

**ROLE OF INSTITUTIONAL MANAGERS IN EDUCATIONAL
QUALITY ASSURANCE CASE STUDY OF WOLKITE
UNIVERSITY**



COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

**A SENIOR ESSAY RESEARCH SUBMITTED TO THE DEPARTMENT OF
MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF BACHELOR ART IN
MANAGEMENT;**

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ACRONYMS

QT- Queensland University of Technology

GC- Gregorian Calendar

QAA- Quality Assurance Agency

UKDES – United Kingdom

BSI – British Standard Institution

PDCA – Plan Docheck Act

EFQM – European Foundation for Quality Management

AHEC – Austrian Higher Education Council

SAQA – South African Qualification Authority

QMS- Quality Management System

QA – Quality Assurance

HEQC – Higher Education Qualification Council

UK-United Kingdom

UKDES – United Kingdom Development of Education Sector

ISO- International Standard for Organization

CBE-College of Business and Economics

ABSTRACT

The main objective of the study was to assess the role of institutional manager in educational quality assurance in Wolkite University. To achieve objective of the study the student used descriptive research design. Having 80 sample size using stratified sampling techniques and data collection from data both primary and secondary source by distributing questionnaire and different document review. The justification for the study is that quality assurance is basic criteria in service delivering institution to increase satisfaction level of customer.

The finding show that there are certain problems undertaken to implement the plan and evaluate the program which is unbalanced student. Admission and availability of physical facilities. So that the organization advisable to create situation to balance student admission and availability of physical facility.

CHAPTER ONE

INTRODUCTION

1.1 background of the study

Institutional management is used to design a successful business through the process of laying out plans and organizing available production resources to run a successful organization. Institutional management can also be called strategic financial management. Steps in institutional management generally include identifying the current situation, identifying the desired situation and determining the steps necessary to get there. The idea behind the process is to lay out a strategic plan that outlines concrete steps to maximize company success. This process can improve business by allowing an analytical view of how the business could best operate (Ndethiu.SN 2007).

Much of strategic management planning is analysis of the company and its environment. During the analysis conducted there would be performing institutional management, an institutional manager may look at many aspects of the company, including the company's financial and human resources as well as the market conditions that might affect the success of the company. Institutional management in an existing company might also examine past operations to determine what will be successful and what failed. Information about past business successes and failures can help management make educated plans for achieving company success (Lemaitre. MG; 2009).

Based on the definition from Wikipedia, the free encyclopedia, Quality assurance (QA) is a way of preventing mistakes and avoiding problems when delivering solutions or services to customers; which ISO 9000 defines as "part of quality management focused on providing confidence that quality requirements will be fulfilled" and it is focused on process. The terms "quality assurance" and "quality control" are often used interchangeably to refer to ways of ensuring the quality of a service or product which is focused on process output

The importance of assuring quality well be underscored by the existence if institutional, national and international agencies established programs met certain stipulated set of minimum standards

(Hay 2006; 10).

Quality assurance includes two principles: "Fit for purpose" (the product should be suitable for the intended purpose); and "right first time" (mistakes should be eliminated). Quality assurance includes management of the quality of raw materials, assemblies, products and components, services related to production, and management, production and inspection processes. The two principles also manifest before the background of developing (engineering) a novel technical product: The task of engineering is to make it work once, while the task of quality assurance is to make it work all the time.

1.2. Statement of the Problem

According to Ekram, (2012), Higher education in Ethiopia would be experienced change in the form of expansion of the sector. Diversification of provision, more heterogeneous student body new funding arrangements, increased focused on accountability performance global networking, mobility and collaborated. There changed had challenged institutional manager that more than ever before needed to revised and specified institutional mission statements assessed impact of view sources of funding met requirements for accountability Considered participated in globalization and international competition and he requirement for national regional and international integrated (Lemaitre 2009; p.113).

Quality assurance is continuous process by which an institution could guaranteed that standards and quality of its educational provisions are being maintained or enhanced (Stand 2008) A study that examined the problems of leadership within a University Concluded that one of the most difficult challenged that leaders within Universities face well be that they must took responsibility for systems that provided assurance of quality teaching research and community service within rapidly changed environment despite bureaucratic structured context dominated by process mentality, (QUT 1994).

