



**Quality of Education in Private and Public Higher Education Institutions: A  
Comparative Analysis**

by  
**Bekalu Atnafu and Maru Shete**

**A paper presented at the Proceedings of the Second National Conference on  
Private Higher Education in Ethiopia**

**Organized and sponsored by St. Mary's College**

**July 26, 2004,  
Sheraton Addis,  
Addis Ababa**

***Quality of Education in Private and Public Higher Education Institutions: A Comparative Analysis***

Bekalu Atnafu and Maru Shete

Lecturers, St. Mary's College, P.O.Box 18490, Addis Ababa

**Abstract**

Since the introduction of modern education in the Ethiopian education system, education has undergone new changes along with the political changes. To begin with, during the regime of Haile Selassie, education aimed at producing various personnel for the state machinery. During the military regime, the education system was in confusion due to the attempt made to establish a socialist education system (MOE, 1996). Moreover, the new education system followed by the current government of the country is also criticized by different scholars (Seyoum, 1996; Amare, 1986 and Tekeste, 1996). To make a long story short, Amare (1986) has strongly argued that the Ethiopian education curriculum has always been deficient in cultural content and intent, the major factor for development. One potential reason for this may be the continuing change of the curriculum along with the change of the government. In connection to this, Zewdu (2001) stated that change in almost all sectors have been taking place due to the change of the political system.

Since the new education policy has become functional, various public and private higher institutions have emerged because the demand for higher education has been rising from time to time. This unplanned expansion of higher education is potentially dangerous for the quality of education. Hence, this paper attempts to assess the level of quality of education as per the standards set in the Education and Training Policy of the Country.

To achieve the stated objective, primary data were obtained from students and instructors. Accordingly, analyses were done through employing Chi-square test, paired t-test and simple descriptive statistics. The result showed that there are statistically significant variations between private and government colleges in terms of facilities like the number of computer, the number of instructors and quality, classroom facilities and extent of staff turnover that are determinant factors of quality of education. In addition, there are variations in the above parameters among the private colleges studied. From the result, it was possible to conclude that both private and government colleges should do harder to bring about the desired outcome. Besides, it is hardly possible to make generalizations as to which category of the higher learning institutions deliver better quality of education.

## **1. Introduction**

### **1.1. Background**

The development of Ethiopian education system was rooted in religious education of which Christianity and Islam were the two main streams (MOE 1996). Since the introduction of modern education in Ethiopia, the education system has undergone new changes along with the political changes. To begin with, during the regime of HaileSelassie, education aimed at producing various personnel for the state machinery and after 1974 take over by the military regime, the education system was in confusion due to the attempt made to establish a socialist education system (MOE 1996). Moreover, the new education system being used now is also criticized by different scholars (Seyoum 1996; Amare 1986 and Tekeste 1996 in Seleshi 2001). To make a long story short, Amare (1986) has strongly argued that the Ethiopian education curriculum has always been deficient in cultural content and intent, the major factor for development. One potential reason for this may be the continuing change of the curriculum along with the change of government. In connection to this, Zewdu (2001) stated that change in almost all sectors have been taking place due to the change of the political system.

Since the new education policy has become functional, various public and private higher institutions have emerged because the demand for higher education has been rising from time to time. This unplanned expansion of higher education is potentially dangerous for the quality of education.

In view of the above facts, the education system of Ethiopia cannot help the country fight with the age-old backwardness. Since public higher education is restricted in size, the emergence of private higher institutions is complementing the government's plan of expanding higher education of the country by providing access to more students.

Despite this expansion, Ethiopia's education system is at a crossroads since the quality of education rendered in both public and private higher institutions is open to question. Amare and Temechew (2002) stated that there is now full consensus among Ethiopian educators that education has failed to play a developmental role in areas such as family planning, health, employment, etc. They further commented that the profile of graduates from the different educational programs has also been under attack by employers and researchers and hence problem solving graduates were rarely observed in the Ethiopian context (Ibid). Esayas (2001) pinpointed

that the university produces graduates who lack confidence in their skills and knowledge; the result disheartens and shatters one's hope for progress and development. Furthermore, Seleshi (2001) concluded that education policymaking and implementation is still in crisis; policies are short of attaining intended results. All these show that Ethiopia's education system is at risk and it needs actions for correction. Hence, this paper attempts to assess the level of quality of education as per the standards set in the Education and Training Policy of the Country.

### **1.2. Objectives**

The study attempts to investigate issues surrounding quality of education with specific reference to public and private higher institutions in Addis Ababa. In light of this central theme, this study aims to:

1. assess the level of quality education delivered by private and public higher education institutions; and
2. compare quality of education between public and private higher education institutions.

### **1.3. Conceptual Framework: Definition and Determinants of Quality of Education**

To construct a conceptual framework for this study, rigorous literature review was done on the determinants of quality of education and adapted for the purpose.

