

## 2022 European Quality Assurance Forum

### Shaping or sharing? QA in a value-driven EHEA

Hosted by West University of Timisoara, Romania  
17-19 November 2022

#### Call for contributions: Paper submission form

**Deadline 22 July 2022**

*Please note that all fields are obligatory. For a detailed description of the submission requirements and Frequently Asked Questions please consult the Call for Contributions.*

#### Author(s)

**Name:** Endalew Fufa Kufi

**Position:** Senior Lecturer

**Organisation:** College of Education and Behavioural Science

**Country:** Ethiopia, East Africa

**E-mail address:** [endalewkufi@yahoo.com](mailto:endalewkufi@yahoo.com) or [endboji1969@gmail.com](mailto:endboji1969@gmail.com).

**Short bio (150 words max):**

Endalew Fufa Kufi, a corresponding author, is a senior lecturer and researcher in education studies. His specialty is in Comparative Education. He has worked at university level for 14 years, and at college of teachers' education for 12 years now.

#### Proposal

**Title:** Comparative Survey on Trends, Challenges and Opportunities for Holistic Quality Enhancement in Higher Education

**Abstract:**

This research deals with analyzing trends in quality enhancement, pronged challenges and internal breakthrough for holistic quality enhancement in Ethiopian Public Universities. Trends will be looked into from the standpoint of the existing experiences in the last five years. Challenges will be treated from individual, institutional and managerial reference points that will encompass the pillars and the supportive wings. Descriptive survey design will be used to give shape to the study. Data will be collected from directors, units, colleges and service sections of six selected universities. Multistage sampling will be employed in identifying the institutional samples whereas stratified random sampling and purposive sampling will be used to identify samples among the staff members. By and large, only staff members actively engaging in their duties will be data-providers. Data will also be secured from student representatives. Instruments of data collection will be key informant interview guides, document checklist and questionnaires.

The corresponding sub-topic of the proposal: Student participation in governance and quality assurance of higher education

Has this paper previously been published/presented elsewhere? If yes, give details. No.

## Text of paper

### Introduction

Quality assurance in higher education has become an issue of big concern in contemporary discussions and research undertakings for the fact that, without ensuring the quality of academia, research and community-services in higher education, it would be hard to blow nose about demand-driven production of task-forces (Matei & Iwinska, 2016). Regarding this, Dill (2010) stresses that, the task of quality assurance involves the identification of performance standards at internal and external policy and practice realms, both at institutional and national levels. So far, quality is a fluid term of which conceptualization goes diverse among the different units in universities. Harvey and Green (1993) state quality in five categories; in that, quality could be seen from exceptionality point of reference where distinction in excelling is the parameter of meeting given standards. Quality could also be weighed in terms of perfection in process which is also termed “Zero-defects”. The third notion takes quality to “fitness for purpose”, which signifies purpose defined by the provider. Value for money is another notion, perhaps the fourth, which comes as efficiency against effectiveness or outputs against inputs. Transformation is the fifth notion, a qualitative change in terms of what education does to the student in terms of enhancing and empowering learners. This also signifies democratization of the learning process rather than just focusing on outcomes.

With respect to scope, quality assurance hangs at program review and audit at internal levels, and falls short of reaching other realms such as administrative and service sections (Kis, 2005). Other times, the quality assurance task remains behind the scarlet owing to lack of appropriation; that means, instead of taking quality as an inclusive duty, the spearheads push it to one section and shy of. Other times, still, units may rush into steering quality standards based on very minimal resources and values encompassing the quality enhancement culture (Gordon & Owen, 2007). In that sense, equal understanding of the quality assurance process and using quality review results for internal improvement (Matei & Iwinska, 2016) becomes a question rather than a solution at disposal.

To begin with, quality education is one which is indicated by learners' health and well-being, healthy and safe environment, relevant curricula and materials, child-centered teaching-learning approaches, and domain-inclusive, goal-oriented and demand-driven outcomes (Eze, 2009; United Nations Children's Fund, 2000).

