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Teaching Learning Quality Management: The case of Bule Hora University, Ethiopia.

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Abstract

The primary objective of this study is to assess the teaching learning quality management of Bule Hora University, Ethiopia. Current approaches to evaluating the effective teaching and learning in higher education are solely concerned with enforcement and transparency, and they depend on quantitative metrics of institutional effectiveness and efficacy. Quality assurance of educational programs, policies, processes, and activities that are expected to contribute to the accomplishment, preservation, control, and improvement of educational quality. Quality assurance for higher education systems has become a global priority, prompting international and regional collaboration among quality assurance agencies. The study is conducted in Bule Hora University. Purposive sampling method is used with 868 sampling size to assess the teaching learning quality management. This study found out that the quality of teachers is highly significant with the independent variables like punctuality of the teacher, regularity of the teacher, teacher's knowledge and good communication skills of the teacher and it clearly implicates that the quality of the teaching and learning methods are properly maintained in Bule Hora University.

Keywords: Teaching, Learning, Quality management, University

1. Introduction:

Universities around the world strive for excellence in teaching and learning. As universities strive to appease major stakeholders, they place a premium on the standard of all university progressions. Education is a hallmark of a country's growth because it is critical in creating a trained labour force that accelerates a country's social and economic progress. (Regassa et al., 2013). The rapid changes in the higher education context focused by economic, political, social and cultural forces in the later part of the century have generated concern for quality and created challenges to the implicit and self ð evident traditional views about assuring quality in universities. (Tadesse et al., 2014). Higher education in the twenty-first century has to cope with many inevitable challenges that arise from economic globalization, neo-liberal accountability, advancement in information communication technology (ICT), socio-political transformations, and so on(ILIESCU I. 2003). Additionally, it should be well-equipped to respond to indigenous surroundings, and be able to create new opportunities by playing the key role for the growth and advancement of society. Solutions to these tripartite pressures are sought through similar patterns of reform in the different national contexts, with possible variation in the responses which can be attributed to national and local circumstances(Ziegler et al.,2006) Research conducted across nine countries, including France, the United States, South Africa, Indonesia, Israel, Ethiopia, the United Kingdom, Ireland, and Vietnam, indicates that a common set of action repertories, as well as, distinctive national and institutional contexts, have played key roles in responding to these pressures(Kate Ashcroft et al.,2012)

2. Statement of the Problem

In Ethiopia, there is a rapid expansion of the higher education system since the mid-1990s. This expansion entails increasing access to higher education and a widening of anticipants through extension, summer, and private programs. (Reisberg, & Rumbley,2010). Expansion fueled the proliferation of new regional universities to counterbalance the centralization of higher education institutions around the capital, Addis Ababa. In the 2011/12 academic year, the higher education sector hosted a total of 494,110 students in the regular and continuing and distance programs, both in government and non-government institutions (Ethiopian Federal Ministry of Education 2012). While the proportion of women students accounted for 28.2 percent of the total student enrolment, the private sector accommodated for 37.1 percent of same (Akalu, 2014).

Bule Hora University is a governmental-funded higher institution with an international standard for academics and research with collaborative understanding with national and international institutions. Since its establishment, it has proved to be one of the fastest and firmest growing universities in Ethiopia. The fundamental elements of the university's mission are teaching, research, and consultancy. Thus, its ultimate goal is to pursue standards of excellence in teaching and research for the betterment of the society (Hodgson et al., 2007). Students are stimulated to develop into independently minded people who are capable of thinking analytically there by ensure education quality.

3. Review of Literature

Literature Review refers to the activities involved in identifying and searching for information on a topic and developing a comprehensive picture of the state of knowledge on that topic. Review of literature helps the investigator to develop a deeper insight into the problem stated before. It provides basis for future investigation justifies the need for replication, throws light on the feasibility of the study. The literature of this study is organized and presented under the following headings.

Part I: Concepts of teaching and learning quality management

Buck and Bruchmann . (2019). conducted a study to analyzed undergraduate students' prior knowledge on plant species, identification and their knowledge gain from introductory plant identification courses at eight German universities.**:** We found that university course instructors have to start teaching at an almost zero level with respect to undergraduates' prior knowledge: on average 2.6 of 32 common plant species were known. Overall, the introductory courses resulted in a significant but weak knowledge gain. We detected a higher knowledge gain in 'taxonomic concept knowledge' than in 'declarative species knowledge'. We showed that the learning success was influenced by learner- specific resources, such as prior knowledge or aspects of motivation towards the subject matter, and by learning environment such as teaching methodology.