The standard of education is deteriorating in Ethiopia (Esayas 2001); the causes may be debatable, but, most scholars and researchers have addressed lack of quality issue as a major factor for its decline. If this is so, what does quality of education really mean? Murgatroyd and Morgan (1993 in Girmay 2001) define quality as the determination of standards, appropriate methods and requirements by an expert body to examine the extent to which practice meets these standards. Although quality is not a unitary assumption, educational quality is properly defined by the performance of students (Richard and Bude 1989 in Girmay 2001). Concerning its role, Brandt (1992) stated that educational quality control is an ever-growing system that guides the direction of development.

The setting up of quality higher education is the responsibility of both the institution and the concerned supervisory body. In doing so, there are two major approaches to quality improvementss-quality assurance and quality enhancement which are directly concerned with adding values, improving quality and implementing transformational changes (Laurie 2003).

In the process of improving quality, quality assessment outline should come at the forefront line. According to Smeenk and Teelxen (2003), there are four quality assessment outlines; these are input, process, output and results.

- ↳ **Input** includes student intake, staff, information supply, capital building, facilities and other supplies, etc.
- ↳ **Process** comprises necessary organizational conditions, learning environment, education methods, etc.
- ↳ **Output** includes study progress, average length of study, first year performance, etc.
- ↳ **Result** includes optional function in society, individual development, development of professional practice, etc.

This paper tries to address the input and process elements of the assessment criteria. Since poor quality education is the main area of concern for *Quality Education and Training Policy of Ethiopia*, the new education policy document regards poor quality of education in terms of inadequate facilities, insufficient training of teachers, shortage of books and other teaching materials (MOE 1994). In this regard, empirical works done in the field identified various reasons that contribute to the decline in quality of education. The following are some of the investigations.

### **1.3.1. Staff Profile**

Teaching is seen as a science and an art, both necessary for the provision of the conditions for effective learning; it is a hybrid, an art with a scientific basis or a science with overtones of artistic impression (Lurzon 1993). In other words, the existence of innate, unimprovable qualities of the teacher and the work of teacher-training institutions are the major agenda of the foregoing concept. Either of them alone downgrades or devalues the quality of education.

College staff consist of individuals who should have much belief about teaching. Shann (1992) asserted that if you want to work in a certain way, it comes from the heart. What is important is the teacher's own identity. What you should do, should come from inside you. It should be genuine. As far as an institution's reputation is concerned, the quality of teaching and the way higher institution teachers discharge their responsibility is the heightened concern for the quality of the graduates. However, most teachers are uninterested in their position apart from the cash value. For

those, the primary motive of teaching lies in the cash value that they possess. Tros (1967) explained that the majority of higher institution teachers are certainly not interested primarily in teaching; except for a minority of dedicated teachers, so the problem of quality of education gets bad to worse.

Furthermore, higher institution teachers do lack methodological concepts of teaching and they should be given opportunities to get acquainted with teaching methodology. Shann (1992) stated that new staff members should take a special program of preparation for teaching in higher education; educators who have completed their BA, MA or Ph.D should not be assumed to teach that discipline to others.

The qualification and number of full time staff employed by an institution is another factor that affects the quality of education. Although all higher institutions rely on expatriate staff to different degrees, many higher institution do not have enough qualified staff (Shann 1992). Thus the absence of adequately qualified and motivated teachers is the problem found in developing countries. (Corron and Chau 1996 in Girmay 2001). Basically, it does not require great wisdom to understand the importance of qualified staff profile for the enhancement of quality education. Despite this truth, many private higher institutions employ staff below the standard set by MOE. Zewdu (2001) asserted that the mix of staff of Unity and Microlink Colleges is below the qualifications set in the accreditation directive. Most private higher institutions employ intensive use of part time staff (Derbessa 2004). And this attempt to achieve significant effectiveness by reducing costs may damage the quality of education.

Furthermore, the competence of the staff is another variable that impedes quality of education. Yalokwu (2004) showed that the quality of teaching and research works have declined due to the shortage of skilled manpower, which is prevalent in teaching and in other professions as well.

### **1.3.2. Governance**

The deficiency in managerial and analytical capacities of managers is one of the major problems that quality of education is suffering from. Seyoum (1996) went on explaining that unless a radical reform and a newer approach takes place, the existing management in education is not promising enough to make much difference in quality.

Moreover, quality problem is attached with unprofessional education managers. Sharing Egyptian experiences, Shann (1992) stated that university administrators in Egypt, as in much of the world, have not been trained in modern management technique.

Educational management is quite different from any managerial skills. Bush and others in Ayalew (1991) explained that educational management is unique in the tasks of defining and measuring objectives, moulding human beings, managing the teachers, etc. Ayalew (1991) further stated that unless educational managers understand this uniqueness clearly, they could not bring much difference in quality. In addition, Brandt (1992) revealed that educational managers should own a profound knowledge of system theory, statistical concepts and psychology about what motivates people in organizations in order to help lead the way to higher quality in and out of schools.