Factors determinant on education quality enhancement are also indicated in terms of presence of standard curricula, teachers' professional quality, learner efficiency, resource appropriateness, leaders' capability and parental supports, just state a few (Williams, 2016).

Green (1994) discloses early concerns for quality in higher education from the rapid expansion of student enrollment, backcloth of public expenditures on education, the general quest for better public services, increasing competition within the educational market for resources and students, and tension between efficiency and quality. Taken the wider view of quality assurance as panacea for declining status of education in responding to socio-economic issues, researches have come to disclose the necessity to have quality enhancement culture as a holistic undertaking which can best serve internal institutional quality enrichment.

Aithal, Rao and Kumar (2015) in their research on quality enhancement practices in higher education, pointed out communication of institutional vision, mission and objectives to key stakeholders, development and deploying actions plans to all units for effective implementation, making supports available for teachers in procedural and practical realms, ensuring effectiveness of curriculum delivery and transaction, consistent interaction with beneficiaries for effective curricular operationalization, tracking follow-up and improvement, launching new and enriching programs and revising curricula at regular intervals, entertaining cross-cutting issues and verifying demand driven condition of the educational provision, activating access to value-added skills such as of communication, and monitoring and evaluation.

Gvaramadze (2008) stresses the shift from quality assurance to contextual quality enhancement to be necessary for universities and stakeholders to develop quality development culture. Daniel and Franklin (2014) assert also that, for higher learning institutions to prove operationally armed with quality culture, the curricula should allow flexibility in material, procedural and follow-up techniques in such a way that, students can gain knowledge, skills and values from multiple and interdisciplinary dimensions. Matel and Iwinska (2016) underline also that, enhancement-centered approaches to quality assurance at the system level are more likely to succeed in mature higher education systems where quality assurance processes have a long history of development and practice ;that does not preclude considering enhancement by the less mature systems. Matel and Iwinska (2016:28) assert by far that, quality enhancement works in higher education should embrace responsibility (to maintain quality and standards), ownership (at the internal institutional level), commitment (to continuous quality enhancement) , student involvement (in internal and external quality processes) and public information (about nature and standards of provision for quality).

Researches held on education quality assurance in higher education (Abeya, 2014) denote lack of clear evidence on self-initiated enhancement activities; shortage in structures, systems, and written policies to guide enhancement activities; lack of clarity on direction and purpose due to ineffective coordination; and non-structured use of results.

Mulu (2012) asserted also that, quality assurance policies and practices aimed at top levels could not guarantee institutional quality enhancement due to minimalistic nature of enabling factors both at internal and external levels. Leaders' weak professional capacity, integrity and commitment was the major challenge at internal institutional level followed by reluctance on the part of the faculty to be motivated and engaged (Mulu, 2012: 257). Students' lack of readiness and awareness to work for quality with commitment was also the other challenge. Policies and directives were not, however, cited to be a challenge. Likewise, Tadesse, Manhunga and Gillies (2018) earmarked that, quality improvement efforts in Ethiopian Higher Education Institutions are geared more towards quality assurance than improvement. The same study denoted most quality concerns, assessment and review practices to have resulted in little more than official reporting to top offices.

Wondwosen (2020) gives an indicative premise referring to improvements to be made to strengthen the quality enhancement practices across higher learning system by maximizing desired results and reducing unnecessary efforts and costs with the caution that, paying less considerations to examining the efficiency of each quality assurance mechanism and synergy within the system would compromise

quality of educational improvements in higher education . instances of clinging to external audits without considering the internal audits and reviews were also paramount across some higher educational institutions in Ethiopia (Abebaw & Aster, 2012:846).

Studies so far held assessed (to the most) practices and challenges of quality assurance from policy and practice dimensions. In that, the extent to which holistic quality enhancement has been held in higher education with concerted participation of the university leadership, teachers, administration staff, research and community-service centers and other related external and internal stakeholders is an issue seeking scrutiny. This is from the professional standpoint in education that, both vertical and horizontal structures in higher educational institutions need to be responsive to quality enhancement on distributive bases of the trade (Ashcroft & Ryner, 2012).