Ulla, Ajmal, and Rahman,. (2012).Conducted a study to assess quality indicators of higher education institutions of Pakistan. It was a descriptive study and conducted in twenty universities. Both public and private universities were equally taken in the study. A total of 100 administrators, 300 academicians and 1,000 students participated in the study. A questionnaire consisting of 14 items was used to collect data from the respondents. It was found that private universities lacked trained faculty members, equipped library, merit based admission policy, research and hostel facilities. The study also revealed that public universities were lacking equipped laboratories and multimedia use. These challenges required further investigation in the institutions for higher

studies in Ethiopia to find out whether or not the Ethiopian public universities were facing the same problems.

Kisanga.,(2014) conducted a study and stated that Inter University Council for East Africa concurred with Salis and noted that quality aspects to be assessed in all universities include: expected learning outcomes, program description, content of the curriculum, organization of the programme, didactic concept and teaching/learning strategy, student assessment, quality of academic staff, quality of support staff, the profile of the students, student advice and support, facilities and infrastructure, student evaluation, curriculum design and evaluation, staff development activities, benchmarking, the achievements (the graduates), and stakeholder satisfaction. .

Rieser, Neumann, & Decristan,.(2016). Investigates the connection between effective teachings and reported learning activities. We hypothesize specific relations between a three-dimensional model of teaching quality (i.e., cognitive activation, supportive climate, and classroom management) and students' reported use of metacognitive strategies. A m o n g 1,052 students and 5 3 German school students and their science teachers were the participants in the study. Data were collected through classroom or video observation and questionnaires over a period of approximately 2 months. Multilevel analysis was utilized to test our hypotheses. Result showed that each dimension of teaching quality positively predicted students' reported use of metacognitive strategies. For supportive climate, this connection was mediated by students' intrinsic motivation. Cognitive activation negatively predicted the slopes between students' reported Meta cognitive strategy use and motivation.

Part II: Motivational factors for teaching learning quality management

Walters, Yang, & Roslander,. (2014). . Conducted a study aimed at assessing the challenges of providing quality education in public universities of Rwanda and find out the possible solutions to the problem. Thus, the challenges that existed in public universities of Rwanda were identified and they included: poor admission procedure, the lack of effective and efficient reaching and learning methods, poor quality of infrastructures, and high student/teacher ratio. Twenty three studies were selected for inclusion in this review including partial task trainers and high-fidelity human patient simulators. The results indicate that there is high learner satisfaction with using simulators to learn clinical skills. The studies demonstrated that human patient simulators which are used for teaching higher level skills, such as airway management, and physiological concepts are useful. While there

are short-term gains in knowledge and skill performance, it is evident that performance of skills over time after initial training decline.

Al-Shafei, Abdulrahman,.(2015).conducted a study aimed at developing a Generic Model for Total Quality Management in Higher Education in Saudi Arabia. The field of higher education has been progressing at a rapid pace in the Kingdom of Saudi Arabia over the past decade, with doubling the number of government and private universities and colleges. Quality and accreditation are of great importance to higher education institutes world-wide. Thus, developing a generic model for quality management in higher education is badly needed in the country.

Tefera, Catherine . (2018).conducted a study to fills this gap by examining broadly the perceptions of a variety of stakeholders on the quality of teaching and learning, and assessment and review experiences in higher education in Ethiopia. Here the main focus was to acquire an understanding of the existing realities in relation to these issues. For this, the study uses a qualitative case study design collecting primary data from interviews with 4 senior managers and 4 education quality experts, and focus-groups with 6 teachers and 26 students, and exploring secondary sources. The findings of this study suggest that recent quality improvement efforts are piecemeal and more geared towards quality assurance than improvement. Most quality concerns, assessment and review practices seemed to result in little more than formal reporting and were implemented very haphazardly.

Based on the above review of literature, this study framed research design to analyze teaching learning process in the Bule Hora University.