Germay (2001) concluded that leadership ineffectiveness-*inadequate inspiring vision*, lack of commitment - *absence of inviting working environment* and managerial incompetence - *their inability* are the main challenges for quality management. Despite the fact that some of the top universities in Latin America and USA are private, many private institutions increasingly dominate the bottom of the system (Altbah 1998). This is due to the fact that providers of PHEIs look into the institutions as business center instead of considering the institution as center of academic excellence. In discussing about the quality of PHEIs, Wondwosen (2003) stated that traditional argument against PHEIs with regard to quality includes issues attached with the opportunistic behaviour on the part of profit - seeking providers.

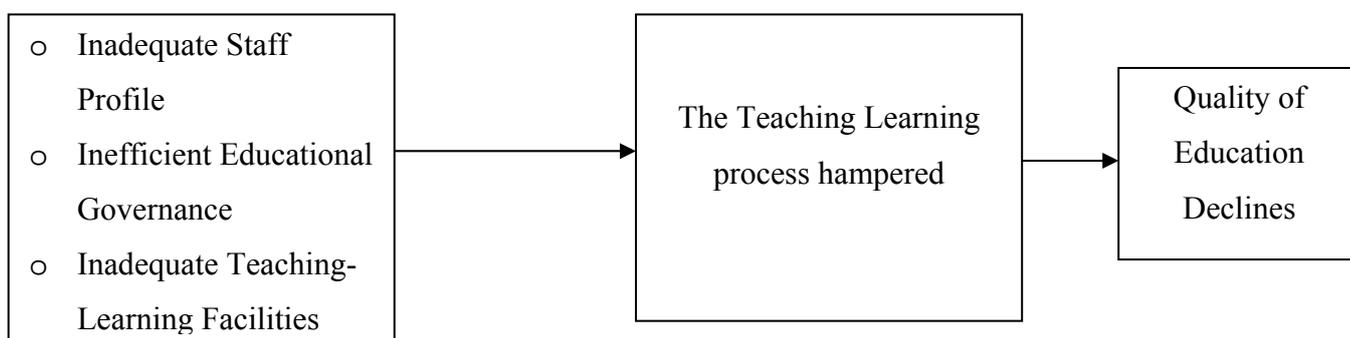
### **1.3.3. Facilities**

Although quality of education has become a more global agenda, expansions of education system is marked by concerns of quality decline (Germay 2001). In developing countries like Ethiopia, quality problem is associated with inadequate teaching learning materials, poorly trained teachers, unprofessional educational managers, irrelevance of curriculum, etc (Baum and Tolbert 1995; Carron and Chao 1996 and Fuller 1985).

Due to huge number of students demanding further education, higher institutions enrol more than their capacities they are designed to accommodate. This in turn gives rise to having poorly equipped facilities: unavailability of adequate computer facilities insufficient equipment in laboratories, limited libraries, teaching materials, etc. Shann (1992) explained that limited

educational facilities and absence of advanced mediated learning environment contributed further to the sub standard quality of academic programs. Concerning computer facilities, in Ethiopian context, Zewdu (2001) concluded that a significant number of PHEIs students in Unity and Microlink Colleges say the computer facilities of their colleges are poor. On the basis of the above empirical investigations, the following conceptual framework is developed for studying the level of quality of education in selected private and public higher educational institutions in Ethiopia.

**Figure 1: Conceptual Framework for Studying Quality of Education**



*Source: Adapted from the Empirical Findings Discussed above*

## **2. Research Methodology**

Quality of education is a wide area of study that encompasses many variables. As a result, its analysis could be done at several levels like at institutional, beneficiaries (student and/or community), academic staff, administrative staff and the like. This particular study focused on the analysis of quality education delivery by private and government owned colleges by taking students and instructors as a unit of analysis. Initially, it was planned to include institutions as a unit of analysis. But, because of lack of responses from the study unit for the required data, the institutional level analysis was removed from the analysis. Among the private colleges that are mushrooming in Ethiopia, *St. Mary's College*, *Africa Beza College*, and *Queen's College* were considered. From the government owned colleges, *Kotebe College of Teacher Education* was considered for data collection and analysis. The selection of the private colleges is done by considering their levels of establishments and that of the government owned college is done purposively so as to allow comparison between the two types of colleges. Structured and semi-structured questionnaires prepared for the study were administered on a total of 158 randomly selected students both from private colleges and a Government College (117 from Private Colleges and 41 from a Government College). Again, questionnaires were prepared and filled in by 23 instructors from Private Colleges and 11 instructors from a Government College. The data were

entered into SPSS version 10.0 and analyzed through employing different statistical tools like percentages, frequencies, range, Chi-Square and parried t-test techniques.