## 2. Review of Related Literature

Quality assurance and enhancement are concepts used in different institutions and sectors. Their use in education also varies according to the level and progress-based expectations as related to institutional vision, mission and values. Program goals and objectives also require quality follow-up and enhancement. This part of the research deals with review of literature from theoretical and empirical bases.

### 2.1 Basics of Quality and Quality Assurance

Quality as an operational concept is defined in different contexts. Eldin (2011) defines quality in terms of customer satisfaction, doing things right, fitness for purpose, and acceptability of products at an acceptable cost, acceptable standard by the supplier and the customer, and fitness for use. All the phrases used to represent quality have got their own implications and inflections. Customer satisfaction, for instance, could be weighed in terms of values the customer puts on a product in relation to his/ her needs. As far as needs are diverse in scope and type, the production system is required to work for compatibility (Basok & Wyrod-Wrobel, 2017). On the other hand, fitness for purpose could be the base for acceptability of products to satisfy needs.

Elshaer (2012) presents the definition of quality from different approaches in terms of excellence or beauty of a product (transcendent approach); existence of valued attributes (product-based approach); conformance to specification (standard-based approach), and fitness for purpose (user-based approach). So, quality could be defined from the perspectives of purpose, production process and products that meet demands as well as outcome standards.

### 2.2 Quality Assurance and Quality Enhancement

Distinctions on quality assurance and quality enhancement are given by different scholars. Williams (2016), for instance, puts quality assurance as the collections of policies, procedures, systems and practices internal or external to the organization designed to achieve, maintain and enhance quality. Perhaps, there are differences in assertion regarding the meaning and purposes of quality assurance. While some scholars assert the purpose of quality assurance to be ensuring reaching stated standards overall, others take it to ensuring the quality of teaching to the specific. Others, still, focus more on a system used to achieve quality through a meta-process (Williams, 2016:98; Elassy, 2015).

In Matei and Iwinska (2016:19) quality assurance is presented as under:

Sophisticated national frameworks, including quality assurance agencies or other dedicated entities, formal quality standards and specific review processes and procedures (such as accreditation) at the level of higher education institutions or at the level of academic programs, or both. [Quality Assurance, QA] systems need to be transparent and provide sufficient information to the public and relevant stakeholders, for example students or parents.

The quoted assertion embraces institutional accountability (dedicated agencies and entities), nature of the quality assurance processes and procedures (formal and specific), references of concern in assuring quality and characteristics (transparency and sufficiency of information). Overall, quality assurance could be internal or external based on the scope of steering duties and responsibilities (Williams, 2016). External quality assurance is the work of overseer agencies which is used to weigh the standard to which a certain institution meets overall standards in programs, performances and outcomes in line with given checkpoints (Ansah, 2016).

External quality assurance is formally meant to ensure responsiveness of higher learning institutions to the increasing demands and expectations of external stakeholders of higher education thereby to guarantee standards of higher education by providing frameworks within which they should function. It is always the responsibility of agencies external to the higher educational (Ansah, 2016: 143). Internal quality assurance includes various practices and guidelines, which an academia uses to observe and enhance the quality of respective educational services; whereas external quality assurance involves policies and practices that are beyond the authority of academic institutions as universities always work in the scope of a national framework designed for ensuring pivotal academic standards (Stakalina, 2018; Dill, 2010).

To Harvey (2004), quality enhancement 'is a process of augmentation or improvement which has strand of enhancement of individual learners; the augmentation or improvement of learners' attributes, knowledge, ability, skills and potential; and improvement in the quality of an institution or program. Enhancement and improvement are often interchangeable as operational terminologies in quality enrichment (Williams, 2016). Overall, quality assurance is the use of internal quality audit and review results for the purpose of assuring institutional standards as per the directions of the national education policy framework whereas quality enhancement is the enrichment of educational practices to come up with improved outcomes with due standards at internal level.

### 2.3 Features of Quality Enhancement

Quality enhancement helps the improvement of educational quality through cycles of continuous improvement and innovation so that it becomes the culture of the educational organization (Fernandes, 2016). In this regard, progressive improvement and innovative breakthrough mechanisms in education characterize quality enhancement at internal institutional level.