Significance of the study

This study helps to magnify the theoretical and practical aspects of education in Bule Hora University. This Study is useful for the students as it is enable them to acquire quality education in Bule Hora University. The study aids to identify the gaps which are hindering the teaching learning quality management like finding the quality of teaching process, laboratory facilities, spacious library with and healthy learning environment. The study supports to find conceivable solutions by the top level management to improve the necessary facilities to improve the teaching learning quality of Bule Hora University

Delimitation of the study

The assessment of teaching learning quality management can be dealt from various perspectives and their roles could be studied from diverse perspectives. In order to make the study more manageable it has necessitated to demarcate the thematic area or the subject of the area and time. Therefore, the study is delimited to three selected college of Bule Hora University. Moreover, the subject dealt in this study is also delimited by assessing the opinion of the students from selected colleges of Bule Hora University on Teaching Learning quality management to improve the standard of the Bule Hora University.

4. Research Methodology

The above literature reviews give clear frame work for assessment of the teaching learning process of the University. Based on the literature review, this study constructed objectives and sampling methods. Descriptive cross sectional research design was employed to conduct this research as it describes and evaluates the actual or existing teaching learning quality management and also find the reason behind this. So, using descriptive research design is the appropriate method to conduct the study wisely and properly.

5. Objectives

General objective: To assess the teaching learning quality management in Bule Hora university, Ethiopia.

Specific objectives

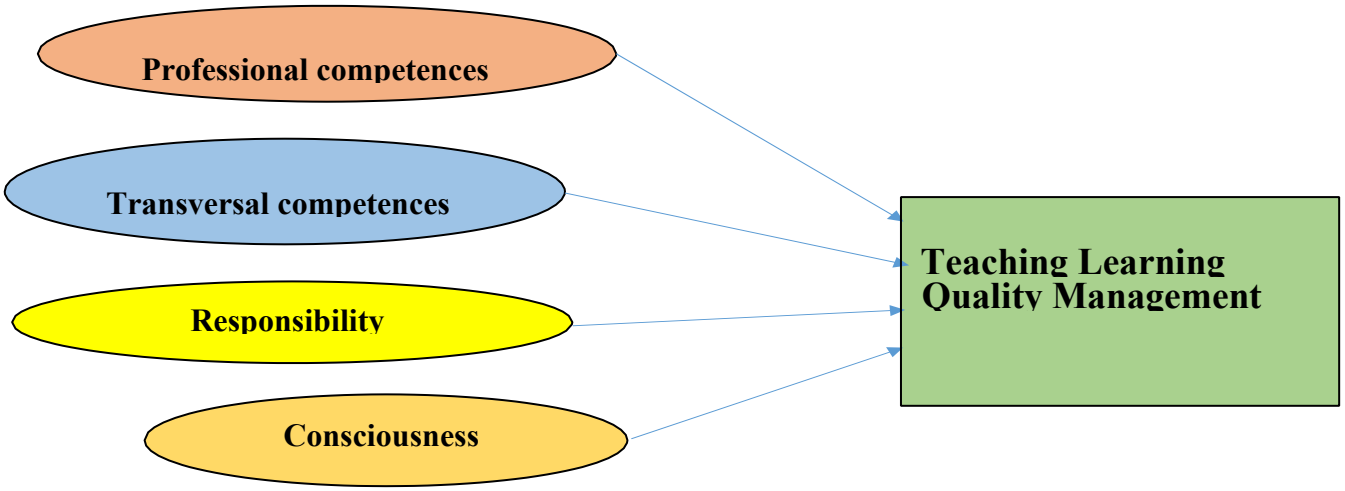
- ✓ To assess the quality of available teaching and learning resources in effective implementation of teaching learning quality assurance
- ✓ To identify the practices adopted for quality management of teaching and learning
- ✓ To find out the challenges in the management of teaching and learning quality process in Bule Hora University.

6. Conceptual framework

Educational and organizational approaches of the Luhmann's System Model Theory of Education was employed as theoretical agenda for categorizing factors which are potential determinants of teaching learning quality management.