### 3. Results and Discussions

#### 1. College Facilities

**Table 1: Chi-Square Analysis of Reaction of Students about Adequacy of Computers Available in Private and Government Colleges**

Type of the College	Percentage and Frequency Values	How Do You Rate Computers Available in the College?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
Private	Frequency	1	24	37	34	21	117
	%	0.9%	20.5%	31.6%	29.1%	17.9%	100%
Government	Frequency	0	3	3	8	27	41
	%	0%	7.3%	7.3%	19.5%	65.9%	100%
Total	Frequency	1	27	40	42	48	158
	%	0.6%	17.1%	25.3%	26.6%	30.4%	100%
Test of Significance	<i>Pearson <math>\chi^2</math> Test</i>			<i>Likelihood Ratio Test</i>			
	<i>Value</i>	<i>Level of Sig.</i>	<i>Value</i>		<i>Level of Sig.</i>		
	34.5	0.000	34.080		0.000		

Table 1 indicates that, in terms of the availability of computers, private colleges are in a better position than Government Colleges, and this is statistically significant at 1% significance level both in Pearson chi-square and Likelihood Ratio criteria ( $P < 0.01$ ). However, the analysis revealed that there is no statistical difference in terms of the adequacy of classrooms in private and government owned colleges (see Table 2). However, this finding is contrary to the conclusion, that Zewudu (2001) made, which stated that a significant number of PHEIs' students said that the computer facilities of their colleges are poor.

**Table 2: Chi-Square Analysis of Reaction of Students about Adequacy of Number of Classrooms Available in Private and Government Colleges**

Type of the College	Percentage and Frequency Values	How Do You Rate Classrooms Available in the College?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
Private	Frequency	24	60	18	13	2	117
	%	20.5%	51.3%	15.4%	11.1%	1.7%	100%
Government	Frequency	3	18	12	7	1	41
	%	7.3%	43.9%	29.3%	17.1%	2.4%	100%
Total	Frequency	27	78	30	20	3	158
	%	17.1%	49.4%	19.0%	12.7%	1.9%	100%
Test of Significance	<i>Pearson <math>\chi^2</math> Test</i>			<i>Likelihood Ratio Test</i>			
	<i>Value</i>	<i>Level of Sig.</i>	<i>Value</i>		<i>Level of Sig.</i>		
	7.5	0.114	7.7		0.103		

In terms of the area of classrooms between private and government colleges, there is statistically significant variation between them ( $P < 0.05$ ) with private colleges having wider class size compared to the number of students they are teaching. This reveals that government colleges are more congested than private colleges, which is one parameter for quality education delivery.

**Table 3: Chi-Square Analysis of Reaction of Students about Adequacy of Area of Classrooms Available in Private and Government Colleges**

Type of the College	Percentage and Frequency Values	How Do You Rate Classrooms Area of the College?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
Private	Frequency	31	55	18	10	3	117
	%	26.5%	47.0%	15.4%	8.5%	2.6%	100%
Government	Frequency	3	22	12	2	2	41
	%	7.3%	53.7%	29.3%	4.9%	4.9%	100%
Total	Frequency	34	77	30	12	5	158
	%	21.5%	48.7%	19.0%	7.6%	3.2%	100%
Test of Significance	<i>Pearson <math>\chi^2</math> Test</i>			<i>Likelihood Ratio Test</i>			
	<i>Value</i>	<i>Level of Sig.</i>		<i>Value</i>	<i>Level of Sig.</i>		
	9.599	0.04		10.567	0.032		

## 2. Staff Profile

**Table 4: Chi-Square Analysis of Reaction of Students about Adequacy of Number Instructors Available in Private and Government Colleges**

Type of the College	Percentage & Frequency Values	How Do You Rate Instructors Number of the College?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
Private	Frequency	7	52	29	23	6	117
	%	6.0%	44.4%	24.8%	19.7%	5.1%	100%
Government	Frequency	0	15	15	7	4	41
	%	0%	36.6%	36.6%	17.1%	9.8%	100%
Total	Frequency	7	67	44	30	10	158
	%	4.4%	42.4%	27.8%	19.0%	6.3%	100%
Test of Significance	<i>Pearson <math>\chi^2</math> Test</i>			<i>Likelihood Ratio Test</i>			
	<i>Value</i>	<i>Level of Sig.</i>		<i>Value</i>	<i>Level of Sig.</i>		
	5.547	0.236		7.140	0.129		

Results of the Chi-square analysis, to see whether there is variation in the availability of adequate number of instructors, revealed that the variation in the number of instructors between private and government colleges seems to be statistically insignificant. However, results of the Chi-square analysis presented under Table 5 indicates that there is variation in the availability of qualified instructors that is statistically significant ( $P < 0.1$ ) variation in private and government colleges with the latter rated to have more qualified instructors than the former. This finding is in line with the empirical findings and theoretical underpinnings stated in the literature review. For example,

Zewudu (2001) asserted that the mix of staff of Unity University and Microlink Colleges is lower than the qualifications set in the accreditation directive. Furthermore, a World Bank Report (2002) revealed that lack of full time qualified teachers is an important contributor to poor quality of education in PHEIs in Ethiopia.