Quality enhancement is also characterized by securing educational undertakings in the context where there are operational constraints within individual institutions in order to ensure the creation of steady, reliable and demonstrable improvements in the quality of learning opportunities (Williams, 2016:3). Continuous checking and improvement of the various quality factors such as curricular aspects, teaching - Learning, evaluation, research, Consultancy and extension, Infrastructure & learning Resource, and governance, leadership and management is the other characteristic (Aithal, Rao & Kumar, 2015).

### 2.4 Factors Affecting Quality Enhancement

With respect to challenges in quality enhancement in higher education, Trivellas, Ipsilantis, Papadopoulos and Kantas (2012) earmark dominance of the academics in higher educational institutions by hierarchy and archetypes, administrative tendencies to favor hierarchical values, and the systematic suffering from lack of adaptability, proper weighing of growth potential and accurate market orientation. Consequent to these is failure to facilitate initiatives towards enhanced quality of teaching and administration.

Weir (2009), on his part, stresses mismatch between internal quality audit and reviews and external quality assurance agencies, and subsequent confusion on the interpretation of results and conversion of the vested results to action due to confusion over roles. Moreover, there is alarming crossing between policy goals in assuring quality and the institutional goals to operationalize given directives and activities.

Rombe, Tolla, Allo and Dewi (2016) assert by far that, the issue of leadership coupled with customer service and process management has striking effects on quality enhancement. Resource interconnection, staff qualification level in order to prove better service to be a reality, disinclination of non-academic staff from giving the required services properly, and non-improved facilities and students activities are also additional bottleneck issues on quality enhancement in higher education. In Ethiopian context, the overriding challenges to achieve the standard level of quality in higher education are lack of teachers motivation, poor salary and allowance package, ideological pressure on research inputs and outputs, shortage of financial resources and lack of managerial capacity, pressure of corruption, political intervention, and instructors' lower qualification of Instructors (Mesfin, 2020).

#### Summary

The issue of quality in educational undertakings has been very much essential as it pertained to success in achieving educational goals, meeting demands at workplace and ensuring a reliable transition from school to work atmosphere. It also concurs with the level to which institutions could sustain their pace in the currently competitive nature of the knowledge economy and rising cost of education owing to learners population in higher education.

Quality enhancement goes with auditing internal practices, reviewing internal programs and strategies, and working for better undertakings progressively. In that respect, the role of different educational stakeholders in supporting quality enrichment works becomes very much indispensable. In the review so far held, keeping the progresses intact, there have been tangling pressures from individual staff motivation, hierarchy in institutional leadership, disparate nature of the external agency policy and internal institutional directives and undertakings have been notable challenges. The trends, challenges and opportunities in holistic quality enhancement are yet issues seeking research in the context of Ethiopian Higher Learning Institutions. The vivid fact is that, quality assurance has been the overriding issue surveyed in most works of research where holistic quality enhancement issues have not been points of research by far. Hence, this research becomes a timely undertaking.

The succeeding analytic framework has been set to guide the study:

**Individual  
Challenges**

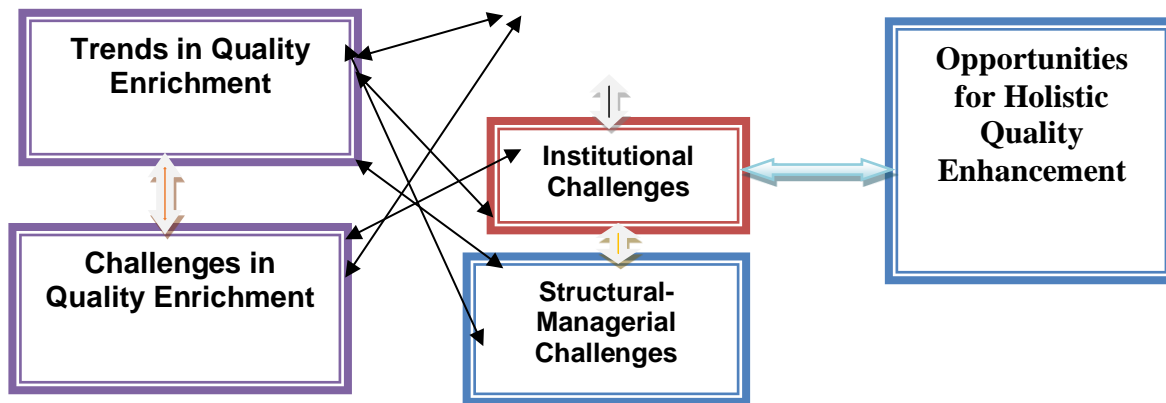


Figure 1. Analytic Presentation of Trends, Challenges & Opportunities in Quality Enhancement

### 3. Research Methodology

This research focuses on analyzing quality enhancement trends, challenges and opportunities in Ethiopian Higher Education Institutions from comparative perspectives of policies, implementation strategies, performance audits and reviews, and the utilization of results for quality improvement. (Bray, Adamson & Mason, 2007). Hence, intra-institutional and interinstitutional comparison will be made on the trends of internal quality enhancement and challenges on enrichment among selected higher educational institutions. Emphasis will be made to holistic involvement of units across the pillars (academia, research and community engagement) and administrative units. The overarching philosophical base of the study is in social constructivist view that marks the active construction of knowledge and performing duties through the involvement of different parcels rather than a few actors working on the bulk (Dudely-Marling, 2012). With respect to model to guide the research, Holistic Quality Enhancement Approach (Verma & Gagandeep, 2020; Srikanthan & Darlymple, 2002) underlining the viability of synergetic role-assumption among the university perspectives related with faculty (colleges and departments), students (learners at the different program levels both under undergraduate and postgraduate levels) and administration (service units enclosing finance, human resource, facility, information technology, and cross-cutting issues) will be used.

#### 3.1 Design of the Research

Descriptive survey design will be used to give shape to the research as it pertains to the description of events and relationships as they appear in the actual settings (). Data will be collected in the form of experiential testimonies, performance quality review results, policy and directive themes and quality-based seminar reports. Sources of data will be teachers, student representatives, deans, directors and university presidents at academia and research positions across selected universities.

#### 3.2 Data Types and Sources

Target settings of the study will be six universities in Ethiopia, especially situated in the central cluster: Addis Ababa University, Adama Science and Technology University, Addis Ababa Science and Technology University, Arsi University, Ambo University and Hawassa University. From each university, all vice-presidents for academia, research and community-services will be data providers. All directorates and administrative unit heads will be a part as well. Sample teachers and students will

also be contacted for their experiences in quality enhancement across the institutions. Quality audit, review and sample abstracts on internal quality follow-up will, by far, be collected as much as available, in order to make a triangulated composure of data a reality.

### 3.3 Samples and Sampling Techniques

The sampling techniques for data-sources will be purposive sampling for vice-presidents, faculty deans and directors; stratified random-sampling for teachers and students, and availability sampling for documents. Yemane's (1967) simplified formula for proportions will be employed to determine sample size for teachers and students:  $n = \frac{N}{1+N(e)^2}$ : where  $n$  is the required sample-size;  $N$  is the total number of the population, and  $e$  is the level of precision.

### 3.4 Instrumentation and Validation

Instruments of data collection will be self-administered, binary mode questionnaires, semi-structured key-informant interview guides and document analysis guides. The questionnaire items will be developed (in English, Amharic and Oromo Versions) in line with the specific research questions, and piloted at two non-research university sites. The results of the pilot-test will be used for the purpose of improving the instruments before the tools are duly dispatched for data collection. Interview and document checklist guides will also be peer-reviewed at two institutions by three specialized professionals in the field of educational research. As in the case of the questionnaire items, the review results will be employed to enrich the qualitative data-collection tools.

### 3.5 Procedures of Data Collection and Analysis

Procedures of data collection will be such that, first experiential testimonies will be dealt with on the part of leadership roles at top-university management, line management at deanship and directorate level, administrative units and departments. Then, similar experiences will be dealt with on the part of teachers and students. Finally, data pertaining to archival analysis of trends in quality audit review will be dealt with based on archival data. The collected data will be organized and analyzed with the help of descriptive statistics and thematic categorization in line with the research questions.