As (Ndeithu 2007) noted, learned outcomes for any institution are shaped by the determinate of the university authorities more than the valued of students, Lectures and availability of resource. The effectiveness of employee behavior with in organizations and the effectiveness of the performance of employer are referred as organizational effectiveness. That is why the rational of the researchers the role of institutional managers in quality assurance in education in case of Wolkite University: because this university is one of the youngest higher educational institutions.

Therefore, now the time students in this institution were became higher in number compared to their starting time. And in the same way the staff and their employees are increase from time to time. Additionally, the number of faculties and departments are increase. But quality of education is questionable, why students are raises different questions from different faculties and departments under the issues of target books in each library, specialized computer class, information supply, electronic based library and similar issues are fatigue. Therefore, the researchers in this study focused on the roles of institutional managers to educational quality assurance. Such as how they perform from planning up to endings of different activities through those bodies; higher level manager, middle level manager and lower level managers. And what are the skills these institutional managers were used to assure the quality of education in Wolkite University like conceptual, human and technical skills. Plus, to this, what managerial roles are available for assuring it that informational role, decisional role or interpersonal role and what type of management environments are affected the work of managers whether internal factors such as resources of the organization, scope of the organization or external environment such as political, technological, economical. Hence, the researcher under this study would address the following basic questions.

1.3. Research question.

1. What activities mangers are performing to assure the quality of education in the university?
2. What kind of techniques do managers employ to assure the quality of Education in Wolkite Universities?
3. What are the different roles that institutional managers could play to assure quality of education?

1.4. Objective of the study

1.4.1. General objective of the study

The general objective of the study is to assess the role of institutional managers in educational quality assurance in Wolkite University.

1.4.2. Specific objective of the study

In light of the general objective the study would be guided by the following specific objectives.

1. To describe activities managers are performing to assure the quality of education in the university.
2. To identify kind of techniques that managers had employed to assure the quality of education in the university.
3. To find out are the different roles that institutional managers could play to assure quality of education.

1.5 Significance of the Study

The result of this study is significant in various aspects. Primarily for the researchers is helps to receive BA degree in management. Secondly, for the organizations to review their institutional manager's role how they can perform their areas of duties and finally, to other researchers who conducted on this issues it would be serve as initial reference.

1.6 Scope of the Study

The scope of the study focused on the role of institutional managers in assuring quality of education assurance in Wolkite University. The study entirely focused on the role of institutional managers (wolkite University managers) in quality education assurance for the fulfillment of the institution vision. The survey included the year 2010/11 GC (Official inauguration year as Wolkite University) up to now the study would be delimited. It was conducted only in Wolkite University.

Wolkite University are the researchers point to explore out major findings are a conceptual scope. Methodologically, the study used census method to gather from the total population, and descriptive research design would be employed.

1.7. Organizations of the study

The researcher was organized into five chapters. The first chapter includes introduction, background of the study, statement of the problem, objective of the study, significance of the study, limitation, methodology and organization of the study. The second chapter would be just about review of related literature, the third chapter deals with analysis and interpretation of the

collected data and the last chapter (chapter five) it would cover summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW LITERATURE

2.1. Introduction

Management is the process that integrates men and physical plants in to an effective operating unit. It is the Process of laying out plans and organizing available production resources to run a successful organization. Institutional management can also be called strategic financial Management involves to coordinating and overseeing the work activity of others so that their activities are completed efficiency and effectively. I know that coordinating and overseeing the work fathers is what distinguishes a managerial position from a non-managerial one. However, this doesn't mean that managers can do what they want anywhere or in any way. Instead management involves ensuring that work activities are completed efficiently and effectively by the people responsible for doing them or at least that is what managers aspire to do. There are two common terms in management such as, efficiency and effectiveness.

Institutional management is compulsory for every educational institution. For ensuring grand success of any educational programmer management is a must which depends on institutional management. Institutional management means management of different programmers and activities. This tends to the realization of the prime goals of every educational institution. In order to realize the prime goals of every educational programmer of an institution there is the need of co-ordination in management (Source <http://www.yourarticlelibrary.com/> last visited 24/02/2018).