**Table 5: Chi-Square Analysis of Reaction of Students about Adequacy of Quality of Instructors Available in Private and Government Colleges**

Type of the College	Percentage and Frequency Values	How do you rate instructors' quality of the college?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
Private	Frequency	18	49	28	12	10	117
	%	15.4%	41.9%	23.9%	10.3%	8.5%	100%
Government	Frequency	7	26	5	2	1	41
	%	17.1%	63.4%	12.2%	4.9%	2.4%	100%
Total	Frequency	25	75	33	14	11	158
	%	15.8%	47.5%	20.9%	8.9%	7.0%	100%
Test of Significance	<i>Pearson <math>\chi^2</math> Test</i>			<i>Likelihood Ratio Test</i>			
	<i>Value</i>	<i>Level of Sig.</i>		<i>Value</i>	<i>Level of Sig.</i>		
	7.641	0.10		8.210	0.084		

The workload of instructors working in private and government owned colleges were also analyzed. The result indicates that the average number of hours per week that instructors take over is 21 and 11 hours for private and government colleges respectively. The difference was also tested whether it is statistically significant or not. Result of the t-test analysis revealed that the workload in the two types of colleges is found to be statistically significant at 10% level.

**Table 6: Workload of Instructors for Private and Government Colleges**

Type of College	Minimum Workload	Maximum Workload	Mean Workload	Std. Deviation
Government Owned Colleges	4.00	12.00	10.9091	2.4680
Private Owned Colleges	4.00	37.00	21.2174	7.8390

### 3. Extent of Staff Turnover and College Administration

**Table 7: Reaction of Private College and Government College Instructors to the Rate of Staff Turnover of Academic Staff**

Rating Scale	Private Colleges		Government Colleges	
	Frequency	Percent	Frequency	Percent
To a very great extent	9	39.1	1	9.1
To a great extent	2	8.7	3	27.3
To some extent	6	26.1	5	45.5
To a limited extent	4	17.4	2	18.2
Not at all	2	8.7	-	-
<b>Total</b>	<b>23</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>

Large workload of instructors could affect adequate preparation and continuous assessment of students, and may deter instructors from their active participation in material production, research activities and some extra-curricular activities that are equally important for improved quality education delivery. Students were asked to what extent the colleges encourage students to participate in extra-curricular activities. Accordingly, 50%, 32% and 18% of the students explained that private colleges “never encourage”, “give modest encouragements” or “encourage to some extent” students to participate in extra-curricular activities respectively. On the other hand, 32%, 24% and 37% of the students rated government colleges to have level of encouragement of “very great extent”, “great extent”, and “modest” with the remaining rating to have no encouragement at all respectively. In this regard, government colleges are in a better position than private colleges. But, instructors were also asked why they are not engaged in research and material production activities. Accordingly, 78.3% private college instructors respectively revealed that there is no incentive mechanism put in place by the colleges for such endeavours.

Instructors of private and government colleges were also asked to rate the staff turnover of the colleges they are working with. About 48% of them rated the turnover of the academic staff to fall under the range of “great extent” to “a very great extent”. Most of the respondents (44%) associated the reasons for high turnover of the academic staff to the problem of college management followed by the low level of salary as opposed to the availability of better opportunities in other areas. Regarding management, the Colleges 47.7% of the instructors revealed that the staff-management relationship of the colleges to be either poor or very poor, 26% of them rated the relationship to be medium and the rest of them rated the relationship to be good. In connection to this, the World Bank Report (2002) indicated that academic leaders are rarely trained in the management of large and complex institutions. This situation might lead to “selling of college diplomas” to students without giving them sufficient training. Sharing the experience of Kenya, the World Bank Report (2002) further stated that Kenyan authorities claimed to have broken up a ring within the Ministry of Education that had been producing and selling bogus university diplomas, polytechnic certificates, exam results, academic transcripts and even counterfeit identification documents such as passports. Further, Laurie (2003) asserted that once appropriate postgraduate study and reflection have improved teaching quality, it is necessary to

maintain and sustain these improvements in order to foster and embed a quality culture. Government and institutions' commitment to development and support of staff will be essential.

**Table8: Reasons for Staff Turnover in Private Colleges**

<i>Ser. No.</i>	<i>Reasons</i>	<i>Frequency</i>	<i>Percent</i>
1	Poor Management	10	43.5
2	Low Level of Salary and Availability of Better Prospects in Other Areas	9	40.1
3	Low Level of Salary & Facilities	3	13.0
4	Absence of Adequate Facilities	1	4.4
	<b>Total</b>	<b>23</b>	<b>100.0</b>

In government owned colleges, the extent of academic staff turnover was also investigated. The result indicates that, compared to that of private colleges, only 36.4% of them rated the extent of academic staff turnover to fall under the range of “great extent” to “a very great extent”. The majority of the respondents associated the cause of staff turnover to the limited prospect for promotion and to the low levels of salary that government owned colleges deliver (See Table below). In relation to this Stone (2001) revealed that an effectively integrated set of arrangements that will encourage, foster and require continuing professional development from all teachers is recommended as essential underpinning for the pursuit of increasing quality. Referring to salary, World Bank Report (2002) further made a remark that low paid instructors at public institutions seek second and third jobs in extramural positions as teaching at better paying private colleges.