### 3.6 Ethical Considerations

All steps in data selection, collection, organization and analysis follow the *ethical procedures on relevance*, anonymity, free provision of data and being free from individual and ecological fallacy. Data-providers will be absolutely free to do so. With respect to *confidentiality*, no data will be disclosed to a third-party without consent.

### Discussion questions for the session

The research will focus on investigating trends of quality enhancement in Ethiopian Higher Education from holistic involvement perspective across university pillars and supportive wings. Key questions for the study are given as under:

**Basic Question:** What do the current trends of quality assurance in Ethiopian Higher Education Institutions denote about quality enhancement practices and roles played by key stakeholders?

### Specific Questions:



1. How well do institutional quality auditors at internal level make distributive use of roles in quality enhancement practices?
2. How far do colleges/faculties, research and community engagement centers, and the administrative units assume roles in quality enhancement works across higher educational institutions?
3. To what extent do higher learning institutions use quality enhancement (internal audit and review results) for the improvement at programmatic levels?
4. What are the challenges in implementing holistic quality enhancement procedures and related activities?
5. How efficaciously are efforts made to curb the challenges on holistic quality enhancement in Ethiopian Higher Educational Institutions?

## References

- Abebaw Y. & Aster M. (2012). Quality Assurance in Ethiopian Higher Education: Procedures and Practices, *Procedia-Social & Behavioural Sciences*, 69 (2012), pp. 838-846.
- Abeya Geleta. (2014). Quality Assurance Policy and Practice in Higher Education Institutions In Ethiopia. Published Doctoral Dissertation. Retrieved from: <https://uir.unisa.ac.za/bitstream/handle/10500/18676/>.
- Aithal, P.S.; Rao, A.S. & Kumar, P.M.S. (2015). Quality Enhancement in Higher Education Institutions: A Case Study of SIMS. *International Journal of Multidisciplinary Research & Development*, Vol. 2, Issue 5, pp. 18-31.
- Ansah, F. (2016). Conceptualizing External and Internal Quality Assurance in Higher Education: A Pragmatic Perspective. *International Journal of African Higher Education*, 2(1), pp. 135-152.
- Ashcroft, Kate & Ryner, Philip. (2012). The Purposes and Practices of Quality Assurance in Ethiopian Higher Education: Journey, Adaptation and Integration, *International Journal of Business Anthropology*, Vol. 3(2), pp. 19-35.
- Biesok, G. & Wyrod-Wrobel, J. (2017). Customer Satisfaction-Meaning and Methods of Measuring. Retrieved from: [https://www.scirp.org/\(S\(czeh2tfqw2orz553k1w0r4](https://www.scirp.org/(S(czeh2tfqw2orz553k1w0r4).
- Bray, M.; Adamson, B. & Mason, M. (2007). *Comparative Education Research Approaches and Methods*. Hong Kong: Springer.
- Daniel, J.C. & Franklin, B. (2014). Quality Enhancement In Higher Education Through Curriculum Designing. Retrieved from: <https://www.academia.edu/8553042/>.
- Dill, David D. (2010). Quality Assurance in Higher Education: Practices and Issues. *International Encyclopedia of Education*. Oxford: McGraw-Hill.
- Dudely-Marling, Curt. (2012). Social Constructivist Learning Theory, *Encyclopedia of the Sciences of Learning*. DOI: [10.1007/978-1-4419-1428-6\\_5787](https://doi.org/10.1007/978-1-4419-1428-6_5787).
- Elassy, N. (2015). The Concepts of Quality, Quality Assurance and Quality Enhancement, *Quality Assurance in Education*, 23(3).
- Eldin, Ahmed. (2011). IA-Quality-General Concepts and Definitions: Modern Approaches to Quality Control. DOI: [10.5772/24211](https://doi.org/10.5772/24211).