This conceptual framework takes elements specially adapted for quality management of teaching learning. Educational and organizational approaches of the Luhmann's System Model Theory of

Education was employed as theoretical agenda for categorizing factors which are potential determinants of teaching learning quality management. This conceptual framework takes elements specially adapted for quality management of teaching learning. Teaching learning quality management is the dependent variable. Independent variables are teacher evaluation ((professional competences), Teaching Methods and Teaching Aids (Transversal Competences), Laboratory Interactions (Responsibility), University Resources (Consciousness).



Conceptual Framework adapted from Luhmann's System Model Theory of Education for Teaching Learning Quality Management. Seidl, David & Mormann, Hannah. (2015).

7. Sampling methods

The current descriptive study involved Bule Hora University students as a population, while the study sample size consists of those regular students who studies in selected three different colleges of the university. Students of different colleges namely Business and economics, college of agriculture and animal science, college of engineering and technology of Bule Hora University serve as source of investigation. The target participants for this study were university students of 3 colleges. A purposive sampling procedure with three stages was used to select students in the University. 3 colleges were selected lottery method from 9 colleges. A total of university students were randomly selected. The total students from three colleges were 4020, simple random sampling method was used and selected 868 students as a participants. The reason for the choice of College of business and economics, college of agriculture and college of engineering because they are the more mature and most senior in university.

7.1. Study area

The study was conducted at Bule Hora University which is established 2012 G.C.Bule Hora University is located in West Guji Zone , Oromia Regional State of south Ethiopia at 467 km far from Addis Ababa. The zone is bordered on the North with Gedeo Zone and Sidama Region, on the East with Bale Zone and on the south with Borena zone. The total land area of the zone is 18,577 square kilometres. The zone lies within the altitude range of 700-3500 meter above sea level. The mean annual temperature range is 24°C to 30°C. The Guji Oromo are numerically the dominant ethnic group in the study area living in peaceful coexistence with other ethnic groups.

Bule Hora University is the dynamic and enlarging university with students from different part of Ethiopia. The University has 164 programs, 89 undergraduates, 69 Masters and 10 PhD; and 10,542 regular, 6578 extension, totally 17,120 students (16,368 undergraduate, 752 postgraduate); with 1153 academic staff and 3239 admin staff, under eight colleges, one school and one institute, namely College of Natural and Computational Sciences, College of Agriculture, College of Engineering and Technology, College of Social Science and Humanities, College of Business and Economics, College of Health and Medical Science, College of Informatics, College of Educational and Behavioural, School of Law and institute of Gada and Cultural Study. The University has laid down structure for relevance and quality of education, research community service, and good governance. More than 8800 undergraduate student taking classes, post graduate and week end courses.

7.2. Method of Data Collection

Structured questionnaire was prepared by using Google form for data collection. The questionnaire was drafted in English pre-tested in other than study area. Data collection time to assess the suitability of the questionnaire with regards to duration, language appropriateness, content validity and question comprehensibility. Some amendment had made after the pre-test. The form was prepared by staff of college of Informatics, Bule Hora University. Training was given to the data collectors and the link was sent to all the students by using the social Medias like Telegram, Email and WhatsApp. For data collector necessary instructions was provided along with questionnaire on the objectives of the study, techniques of assessing study subjects, overcome across difficulties in completing the questionnaire etc. The questionnaire consists of demographic information such as gender, age, year of study and program of study. Studentïs satisfaction on quality of teaching learning quality management was assessed. The Likert scale was used as a questionnaire for data collection. The questionnaire was classified as 5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1Strongly Disagree. Students who answered òStrongly agreeó to all questions was classified as satisfied with the teaching learning quality management of Bule Hora University and students who answered strongly disagreed was classified as not satisfied with the teaching learning quality management of Bule Hora University.

8. Results and Discussion

In this study, a total of 868 students were given questionnaire making the response rate to be 100%. The sociodemographic characteristic of the respondents is described in Table 1.More than half 57.7 % of the respondents were in the male students and female students were 42.3%. Similar categories like age group of the students 93.0%of studentïs, Age group 20-25 years,6.3% are in the age group between 26-30 years and .7% of studentïs age group between 31-35 years. 67.4% of students pursing second year, 24.2% are third year, 7.5% are first year and .9% of students are

Fourth year.91 % of students perceiving under graduate course, 8.2 % of students perceiving post graduate program and 0.8%of students perceiving PhD program.28 % of students belongs to agriculture department, 32.5 % of students belongs to college of Business and economics and 39.5% of students belongs to engineering department.

