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INVESTIGATING QUALITY OF EDUCATION IN BUSINESS AND ECONOMICS PROGRAMS OF ADDIS ABABA UNIVERSITY (AAU) AND BAHIRDAR UNIVERSITY (BDU)

**BIRUK SOLOMON HAILE
BUSINESS AND ECONOMICS COLLEGE
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ABSTRACT

The aim of this study is examining quality of education in business and economics programs of Addis Ababa and Bahir Dar Universities. I collected both quantitative and qualitative data by means of questionnaires, interviews and documents. The respondents were students and instructors of both universities. The study followed the embedded sequential design of mixed research approach. The collected quantitative data were analyzed using percentage distributions. While the qualitative data were analyzed using common themes of the issues raised. The result reveals that most instructors in both universities have lack of teaching skills, don't give answers for examination questions on time, repeat previous years' examination questions and don't implement continuous assessment techniques. In addition to this, there is shortage of important educational facilities. Most students attend classes if attendance is taken during the course offering. Students have no motivation to participate in class discussions. Moreover, they lack practical exercises of activities in organizations. Even if students perform less than 50% of the examination results correctly there is chance to get a pass letter grade which is contrary to the education and training policy of the country. To improve the situation: the universities should provide teaching skill development training for its instructors. The instructors should give immediate feedback for their students' performances. Instructors should have test specifications that may help them to avoid repeating previous years' examination questions. Instructors should engage in continuous assessment technique. Instructors should take attendances at the end of every session.

KEYWORDS

business & economics, business education, higher education, investigating quality, quality education.

INTRODUCTION

Provision of quality education is an essential means to achieve optimal development. The Ethiopian education and training policy and consecutive education sector development programs have made significant efforts to create access for many children of school age (MOE, 1994). Consequently, this has also increased enrolment rates at all education levels. However, quality of education has been challenged in terms of student-teacher ratio, student text book ratio, students-classroom ratio and provision of qualified teachers (MOE, 2005). The achievement of educational objectives primarily depends on provision of quality education that could be related to input factors like teachers' effectiveness and institutional facilities. Quality of education depends to a large extent on quality of teachers (Tekeste, 1990).

Other than teachers' effectiveness, institutional facilities also have impact on quality of education. Students cannot work effectively in classrooms if institutional facilities are available in very limited quantity (Mulu Nega, 2012). That is why education and training policy of Ethiopia gives more emphasis to the supply and utilization of educational facilities to promote quality education (MOE, 1994). Additionally, inadequate facilities, insufficient training of teachers, overcrowded classrooms, shortage of books and other teaching materials are signs of low quality education (Berhanu, 2009).

Since, provision of quality education is vital condition to produce the intended skilled human power; it is very crucial to investigate quality of education. That is why I motivated to do this research.

LITERATURE REVIEW

QUALITY IN EDUCATION

Education like a living organism has growing quality and hence it is sensitive to time and space. Since provision of quality education prepare students to meet objective demands of nations and ideological need of society, it is mainly considered as civil right (Robert & Gobb, 2001).

Quality of education may be one of the most widely used trend phrase in education reform across the world. But definition of quality education has diverse conception. It is highly sensitive to ideological and political orientations, complex elusive and more subjective (Ahistrom and Kallos, 1995; Ball, 1995; Drill, 1995). Because of these reasons, quality has no a universal definition. Irrespective of this notion, attempts are made to define quality in education as follows:

"Quality in education is an evaluation of process of educating which enhances the need to achieve and develop talents of customers of the process and at the same time meets accountability standards set by the client who pay for the process or outputs from the process of educating" (Hay, Bayene-Jardine and Wood, 2000, p.10).

"Quality as the totality of features and characteristics of a product or a service that bears on its ability to satisfy given needs" (Green, 1994, p. 17)

"Quality is fitness for a purpose" (Goodlad, 1995, p. 27)

This shows that quality in education has no a common definition.

INDICATORS OF QUALITY EDUCATION

Quality assessment is not simple to be reduced to numerical representation. Number of factors that can affect educational outcomes is so vast that straight forward relationship between circumstance of education and its products are not easy to determine. Nevertheless, it is helpful to think about the main elements of education system and how they interacts (Chalmers, D. 2008). That is why different conceptions of indicating quality education are forwarded by different stakeholders. Quality of teachers' performances, teacher-student ratio and availability of teaching-learning materials are equally important indicators of quality education (Coombe, 1991). Scholars agree that teachers thought, judgments and actions in classrooms comprise strong influence on whether or not students are provided with quality education (Shetman & Goodfried, 1993).