**Table9: Reasons for Staff Turnover in Government Colleges**

<i>Ser. No.</i>	<i>Reasons</i>	<i>Frequency</i>	<i>Percent</i>
1	Poor Management	2	18.2
2	Limited Prospect for Promotion and Low Level of Salary	7	63.6
3	Low Level of Salary and Poor Management	2	18.2
4	<b>Total</b>	<b>11</b>	<b>100.0</b>

It was also tried to get the views of students whether they believe that they are getting the required quality of education both in private and government colleges. The result shows that in both cases, students rated the level of quality of education delivery to have similar levels (see Table below).

**Table10: Views of Students about the Efforts of the Colleges towards Delivering Quality of Education**

Ser. No.	Rating Scales	Private Colleges		Government Colleges	
		Frequency	Percent	Frequency	Percent
1	Very high	13	11.1	6	14.6
2	High	33	28.2	11	26.8
3	Medium	43	36.8	13	31.7
4	Low	21	18.0	8	19.5
5	Very low	7	6.0	3	7.3
<b>6</b>	<b>Total</b>	<b>117</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>

By disaggregating the data, efforts were made to see whether there are variations among the colleges that are studied with regard to the criteria examined. Accordingly, the following explanations give the points.

The Table below depicts that in terms of the adequacy of computers available at each college, there is significant variation ( $P=0.000$ ) among them. For instance, 33.3% and 65.9% of the students rated the adequacy of computer number available at College 4 and College 5 respectively to be “very low”. Whereas, 33.3% and 38.5% of students labelled the adequacy of computers number available at College 2 to be just “enough” and “moderate” respectively. On the other hand, only at one college (College 2) that very few number of students (2.6%) said the available computers are “more than enough” indicating that despite variations among the colleges, there are still considerable gaps to be filled by each college.

**Table11: Chi-Square Analysis of Adequacy of Computers Availability at the Different Colleges**

College Names	Frequency and Percentage Values	How do you rate Computers Available in the College?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
College1*	Frequency	0	11	11	13	7	42
	%	0	26.2%	26.2%	31.0%	16.7%	100%
College 2*	Frequency	1	13	15	8	2	39
	%	2.6%	33.3%	38.5%	20.5%	5.1%	100%
College 3*	Frequency	0	0	11	13	12	36
	%	0	0	30.6%	36.1%	33.3%	100%
College 4**	Frequency	0	3	3	8	27	41
	%	0	7.3%	7.3%	19.5%	65.9%	100%
Total	Frequency	1	27	40	42	48	158
	%	0.6%	17.1%	25.3%	26.6%	30.4%	100%
Test of Significance	<b>Pearson <math>\chi^2</math> Test</b>			<b>Likelihood Ratio Test</b>			
	<b>Value</b>	<b>Level of Sig.</b>		<b>Value</b>	<b>Level of Sig.</b>		
	58.579	0.000		65.769	0.000		

\* and \*\* indicate private and public colleges respectively

Although the comparative analysis made between private and government colleges indicated that there is no significant variation in the number of classrooms available at private and government colleges, the disaggregated analysis revealed that there are significant variations among the examined colleges ( $P < 0.01$ ). From Table 11, the problem seems more critical for College 2 and College 5 than the others where 20.5% and 17.1% of the students respectively labelled them to have low number of classrooms for the teaching-learning process. On the other hand, only at College 4, large number of students (36.1%) indicated the available number of classrooms at the college to be “more than enough”. This indicates that there is still the need to increase the number of classrooms at the different colleges so as to improve the situation.

**Table12: Chi-Square Analysis of Number of Classrooms Available at the Different**

College Names	Frequency and Percentage Values	How do you rate Classrooms Available in the Colleges?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
College 1*	Frequency	7	30	4	1		42
	%	16.7%	71.4%	9.5%	2.4%		100%
College 2*	Frequency	4	19	6	8	2	39
	%	10.3%	48.7%	15.4%	20.5%	5.1%	100%
College 3*	Frequency	13	11	8	4		36
	%	36.1%	30.6%	22.2%	11.1%		100%
College 4**	Frequency	3	18	12	7	1	41
	%	7.3%	43.9%	29.3%	17.1%	2.4%	100%
Total	Frequency	27	78	30	20	3	158
	%	17.1%	49.4%	19.0%	12.7%	1.9%	100%
Test of Significance	<i>Pearson <math>\chi^2</math> Test</i>			<i>Likelihood Ratio Test</i>			
	<i>Value</i>	<i>Level of Sig.</i>				<i>Value</i>	
	32.476	0.001		33.675		0.001	

\* and \*\* indicate private and public colleges respectively

The views of students towards the adequacy of instructors at the different colleges were also examined in a disaggregated manner. The result, as indicated below, reveals that the variations in the parameter among the colleges to be statistically significant both by Pearson Chi-Square criteria and Likelihood Ratio Test.