- Elshaer, Ibrahim. (2012). What is the Meaning of Quality? Retrieved from: Retrieved from: <https://mpa.ub.uni-muenchen.de/57>.
- Eze, S.G. (2009). Features of Quality Education. Retrieved from: <https://www.researchgate.net/publication/317570906>.
- Green, D. (1994). What Is Quality in Higher Education? Taylor & Francis: Bristol. Retrieved from <https://eric.ed.gov/?id=ED415723>.
- Gordon, G. & Owen, C. (2007). Culture of Quality Enhancement: An Overview of the Literature for Higher Education Policy Makers and Practitioners. Retrieved from: <https://www.academia.edu/3799604/Cultures>.
- Gvaramadze, I. (2008). From Quality Assurance to Quality Enhancement in the European Higher Education Area. *European Journal of Education*, Vol. 43, No.4. pp. 443-455.
- Kis, Victoria. (2005). Quality Assurance in Tertiary Education: Current Practices in OECD Countries and a Literature Review on Potential Effects. Retrieved from: <https://www.oecd.org/education/skills-beyond-school/38006910.pdf>.
- Harvey, L. & Green, D. (1993). Defining Quality. *Assessment and Evaluation in Higher Education*, Vol. 18, No. 1.
- Matel, L. & Iwinska, J. (2016). Quality Assurance in Higher Education: A Practical Handbook. Retrieved from: <https://elkanacenter.ceu.edu/sites/elkanacenter>.
- Mesfin Ibido. (2020). Factors Affecting Quality of Education in Ethiopian Higher Educational Institutions: the case of Dilla University. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Vol.10, Issue 4, Ser. IV PP 55-58.
- Mulu Nega. (2012). Quality and Quality Assurance in Ethiopian Higher Education: Theoretical Issues and Practical Implications. Published Doctoral Dissertation. Retrieved from: <https://ris.utwente.nl/ws/portalfiles/portal/>.
- Rombe, E.; Tolla, M.A.; Allo, P.L.D. & Dewi, S.K. (2016). . What are the Current Quality Issues in Higher Education? *Advances in Social Sciences, Education and Humanities Research*, Vol. 65.
- Srikanthan, G. & Darlymple, John F. (2002). Developing a Holistic Model for Quality in Higher Education, *Quality in Higher Education*. DOI: [10.1080/1353832022000031656](https://doi.org/10.1080/1353832022000031656).
- Stukalina, Y. (2018). Main Standards for Internal and External Quality Assurance in European Higher Education Area. DOI:10.3846/6m.2018.01.
- Tadesse, T.; Manathunga, C. E. & Gillies, R. M., (2018). Making Sense of Quality Teaching And Learning in Higher Education in Ethiopia: Unfolding Existing Realities For Future Promises, *Journal of University Teaching & Learning Practice*, 15(1),. Retrieved from: <http://ro.uow.edu.au/jutlp/vol15/iss1/4>.
- Trivellas, P.; Ipsilantis, P.; Papadopoulos, I. & Kantas, D. (2012). Challenges for Quality Management in Higher Education-Investigating Institutional Leadership Culture and Performance. *Quality Assurance and Management*, DOI: 10.5772/33776.
- Verma, J. & Gagandeep. (2020). A Holistic Approach of Quality in Higher Education System, *International Journal of Management*, Vol.11, Issue 10,pp.433-440.

Weir, A. (2009). Assuring Quality in Higher Education: The New Zealand Experience, *Journal of Institutional Research*, 14(2),pp.60-72.

Williams, James. (2016).Quality assurance and quality enhancement: is there a relationship? *Quality in Higher Education*, Vol.22, Issue 2, pp. 96-102.

Wondwosen Tamrat (2020). The nuts and bolts of quality assurance in Ethiopian higher education: practices, pitfalls, and prospects, *Journal of Education Policy*, DOI: 10.1080/02680939.2020.1852604.

Yamane, Taro. (1967). *Statistics: An Introductory Analysis*, 2nd Edition, New York: Harper & Row.

\_\_\_\_\_. (2000). *Defining Quality Education*. United Nations Children's Fund. Retrieved from: <https://www.right-to-education.org/sites/right-to-education/files/2014/04/Defining-Quality-Education-2000.pdf>.