Alternatively, UNESCO suggested that enabling input dimensions, style of teaching-learning, assessment methods and language of instruction are core dimensions to evaluate quality education (UNESCO, 2006). Quality education is strongly determined by teachers' subject knowledge and teaching skills and availability of textbooks/learning materials. Teachers and educational institutions have major impact on quality education. This indicates that, to maintain quality education, teachers should be effective and institutions should have necessary facilities (Winch, 1996).

ACTIVE LEARNING AND QUALITY

The issue of active learning and quality is especially pertinent in countries that have adopted constructivist-based reforms in education. They are also undergoing rapid expansion to meet the 2015 goals of Education for All. When quantity of education is expanding, quality of education is declining, which is the situation many countries face (Alexander, 2000). With expansion and reform taking place at the same time, a severe burden falls on teachers to be flexible and reject traditional models and to internalize and practice new approaches - often within the context of conceptual confusion about reforms and minimal understanding of them (UNESCO, 2004).

Teachers are often the focus of criticism for problems that emerge with active learning, but more frequently problems may lie within areas other than this. Teachers are struggling to implement elements of a new paradigm that may be contradictory and are attempting to do so in classes that are over-crowded and under-resourced, classes in which quality would probably drop no matter what paradigm of teaching-learning in use (Alexander, 2000).

IMPORTANCE OF THE STUDY

This study enables to identify major problems affecting quality of education in AAU and BDU. It enhances awareness of educational managers and other concerned bodies whether the institutions have necessary facilities or not to provide quality education. This study is a source of information to take remedial measures. It is also important for policy makers, program designers and program implementers for a number of reasons.

STATEMENT OF THE PROBLEM

Provision of quality higher education is the base for nation’s development. But in our country this seems challenging. There is no research undertaken on status of quality of Ethiopian business and economics programs. Problems related to offering quality education, impacts of shortages of institutional facilities, practices of students and instructors that hinder to offer quality education were not studied. Therefore, university members should examine quality of education offered in their institutions and take remedial actions accordingly. That is why I initiated to investigate quality of higher education in Ethiopia. Hence, this study aimed at addressing the following basic questions.

1. What are the problems related to offering quality education in business and economics programs of AAU and BDU?
2. What are impacts of instructional facilities to provide quality education in business and economics programs of AAU and BDU?
3. What are factors that hinder offering quality education on the side of students in business and economics programs of AAU and BDU?
4. What is the relationship between teachers’ views of quality education and their practices in business and economics programs of AAU and BDU?

OBJECTIVES OF THE STUDY

Objectives of this study are to examine major problems related to offering quality education, to investigate impacts of instructional facilities in providing quality education, to explore factors hindering to offer quality education from students’ side and to investigate relationships between teachers’ views of quality education and their practices in AAU and BDU.

RESEARCH METHODOLOGY

RESEARCH APPROACH

Mixed research approach is employed in conducting this research. Questionnaires, interviews and documents are used to collect primary data. Because of their easy access I purposely take business and economics programs of AAU and BDU. Three departments in business and economics faculties are included. Regular classes from second year and third year in respective departments are randomly taken.

PARTICIPANTS

Questionnaire is distributed for 200 students and 100 instructors randomly selected from both universities. In addition, one senior class student from each department of a particular university was interviewed. Moreover, a vice dean and two senior instructors from AAU and a program manager and two senior instructors from BDU were interviewed to obtain detailed information on quality of education offered in their faculties. Interview responses were tape recorded in order not to lose data.

ANALYSIS

Percentage distributions were used to analyze data obtained from questionnaire. Data obtained from interviews and documents were analyzed qualitatively.

RESULTS AND DISCUSSION

RESPONDENTS BACKGROUND

The respondents for this study were students and instructors of business and economics faculties of AAU and BDU in Ethiopia. Data were collected in October 2012. The following are general background information about respondents.

TABLE 1: SEX OF RESPONDENTS AND THEIR UNIVERSITY

| No .1 | University | AAU | | Total | | BDU | | Total | |
|-------|--------------------|-----|----|-------|-------|-----|----|-------|-------|
| | | M | F | N | % | M | F | N | % |
| 2 | Sex of respondents | 66 | 26 | 92 | 48.94 | 72 | 24 | 96 | 51.06 |

Source: Survey questionnaire

Only 72 questionnaires from students and 20 questionnaires from AAU instructors were properly filled and used for analysis. Moreover, only 61 questionnaires from students and 35 questionnaires from BDU instructors were properly filled and used for analysis. The responses obtained from both students and instructors of both universities are combined and analysed together. Table 1 show that majority of the respondents are male.