Table. 1: Socio-Demographic Characteristics of the Students.

Sl. No.	Gender	Frequency	Percent
Gender	Male	501	57.7
	Female	367	42.3
	Total	**868**	**100.0**
Age	20-25	807	93.0
	26-30	55	6.3
	31-35	6	.7
	Total	**868**	**100.0**
Year of study	First year	65	7.5
	Second year	585	67.4
	Third year	210	24.2
	Fourth year	8	.9
	Total	**868**	**100.0**
Degree	Undergraduate	790	91.0
	Masters	71	8.2
	PhD	7	0.8
	Total	**868**	**100.0**
College	Agriculture	243	28.0
	College of Business and Economics	282	32.5
	Engineering	343	39.5
	Total	**868**	**100.0**

Source: own survey, 2020

Table 2: Overall assessment provides teachers evaluation (professional competences)

SI .NO	Items	Mean	Std.Dev.
1	Teacher Punctuality	4.62	0.573
2	Regularity of the teacher	4.68	0.476
3	Daily taking the attendance	4.70	0.472
4	Completes the course on time	4.46	0.584

5	Schedules and organizes tests ,assignment, quiz, seminars	4.89	0.637
6	Alternate arrangements of class in her/his absence	4.97	0.241
7	Delivers the lecture in simplified way and good communication	4.85	0.357
8	Teachers pronunciation	4.62	0.666
9	Creating interest in the subject	4.80	0.455
10	knowledge and command over the subjects	4.59	0.491

Source: own survey, 2020

Table 2 indicates that the question that asked about teacher is punctual to the class, with Mean 4.62 and Standard deviation of 0.573.Similarly Regularity in taking the classes for students with Mean 4.68Standard deviation 0.476.Daily taking the attendance and evaluates the student with Mean 4.70 and standard deviation of 0.472and completes the course on time with Mean 4.46 and standard deviation0.584. Schedules and organizes tests, assignment, quiz and seminars properly with Mean 4.89 and standard deviation0.637.teacher alternate arrangement of class in her/his absences with Mean 4.97 and standard deviation 0.241.Teacher delivers the lecture in simplified way and has good communication with students with Mean 4.85 and standard deviation 0.357.Students easily understand teacherîs pronunciation with Mean 4.62 and standard deviation 0.666.Teacher creating interest in the subject during class with Mean 4.80 and standard deviation 0.455.Teacher has good knowledge and command over the subject matter with Mean 4.59 and standard deviation 0.491.

Table: 3 Use Of Teaching Methods and Teaching Aids (Transversal Competences)

S.No	Items	Mean	Std. Dev
11	Uses of teaching aids	1.72	0.495
12.	Adequate Audio visual aids	3.16	1.086
13.	Innovative teaching methods	1.00	.000
14.	satisfaction of the methods of teaching	4.70	0.460
15.	Teachers shows the class test and assignment marks to the students	4.70	0.460
16.	Teacher assurance on missed marks	4.57	0.495
17.	Teacher helps students facing physical, emotional and learning challenges	4.57	0.495
18.	Teacher evaluation	4.74	0.442

19.	Adequate academic staffs	1.66	0.474
20.	Quality of the teacher	4.36	0.745

Source: own survey, 2020

As indicated in **table:3** above to the question that asked about the use of teaching methods and teaching aids are black board, PowerPoint projector with mean 1.72 and standard deviation of .495.Similarly Adequate Audio visual aids are used by your instructors during the class with Mean 3.16 Standard deviation 1.086.Innovative teaching methods used by instructor like lecturer, discussion, seminars, presentation and demonstrations with Mean 1.00 and standard deviation of 0.000 which means lecturer is the main course of innovative teaching method in the university. Satisfaction of the methods of teaching used in your college with Mean 4.70 and standard deviation0.460.Teacher shows the class test and assignment marks to the students with Mean 4.70 and standard deviation0.460.Teacher assurance to the students why the mark is missed with Mean 4.57 and standard deviation 0.495.Teacher help students those facing physical, emotional and learning challenges in the class with Mean 4.57 and standard deviation 0.495.Students evaluate your instructors after each course with Mean 4.74 and standard deviation 0.442.College has adequate academic staffs with Mean 1.66 and standard deviation 0.474.Teachers had good quality with Mean 4.36 and standard deviation 0.745.

