consistent policy in terms of admission to higher education that will give more value for quality and will not be changed every year unless forced measures occurred. Challenges faced in quality of inputs for admission policy or criteria to the universities could be also resolved, if universities have their own entrance special exam after assigning students by the MoE and NEAEA. In this entrance exam, least graded students should get an additional one year preparatory study option by assigned universities to start the regular HE as an option. The institution/academic supports rendered to those students who admitted to university on the basis of such admission policy/criteria Finally, HE students admission opportunity by missing quality

factors should be avoided to improve quality input to the universities. It is also recommended to have further research in affirmative action at the HE admission process. But as observed shortcomings in admission policy, quality has no any emphasis in the current Ethiopian higher education admission policy and its application process. Regarding affirmative action advantaged students, MoE, NEAEA and universities higher officials and responsible personnel for policy making should set a common policy of special institutional support for those advantaged students to provide special consultation, preparatory time of one more year study in the university and revision time is required.

Conflict of Interest

Authors do not have any conflict of interest on this paper.

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