TABLE 2: FIELDS OF STUDY AND EDUCATIONAL LEVEL OF RESPONDENTS

| Item No. 3 and 4 | AAU | | BDU | |
|------------------------|---------------|--------|--------|--|
| | Year | Number | Number | |
| Accounting and Finance | II | 11 | 4 | |
| | III | 11 | 8 | |
| | Instructors** | 7 | 6 | |
| | Total | 29 | 18 | |
| Management | II | 9 | 10 | |
| | III | 21 | 21 | |
| | Instructors** | 6 | 9 | |
| | Total | 36 | 40 | |
| Economics | II | 7 | 6 | |
| | III | 13 | 12 | |
| | Instructors** | 7 | 20 | |
| | Total | 27 | 38 | |
| Grand Total | | 92 | 96 | |

Source: Survey questionnaire **All respondent instructors are second degree (MA/MSc) holders

Table 2 shows that majority of the respondents are from management stream and majority of the respondents are from third year students. This implies that respondents have good understanding of the issues raised as they relatively have longer experiences.

MAJOR PROBLEMS RELATED TO OFFERING QUALITY EDUCATION

There are various problems that affect offering quality education in education system. The following are some of them:

TABLE 3: PROBLEMS RELATED TO INSTRUCTORS QUALITY

| No | Item | AAU | BDU |
|----|--|---------|---------|
| 5 | There is shortage of qualified Instructors by level of education | Percent | Percent |
| | - Strongly agree | 3.26 | 10.42 |
| | - Agree | 5.43 | 25 |
| | - Undecided | 2.17 | 7.29 |
| | - Disagree | 67.39 | 47.91 |
| | - Strongly disagree | 21.74 | 9.38 |
| 6 | Instructors lack teaching skill | | |
| | - Strongly agree | 28.26 | 25 |
| | - Agree | 32.61 | 28.13 |
| | - Undecided | 5.43 | 8.33 |
| | - Disagree | 13.04 | 19.79 |
| | - Strongly disagree | 20.65 | 18.75 |

Source: Survey questionnaire

Table 3 shows that majority of respondents agreed that there is no shortage of qualified instructors by level of education in their faculty. But there is variation of responses among the two universities. There is relatively no shortage of qualified instructors in AAU as compared to BDU. But majority of respondents agreed that instructors lack teaching skill in both universities.

TABLE 4: PROBLEMS RELATED TO PERFORMANCE OF INSTRUCTORS

| No | Item | AAU | BDU |
|----|--|---------|---------|
| 7 | Instructors don't give timely academic consultation for students | Percent | Percent |
| | - Strongly agree | 48.91 | 40.63 |
| | - Agree | 33.70 | 29.17 |
| | - Undecided | 0.00 | 3.13 |
| | - Disagree | 10.87 | 15.63 |
| | - Strongly disagree | 6.52 | 11.45 |

Source: Survey questionnaire

Table 4 indicates that majority of respondents strongly agree that instructors teaching in their faculty do not give timely consultation for their students on academic matters. Interview responses show that even if some instructors are posting consultation hours on their offices, they do not available during scheduled hours. Some respondents commented that some instructors do not treat students' problems politely or with respect. They reported that instructors are performing carelessly; indicators for their careless performances are that they absent from classes without informing students, repeat previous years' exam questions and do not give timely consultation for students.

TABLE 5: PROBLEMS RELATED TO STUDENT POPULATION

| No | Item | AAU | BDU |
|----|--|---------|---------|
| 8 | There is shortage of library spaces | Percent | Percent |
| | - Strongly agree | 46.74 | 47.92 |
| | - Agree | 27.17 | 31.25 |
| | - Undecided | 0.00 | 2.08 |
| | - Disagree | 11.97 | 8.33 |
| | - Strongly disagree | 13.40 | 10.42 |
| 9 | There is shortage of textbooks/reference books | | |
| | - Strongly agree | 21.74 | 39.58 |
| | - Agree | 16.30 | 31.25 |
| | - Undecided | 0.00 | 5.21 |
| | - Disagree | 36.97 | 14.58 |
| | - Strongly disagree | 25.00 | 9.38 |

Source: Survey questionnaire

Table 5 shows that in both universities there is serious shortage of library spaces. Moreover, there is shortage of textbooks/reference books in BDU but majority of responses obtained depicted that this is not the case in AAU.