**Table 13: Chi-Square Analysis of Number of Instructors Available at the Different Colleges**

College Names	Frequency and Percentage Values	How do you rate the number of instructor in the College?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
	Frequency	4	24	9	5		42
College 1*	%	9.5%	57.1%	21.4%	11.9%		100%
	Frequency	1	8	12	13	5	39
College 2*	%	2.6%	20.5%	30.8%	33.3%	12.8%	100%
	Frequency	2	20	8	5	1	36
College 3*	%	5.6%	55.6%	22.2%	13.9%	2.8%	100%
	Frequency	0	15	15	7	4	41
College 4**	%	0.0	36.6%	36.6%	17.1%	9.8%	100%
Total	Frequency	7	67	44	30	10	158
	%	4.4%	42.4%	27.8%	19.0%	6.3%	100%
Test of Significance	<b>Pearson <math>\chi^2</math> Test</b>			<b>Likelihood Ratio Test</b>			
	<b>Value</b>	<b>Level of Sig.</b>		<b>Value</b>	<b>Level of Sig.</b>		
	27.956	0.006		31.485	0.002		

\* and \*\* indicate private and public colleges respectively

Again with regard to the adequacy of the level of qualification of instructors working in the different colleges, the chi-square analysis shows the presence of statistically significant variations. As indicated in the Table below, although most of the students in each college, described that the levels of qualifications of their instructors to be “enough”, at College 2, there are considerable number of students (20.5%) who explain that the level of qualifications of their instructors is “very low”.

**Table 14: Chi-Square Analysis of Number of Instructors Available at the Different Colleges**

College Names	Frequency and Percentage Values	How do you rate instructors' quality of the College?					Total
		More than Enough	Enough	Moderate	Low	Very Low	
College 1*	Frequency	9	20	9	3	1	42
	%	21.4%	47.6%	21.4%	7.1%	2.4%	100%
College 2*	Frequency	1	15	9	6	8	39
	%	2.6%	38.5%	23.1%	15.4%	20.5%	100%
College 3*	Frequency	8	14	10	3	1	36
	%	22.2%	38.9%	27.8%	8.3%	2.8%	100%
College 4**	Frequency	7	26	5	2	1	41
	%	17.1%	63.4%	12.2%	4.9%	2.4%	100%
Total	Frequency	25	75	33	14	11	158
	%	15.8%	47.5%	20.9%	8.9%	7.0%	100%
Test of Significance	<b>Pearson <math>\chi^2</math> Test</b>			<b>Likelihood Ratio Test</b>			
	<b>Value</b>	<b>Level of Sig.</b>		<b>Value</b>	<b>Level of Sig.</b>		
	28.378	0.005		27.971	0.006		

\* and \*\* indicate private and public colleges respectively

The rate of response of the management body of the different colleges towards students' claim about the different issues of the teaching-learning process was also analyzed to see whether there are variations among the colleges. As presented below, the statistical test revealed that there are significant variations among the colleges with regard to giving prompt response to their students' problems. Although there are variations, the general picture of the rate of response of the management body of all the colleges examined is found to be very poor (see Table below).

**Table 15: Chi-Square Analysis of Rate of Response of College Administration to Solve Students' Problems**

College Name	Frequency and Percentage Values	Response of College Administration to Solve Students Problems					Total
		To a very Great Extent	To a Great Extent	In a medium way	Poor	Very poor	
College 1*	Frequency	9	4	11	4	14	42
	%	21.4%	9.5%	26.2%	9.5%	33.3%	100%
College 2*	Frequency	1	6	7	3	22	39
	%	2.6%	15.4%	17.9%	7.7%	56.4%	100%
College 3*	Frequency	0	4	2	4	26	36
	%	0.0	11.1%	5.6%	11.1%	72.2%	100%
College 4**	Frequency	4	5	6	1	25	41
	%	9.8%	12.2%	14.6%	2.4%	61.0%	100%
Total	Frequency	14	19	26	12	87	158
	%	8.9%	12.0%	16.5%	7.6%	55.1%	100%
Test of Significance	<i>Pearson <math>\chi^2</math> Test</i>			<i>Likelihood Ratio Test</i>			
	<i>Value</i>	<i>Level of Sig.</i>		<i>Value</i>	<i>Level of Sig.</i>		
	26.250	0.010		29.346	0.003		

#### **4. Conclusions and Recommendation**

Study on assessment of quality of education is an important tool for quality assurance endeavor. However, the area of study, especially in developing countries like Ethiopia, where there is individual's and institution's perception on the provision of data as something getting into some sort of competition with other institutions, exhausting the issue becomes very difficult. Nevertheless, this study attempted to give a stepping stone for further studies by considering the input and process aspects of quality of education determinants by analyzing at students/beneficiaries and instructors level.