Table: 4 Laboratory Interactions (Responsibility)

S.No	Items	Mean	Std.Dev.
20	Regular checking of laboratory log books and note books	4.17	0.693
21	Availability of teacher during laboratory hours	4.64	0.644
22	Conducts experiments through set of instructions and demonstrations	4.64	0.644
23	Conducts laboratory seminars and group discussion and return demonstrations	4.26	0.522
24	Availability of equipment	1.40	0.490

Source: own survey, 2020

As indicated in **table:4** above to the question that asked about the laboratory interactions and teacher regularly checking of laboratory log books with mean 4.17 and standard deviation of .693.Similarly Availability of teacher during laboratory hours with Mean 4.64 Standard deviation.644.Teacher Conducts experiments through set of instructions and demonstrations with Mean 4.64 and standard deviation of .644.Conducts laboratory seminars and group discussion and return demonstrations with Mean 4.26 and standard

deviation 0.522.Equipments are available in the lab to carryout demonstrations and experiments with Mean 1.40 and standard deviation 0.490.

Table: 5 University Resources Available In Your College (Consciousness)

S.No	Items	Mean	S.D
25	Library is spacious	4.73	0.443
26	E learning facilities and portals available	1.42	0.493
27	Lecture halls	4.47	0.621
28	Furniture like chairs, tables ,podium in the classroom	4.42	0.644
29	Adequate electrical supply for audio visual aids	1.46	0.689
30	Uninterrupted electricity supply	1.28	0.451
31	Ventilated Class rooms & Spacious Skill Labs	4.60	0.596
32	Recommended textbooks available for the course	1.26	0.526
33	Textbooks for further reading and reference	1.56	0.683
34	Relevant journal and other periodicals available	1.48	0.500
35	Internet facilities in the campus	3.37	0.483

Source: own survey, 2020

As indicated in **table: 5** above to the question that asked about the University resources available in colleges and library is spacious with mean 4.73 and standard deviation of 0.443.Similarly E learning facilities and portals available in university with Mean 1.42 Standard deviation 0.493.Lecturer halls available in the university with Mean 4.47 and standard deviation of 0.621.Furniture like chairs, tables, podium in the classroom with Mean 4.42 and standard deviation0.644.Adequate electrical supply for audio visual aids with Mean 1.46 and standard deviation0.689.Uninterrupted electricity supply with Mean 1.28 and standard deviation 0.451.Ventilated Class rooms & Spacious Skill Labs with Mean 4.60 and standard deviation 0.596.Recommended textbooks available for the course with Mean 1.26 and standard deviation 0.526.Textbooks for further reading and reference with

In order to manage quality of education top level managers should be played a great role for the development of university to give high quality education such as activities which help teachers improve the class room management techniques, enhancing the reading skills of students, improving the counselling service and students behaviour, improving the students personality and hygiene, improving the students classroom attendance habit especially in the afternoon session, improving the school leadership efficiency, and performing of action researches to solve those critical problems require the active participation of managers.

Addis Ababa Education Bureau (AAEB), Ministry of science and higher education are responsible to give directives and guidelines in the cases that whenever shortcomings and gaps are observed and the university should organized public relations to create community links. Problem related to top level managers incentives and satisfaction also needs attention by government, which could require considering any fringe benefits.

10. Ethical Consideration &Dissemination Plan

Ethical clearance was obtained from ethical committee of Bule Hora University and the colleges of Bule Hora University, and submitted to each concerned bodies to obtain their co-operation. Explanatory letter was added to each questionnaire to maintain participants rights, and all participants were asked to participate in the study and receive full explanations about the research purposes respect, and the liberty to withdraw at any stage of the interview and their participation will undergo to any pressure. The researcher also avoided subjective and biased interpretation of evidence. Last but not the least, all related information from other scholarly written sources were duly acknowledged and referenced. The researcher believed this was important to avoid the problem of plagiarism. The findings of this study was disseminated to the Bule Hora university teaching learning quality management department, Bule Hora university and finally efforts were made to publish the results of the study in national and international journals.

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