TABLE 6: PROBLEMS RELATED TO STUDENTS PARTICIPATION

| No | Item | AAU | BDU |
|----|---|---------|---------|
| 10 | Students are not actively participated in teaching-learning process | Percent | Percent |
| | - Strongly agree | 48.91 | 54.17 |
| | - Agree | 27.17 | 31. |
| | - Undecided | 5.43 | 0.00 |
| | - Disagree | 16.30 | 4.17 |
| | - Strongly disagree | 13.04 | 6.25 |
| 11 | Lack of practical exercises in organizations | | |
| | - Strongly agree | 32.61 | 46.88 |
| | - Agree | 25.00 | 33.33 |
| | - Undecided | 9.78 | 0.00 |
| | - Disagree | 15.22 | 11.46 |
| | - Strongly disagree | 17.39 | 8.33 |

Source: Survey questionnaire

As indicated in table 6, majority of respondents strongly agree that students are not actively participated in teaching-learning process. Interview responses show that students didn't ask questions in classroom discussions. They didn't answer questions asked by instructors. Most interviewees agreed that students' performance is poor nowadays and they do not show efforts to improve their poor performance. Moreover, majority of these respondents strongly agree that they lack practical exercises/practices of activities in organizations.

TABLE 7: PROBLEMS RELATED TO TEACHING METHODS AND ASSESSMENT

| No | Item | AAU | BDU |
|----|--|---------|---------|
| 12 | Teaching methods are varied as per topic of discussion | Percent | Percent |
| | - Strongly agree | 7.61 | 12.50 |
| | - Agree | 14.13 | 21.88 |
| | - Undecided | 0.00 | 6.25 |
| | - Disagree | 56.52 | 44.79 |
| | - Strongly disagree | 21.74 | 14.58 |
| 13 | Instructors use continuous assessment to evaluate students performance | | |
| | - Strongly agree | 0.00 | 7.29 |
| | - Agree | 10.87 | 12.50 |
| | - Undecided | 0.00 | 6.25 |
| | - Disagree | 25.00 | 57.29 |
| | - Strongly disagree | 64.13 | 16.67 |
| 14 | Instructors give timely feedback for students' assessment results | | |
| | - Strongly agree | 8.70 | 11.46 |
| | - Agree | 14.13 | 7.29 |
| | - Undecided | 5.43 | 0.00 |
| | - Disagree | 46.74 | 54.17 |
| | - Strongly disagree | 25.00 | 27.08 |

Source: Survey questionnaire

Table 7 shows that majority of respondents in both universities strongly agree that instructors did not vary their teaching methods based on their topic of discussion. Respondents reported that instructors use lecturing in almost all cases in both universities. The obtained result also shows that continuous assessment is not being implemented in both universities. Moreover, instructors didn't give timely feedback for students' assessments in both universities.

IMPACTS OF INSTRUCTIONAL FACILITIES TO PROVIDE QUALITY EDUCATION

Various questions were posed for respondents to assess impacts of shortage of instructional facilities in respondents' university. The results obtained are reported below.

TABLE 8: IMPACTS OF SHORTAGE OF INSTRUCTIONAL FACILITIES ON PROVIDING QUALITY EDUCATION

| No | Item | AAU | BDU |
|----|-------------------------------|---------|---------|
| 15 | Textbooks/reference materials | Percent | Percent |
| | - Very high | 19.57 | 35.42 |
| | - High | 16.30 | 29.17 |
| | - Average | 13.04 | 19.79 |
| | - Low | 28.26 | 8.33 |
| | - Very low | 22.82 | 7.29 |
| 16 | LCD and computer | | |
| | - Very high | 6.52 | 31.25 |
| | - High | 14.13 | 27.08 |
| | - Average | 16.30 | 17.71 |
| | - Low | 35.87 | 13.54 |
| | - Very low | 27.17 | 10.42 |

Source: Survey questionnaire

Table 8 shows that impact of lack of textbooks and reference materials are high in BDU. However, its impact is low in AAU. This implies that there is no shortage of textbooks and reference materials in AAU but there is shortage of these important educational inputs in BDU. Moreover, the impacts of shortage of LCDs and computers are very high in affecting quality of education in BDU but this is not the case in AAU as majority of respondents reported as its impact is low. Interview responses indicate that in both universities instructors have good access and use of LCDs and laptops in the teaching-learning process.