The results of the study showed that there are significant variations between private and government colleges in terms of the available number of facilities, academic staff qualifications and number, credit loads of academic staff, and college governance. Although, the general attitude of the public towards private colleges, as indicated by Wondwosen (2003), is to perceive them as “diploma mills” and “certificate shops”, from this study it is found that the perception is mere of

idea rather than reality as there are aspects where private colleges even exceed that of government ones. The study revealed that there are areas of deficiency in both cases that need improvement. This is especially true with regard to the issue of college administration in terms of giving prompt responses to students' query. In addition, it is found out that there are variations in size of classrooms available at private and government colleges with the latter in a better position. This could be attributed to the fact that most private colleges use rental houses, and the cost implication becomes a challenge for them. Hence, concerned government bodies need to facilitate the acquisition of lands by these private colleges so as to have their own buildings. On the other hand, credit load of instructors working at private colleges is found to be significantly higher than that of government colleges to the extent that could deter them from engagement in some research, extra-curricular and material production activities. Since such aspects are very important for assuring quality of education, instructors should shoulder only modest credit loads and a mechanism of raising their salary level and giving them promotion and incentives on the basis of their participation in such activities has to be sought.

Last but not least, both private and government colleges should indulge into a sort of healthy competition so as to narrow down the variations that exist in the different parameters considered and found to be significant to ensure quality of education delivered by them.

#### ***Reference***

- Altaback, P, G. (1998) *The Anatomy of Private Higher Education*. Journal of the International Higher Education, No. 12, Boston University, USA.
- Amare Asgedom and Temechew Engida (2002) *Education in Ethiopia: A Developmental Perspective*. The Ethiopian Journal of Education, Vol. XXII, No. II, Addis Ababa.
- Ayalew Shibeshi (1991) Approaches to Education Organization and Management. Unpublished Material, Addis Ababa University.
- Brandt R. (1992) "Are You Committed to Quality?" Educational Leadership, Vol. 50, No. 3
- Esayas Yosief (2001) *Re-Thinking the Existing Educational System of Higher Learning*. IER Flambeau, Vol. IX, No. 1, Addis Ababa.
- Fuller, B. (1985) Raising School Quality in Developing Countries: What Instruments Boost Learning? World Bank Report, No. EDT 7.
- Girmay G/Michael (2001) *"The Challenges for Quality Management of Primary Education in Ethiopia."* M.A Thesis, Addis Ababa University.

- Laurie, L (2003) Embedding Quality: The Challenges for Higher Education. *A Paper Submitted to Network 22 (Research in Higher Education) at the European Conference on Educational Research*, University of Hamburg.
- Stone G, E. Woods and E. Leu ( ) The Quality and Effectiveness of Teacher Education in Ethiopia. A Report on the Study Findings with Recommendations for Action. Part I.
- MOE (1994) Education and Training Policy, Addis Ababa: EMPDA.
- MOE (1996) A Response to the Article: "Attempts at Educational Reform in Ethiopia. A Top Down or Bottom up Reform?" Presented by Seyom Teffera (1996) in the Ethiopian Journal of Education, Vol. XVI, No. II, Addis Ababa.
- Seyoum Teffera (1996) Attempts at Educational Reform in Ethiopia: A Top Down or Bottom up Reform. The Ethiopian Journal of Education, Vol 15, No. 1, Addis Ababa.
- Shann, M, H. (1992) The Reform of Higher Education in Egypt: Higher Education. The International Journal of Higher Education and Educational Planning, Vol. 24, No. 2, Boston University.
- Sileshi Legesse (2001) "Making and Implementing Education Policies in Ethiopia since 1974: Problems and Prospects". M.A Thesis, Addis Ababa University.
- Smeenk, S and C. Teelken (2003) Toward a Single Quality Assessment System in Higher Education. *A Paper Submitted to Network 22 (Research in Higher Education) at the European Conference on Educational Research*, University of Hamburg.
- Wondwosen Tamrat (2003) A Glimpse of Private Higher Education Institutions (PHEIs) Around the World. *Proceedings of the First National Conference on Private Higher Education in Ethiopia*, Organized and Sponsored by St. Mary's College, July 26, Sheraton Addis, Ethiopia.
- World Bank Report (2002) Constructing Knowledge Societies: New Challenges for Tertiary Education. The World Bank, Washington, D.C.
- Zewdu Desta (2001) "The Emerging Private Higher Education Institutions of Addis Ababa" M.A Thesis, Addis Ababa University, Addis Ababa.