TABLE 9: IMPACTS OF SHORTAGE OF LIBRARY SPACE AND OFFICES FOR INSTRUCTORS

| No | Item | AAU | BDU |
|----|------------------------|---------|---------|
| 17 | Library spaces | Percent | Percent |
| | - Very high | 10.87 | 29.17 |
| | - High | 13.04 | 35.42 |
| | - Average | 9.78 | 19.79 |
| | - Low | 35.87 | 9.38 |
| | - Very low | 30.43 | 6.25 |
| 18 | Office for instructors | | |
| | - Very high | 9.78 | 34.38 |
| | - High | 11.96 | 28.13 |
| | - Average | 11.96 | 18.75 |
| | - Low | 38.04 | 10.42 |
| | - Very low | 28.26 | 8.33 |

Source: Survey questionnaire

Table 9 shows that shortages of library spaces also affect the teaching-learning process in BDU but this is not the case in AAU. Majority of respondents from BDU reported that impact of shortage of offices for instructors is very high. But its impact is low in AAU.

TABLE 10: IMPACTS OF SHORTAGE OF PEDAGOGICAL CENTRES ON PROVIDING QUALITY EDUCATION

| No | Item | AAU | BDU |
|----|-----------------------------------|---------|---------|
| 19 | Pedagogical centres/teaching aids | Percent | Percent |
| | - Very high | 28.26 | 30.21 |
| | - High | 36.96 | 34.38 |
| | - Average | 17.39 | 18.75 |
| | - Low | 11.96 | 9.38 |
| | - Very low | 5.43 | 7.29 |

Source: Survey questionnaire

Pedagogical centre where teaching aids are stored and get ready to make the teaching learning process practical is important in education system. A question was posed to respondents on impact of this important centre. The result obtained shows that there is no pedagogical centre in business and economics faculties of both universities and table 10 shows that this affects the teaching-learning process highly.

FACTORS THAT HINDER OFFERING QUALITY EDUCATION

There are different factors that hinder offering quality education (Berhanu, 2009). In this topic factors affecting quality of education from students' side will be presented.

TABLE 11: STUDENTS INTEREST AND PREFERENCE IN THE TEACHING-LEARNING PROCESS

| No | Item | AAU | BDU |
|----|---|---------|---------|
| 20 | Have motivation to participate in class | Percent | Percent |
| | - Most students | 5.43 | 11.46 |
| | - Average number of students | 18.48 | 10.42 |
| | - Few students | 52.17 | 57.29 |
| | - Very few students | 23.91 | 20.83 |
| 21 | Attend class if attendance is taken | | |
| | - Most students | 53.26 | 43.75 |
| | - Average number of students | 25.00 | 23.96 |
| | - Few students | 8.70 | 9.38 |
| | - very few students | 13.04 | 22.92 |
| 22 | Prefer to read handouts than textbooks | | |
| | - Most students | 67.39 | 53.13 |
| | - Average number of students | 14.13 | 14.58 |
| | - Few students | 9.78 | 11.46 |
| | - Very few students | 8.70 | 16.67 |

Source: Survey questionnaire

Table 11 above clearly shows that few numbers of students have motivation to participate in class discussions in both universities. Moreover, most students attend classes if attendance is taken during course offering. Students do not have motivation to participate in class discussions, the teaching-learning processes followed by instructors in both universities are lecture type. Active learning approach is not being used. Moreover, table 11 indicates that most students prefer to read handouts compiled and distributed by their instructors than reading textbooks of courses in both universities. This affects quality of education offered as students are shallowly involved in the teaching-learning process.

TABLE 12: PREFERENCE OF STUDENTS IN ASSESSMENT

| No | Item | AAU | BDU |
|----|---|---------|---------|
| 23 | Prefer to be assessed twice than continuously | Percent | Percent |
| | - Most students | 46.74 | 54.17 |
| | - Average number of students | 22.83 | 23.96 |
| | - Few students | 13.04 | 15.63 |
| | - Very few students | 17.39 | 6.25 |
| 24 | Prefer objective questions than essays and cases to appear on exams | | |
| | - Most students | 42.39 | 45.83 |
| | - Average number of students | 28.26 | 29.17 |
| | - Few students | 19.57 | 14.58 |
| | - very few students | 9.78 | 10.42 |

Source: Survey questionnaire

Continuous assessment is very essential to provide quality education. If continuous assessment is being used, students get immediate feedbacks and learn from their mistakes. Table 12 shows that most students in both universities prefer to be assessed twice than continuously. Moreover, essays and case study assesses higher level of students' learning. A question was posed to assess students' preference in this respect. The results obtained shows that most students prefer objective type questions than essays and case studies to appear on exams.

TABLE 13: STUDENTS PRACTICES IN TEACHING-LEARNING PROCESS

| No | Item | AAU | BDU |
|----|---|---------|---------|
| 25 | Attend classes regularly | Percent | Percent |
| | - Most students | 48.91 | 48.96 |
| | - Average number of students | 30.43 | 32.29 |
| | - Few students | 11.96 | 9.38 |
| | - Very few students | 8.70 | 9.38 |
| 26 | Ask questions related to their subject matter | | |
| | - Most students | 13.04 | 16.67 |
| | - Average number of students | 20.65 | 14.58 |
| | - Few students | 28.26 | 31.25 |
| | - very few students | 38.04 | 37.50 |

Source: Survey questionnaire

Table 13 shows that most students attend classes regularly in both universities. Asking questions, getting clarifications from subject instructors is very important for students. This increases students' participation in classroom discussions. The responses obtained clearly show that very few students ask questions related to their subject matter in both universities.

RELATIONSHIPS BETWEEN INSTRUCTORS' VIEWS OF QUALITY EDUCATION AND THEIR PRACTICES

Instructors' views of quality education may affect their practices. Various questions were posed to assess instructors' views of quality education and their practices.

INSTRUCTORS PRACTICES OF PREPARING ASSESSMENT QUESTIONS

Questions were raised to assess instructors' practices of preparing assessment questions and responses obtained are reported in table 14.

TABLE 14: INSTRUCTORS PRACTICES OF PREPARING ASSESSMENTS

| No | Item | AAU | BDU |
|----|--|---------|---------|
| 27 | Instructors prepare challenging problems and cases on examinations | Percent | Percent |
| | - Strongly agree | 13.04 | 15.63 |
| | - Agree | 8.70 | 12.50 |
| | - Undecided | 2.17 | 5.21 |
| | - Disagree | 48.91 | 41.67 |
| | - Strongly disagree | 27.17 | 25.00 |
| 28 | Most examination questions are prepared directly from handouts | | |
| | - Strongly agree | 13.04 | 41.67 |
| | - Agree | 9.78 | 27.08 |
| | - Undecided | 6.52 | 0.00 |
| | - Disagree | 43.48 | 19.79 |
| | - Strongly disagree | 27.17 | 11.46 |

Source: Survey questionnaire

Table 14 depicted that instructors in both universities do not prepare challenging questions and cases on examinations to evaluate students' performances. Respondents from BDU reported that most exam questions are prepared directly from handouts. But this condition is not the same at AAU.

TABLE 15: INSTRUCTORS PRACTICES OF ASSIGNING LETTER GRADES

| No | Item | AAU | BDU |
|----|---|---------|---------|
| 29 | Instructors give pass letter grade only if students do 50% and above of entire assessment results correctly | Percent | Percent |
| | - Strongly agree | 8.70 | 9.38 |
| | - Agree | 16.30 | 12.50 |
| | - Undecided | 4.34 | 3.13 |
| | - Disagree | 38.04 | 39.58 |
| | - Strongly disagree | 32.61 | 35.42 |

Source: Survey questionnaire

Table 15 shows that even if students perform less than 50% of examination results correctly they may get pass mark which is contrary to the education and training policy of the country which indicates pass grade of 50% for a course (MOE, 1994). Moreover, according to information obtained from interviewees there are no guidelines to be followed to manage educational quality in both universities.

TABLE 16: INSTRUCTORS PRACTICES RELATED TO COURSE COVERAGE

| No | Item | AAU | BDU |
|----|---|---------|---------|
| 30 | Instructors cover their course contents using their time properly | Percent | Percent |
| | - Strongly agree | 9.78 | 30.21 |
| | - Agree | 14.13 | 45.83 |
| | - Undecided | 0.00 | 9.38 |
| | - Disagree | 40.23 | 6.25 |
| | - Strongly disagree | 35.87 | 8.33 |

Source: Survey questionnaire

Table 16 shows that AAU instructors don't cover their course contents using their time properly; however this is not the case in BDU. This may imply that BDU students are not exhausted during end of the semesters by makeup classes to cover course contents. But AAU students may be busy during this time to cover course contents by makeup classes or they miss course contents uncovered. This has negative impact on providing quality education in AAU.

FINDINGS

Majority of respondents agreed that instructors of AAU and BDU lack teaching skill, they do not give timely consultation for their students and there is shortage of library space in both universities. Moreover, there is shortage of textbooks/reference books in BDU but this is not the case in AAU.

Majority of respondents reported that students are not actively participated in teaching-learning process, students lack practical exercises/practices of activities in organizations and instructors did not vary their teaching methods based on their topic of discussion. Instructors use lecturing in almost all cases in both universities.

According to most respondents continuous assessment is not being implemented and instructors did not give timely feedback/answers for students assessment results in both universities.

Majority of respondents reported that impact of lack/shortage of textbooks and reference materials, library spaces, LCDs /computers and offices for instructors are high in negatively affecting quality of education in BDU but this is not the case in AAU.

Majority of respondents reported that few number of students have motivation to participate in class discussions. Most students attend classes if attendance is taken during course offering. Moreover, most students prefer to read handouts than reading textbooks of courses in both universities.

Most students prefer to be assessed twice than continuously. This has negative impact on instructors to implement continuous assessment. Moreover, results obtained shows that most students prefer objective type questions than essays and case studies to appear on examinations.

Instructors in both universities do not prepare challenging questions and cases on examinations to evaluate students' performances. According to majority of respondents from BDU most examination questions are prepared directly from handouts. But this condition is not the same in AAU.

According to majority of respondents even if students perform less than 50% of examination results correctly they may get pass mark which is contrary to the education and training policy of Ethiopia which indicates pass grade of 50% for a course (MOE, 1994).

Majority of AAU respondents reported that AAU instructors do not cover their course contents using their time properly; however, this is not the case in BDU.

RECOMMENDATIONS

The following recommendations are made to improve quality of education in both universities.

- AAU and BDU should provide teaching skill development training for its instructors. Moreover, instructors should give immediate feedback for their students' performance. Instructors should prepare questions at the end of every lecture so that they will have test specification and this will help them to avoid repeating previous years' examination questions. They should also have scheduled consultation hours and act accordingly in advising their students. Instructors should engage in continuous assessment of their students' performance.
- BDU educational managers should work towards supply of necessary instructional facilities that helps to improve quality of education.

- Instructors should take attendances at the end of every period. There should also be other mechanisms such as using continuous assessments to improve participation of students in class discussions. Furthermore, there should be practical attachments with organizations to make teaching-learning process practice oriented.
- Instructors should act according to the education and training policy of the nation. There should be fixed scale grading system for all courses of each business and economics program of both AAU and BDU.

CONCLUSIONS

Most instructors in AAU and BDU have lack of teaching skills and instructors do not give timely consultation for their advisees. Instructors repeat previous years' exam questions. Moreover, continuous assessment is not being implemented in both universities.

Students in both universities do not actively participate in teaching-learning processes. They lack practical exercises of activities in organizations. Students have no motivation to participate in class discussions. Most students attend classes if attendance is taken during course offering. Most students in both universities prefer to read handouts than reading textbooks of courses.

In both universities, even if students perform less than 50% of examination results correctly there is a chance to get pass letter grade which is contrary to the education and training policy of the country.

LIMITATION OF THE STUDY

- Due to budget limitation I excluded some programs in business and economics faculties. Another limitation of this study is that only percentage distributions are used to analyse data, other methods of data analysis are not used.

SCOPES FOR FURTHER RESEARCH

Further investigation is recommended: to know why students do not want to attend classes regularly, to improve motivation of students in class discussions, to implement practical attachments with organizations that helps to improve quality of education.

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APPENDIX

APPENDIX- A- QUESTIONNAIRE

BAHIR DAR UNIVERSITY

BUSINESS AND ECONOMICS COLLEGE

QUESTIONNAIRE ON QUALITY OF EDUCATION IN BUSINESS AND ECONOMICS PROGRAMS OF AAU AND BDU

The purpose of this questionnaire is to collect views of AAU and BDU business and economics students and instructors on quality of education offered in their faculty. Feedbacks from respondents will help to identify existing problems and forward recommendations to contribute to improvement of quality education.

Dear respondents, I would like to assure you that information you provide is used only for educational purposes. To this end, you are kindly requested to give your genuine views and suggestions. Do not specify your name!

Thank you in advance!

Instruction

Please, give suitable information.

PART I: RESPONDENTS BACKGROUND

1. Your university _____
2. Your Sex 1. Male 2. Female
3. Your major field of study _____
4. Your education level _____

PART II: MAJOR PROBLEMS RELATED TO OFFERING QUALITY EDUCATION IN YOUR FACULTY

** . Please mark "v" in the box given where: 5=strongly agree 4=agree 3= undecided 2=disagree 1= strongly disagree

| S.no | Item | 5 | 4 | 3 | 2 | 1 |
|------|--|---|---|---|---|---|
| 5 | There are shortage of qualified Instructors by level of education | | | | | |
| 6 | Instructors lack teaching skill | | | | | |
| 7 | Instructors do not give timely consultation for students | | | | | |
| 8 | There is shortage of library space | | | | | |
| 9 | There are shortage of textbooks/reference books | | | | | |
| 10 | Students are not actively participated in teaching-learning process | | | | | |
| 11 | There is lack of practical exercises in organizations | | | | | |
| 12 | Teaching methods are varied as per topic of discussion | | | | | |
| 13 | Instructors use continuous assessment to evaluate students' performance | | | | | |
| 14 | Instructors give timely feedbacks/answers for students' assessment results | | | | | |

PART III-IMPACTS OF INSTRUCTIONAL FACILITIES TO PROVIDE QUALITY EDUCATION IN YOUR FACULTY

5=very high 4=high 3=average 2= low 1= very low

| S.no | Item | 5 | 4 | 3 | 2 | 1 |
|------|-----------------------------------|---|---|---|---|---|
| 15 | Textbooks/reference materials | | | | | |
| 16 | LCDs and Computers | | | | | |
| 17 | Library space | | | | | |
| 18 | Offices for instructors | | | | | |
| 19 | Pedagogical centres/teaching aids | | | | | |

PART IV- FACTORS THAT HINDER OFFERING QUALITY EDUCATION ON STUDENTS' SIDE

4=Most students 3= Average number of students 2=few students 1=very few students

| S.no | Item | 4 | 3 | 2 | 1 |
|------|--|---|---|---|---|
| 20 | Have motivation to participate in class discussions | | | | |
| 21 | Attend class if attendance is taken | | | | |
| 22 | Prefer to read handouts than textbooks | | | | |
| 23 | Prefer to be assessed twice than continuously | | | | |
| 24 | Prefer objective questions than essays and cases to appear on exams. | | | | |
| 25 | Attend classes regularly | | | | |
| 26 | Ask questions related to their subject matter | | | | |

PART V- RELATIONSHIP BETWEEN INSTRUCTORS' PERCEPTION OF QUALITY EDUCATION AND THEIR PRACTICES

5=strongly agree 4=agree 3= undecided 2=disagree 1= strongly disagree

| S.no | Item | 5 | 4 | 3 | 2 | 1 |
|------|---|---|---|---|---|---|
| 27 | Most instructors prepare challenging problems and cases on examinations | | | | | |
| 28 | Most exam questions are prepared directly from handouts | | | | | |
| 29 | Instructors give pass letter grade only if students do 50% of the entire assessment results correctly | | | | | |
| 30 | Instructors cover their course contents using their time properly | | | | | |

31. What are the major problems related to teaching-learning practices in your faculty?
 32. What solutions would you recommend to solve these problems?

APPENDIX-B- INTERVIEW GUIDES

**BAHIR DAR UNIVERSITY
 BUSINESS AND ECONOMICS COLLEGE**

INTERVIEW QUESTIONS ON QUALITY OF EDUCATION IN BUSINESS AND ECONOMICS PROGRAMS OF AAU AND BDU

Dear respondents, I would like to assure you that information you provide is used only for educational purposes. Therefore, you are kindly requested to give your genuine responses. Do not specify your name!

Thank you in advance!

1. What are major challenges to offer quality education in your faculty?
2. What can you comment on dedication of instructors in performing their duties?
3. How can you remark on academic performance of students in your faculty?
4. How do you comment on efforts of students to improve their academic performances?
5. How do you evaluate teaching methods used by instructors in your faculty?
6. What do you comment on assessment methods used by instructors in your faculty?
7. What guidelines are followed to manage educational quality in your faculty?
8. What will you recommend to improve educational quality in your faculty?

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, IT and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail i.e. infoijrcm@gmail.com for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

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In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

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