It is the process of putting things together in a harmonious manner and relationship do that they may function more effectively in the management of an educational programmer. The Administrator in charge of the administration is to be ready with many physical, social and economic aspects which should be exercised and administered by him for smooth management of the programmer, (Materu p (2007).The term efficiency refers doing things right or getting the most output from the least amount of inputs.

The term effectiveness refers that doing the right things or completing activities so that organizational goals are attained, (Stephen P.Robbins et al p-7).

2.2 Concept and Definition of Quality

Quality is a much debated term to some it is like beauty that lies in the eye of the beholder those who believe in this are relativists whereas those who believe quality can be specific attributes that can be identified they raw objectives the word quality comes from the Latin word quails eaning “ what kind of” Quality as progression and the Managerial process associated with the quality function, was introduced during the second half of the 20th century, and has evolved since then over this period, few other disciplines have seen as any changes as the quality profession. The quality profession grew from simple control, to engineering to systems engineering. Quality control activities where predominate in the 1940s, 1950, and 1960. The 1970s were an era of quality engineering and the 1990s saw quality system as an emerging filed like Medicine, Accounting and Engineering; quality has achieved status as a recognized profession.

According to Gamberon (1990) it might be useful to insight in to the many dimensions that form a fuzzy entity referred to as quality though social consensus rather than deplaning it. Garvin (1988) classified the various definitions of quality into five major groups.

Transcendent definitions: These definitions are subjective and personal. They ar related to concepts such as beauty and love.

Product-based definition: - Quality is seen a measurable variable. The basis for measurement is objective attributes of the product.

Use-based definition:- Quality is a means for customer satisfaction. This makes these definitions individual and partly subjective.

Manufacturing-based definition: - Quality is seen as conformance to requirements and specifications.

Value-Based Definitions: - These definitions define quality in relation to cost. Quality is seen as providing good value for costs (largess,2004) (Quality assurance in higher Education, November 2007).

Quality, as a concept, has been defined differently by different stakeholders. This is because it is multi-dimensional and mean different thing to different stakeholders. Also, different countries may tend to define these terms differently. This document adopts the following definitions of quality, quality assurance, accreditation, and licensing from Materu (2007). Quality technically

refers to fitness for purpose. It encapsulates the concept of meeting commonly agreed precepts or standards. Such standards may be defined by law, an institution, a coordinating body or a professional society. In the diverse arena of higher education, fitness for purpose varies tremendously by field and programmed. A broad range of factors affect quality in tertiary institutions including their vision and goals, the talent and expertise of the teaching staff, admission and assessment standards, the teaching and learning environment, the employability of its graduates (relevance to the labor market), the quality of the library and laboratories, management effectiveness, governance and leadership.

The “product” of higher education is intangible and the customer very difficult to identify. The difficulty of attempting to establish consensus or define quality in the higher education sector is aptly captured in the words of Akin Aina (1994:2) “Quality is a most elusive notion. Virtually everybody recognizes it when it is seen but scarcely anyone can specify its components or features with any degree of precision or confidence. But intuitively, and at times empirically, scholars seem to know what they are talking about”. In the research project the critical analysis of definitions/notions of quality as presented in the typology of Harvey and Green (1993:9-34) were thoroughly discussed. Their notions of quality were found to be sufficiently inclusive and adaptable and could be used by different institutions operating under different circumstances:

Quality as excellence /exceptional with variants of quality as distinctive, excellence and passing required standards.

Quality as fitness for and of purpose.

Quality as transformation; educational institutions empowering students with skills, knowledge and attitudes that promote transformation.

Quality as a threshold to the attainment of especially newly set goals.

Quality as enhancement of the academic ethos in any given situation.

Quality as the fulfillment of the demands of the stakeholders or their expectations.

2.3 Quality Assurance

Quality is a multi-dimensional concept, with no commonly accepted definition but generally measuring the level of realization of set standards or targets. “Quality assurance is a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced.

A tertiary institution is only as good as the quality of its teaching staff they are the heart of the institution that produces its graduates, its research products, and its service to the institution, community, and national. Although quality is one of the most widely used and spoken of conceptions in higher education circles, very little or no unanimity with regard to its meaning has been reached (Freeland 1991; Becher 1994).

The related concept of quality assurance has also become globally important in higher education discussions. More attention is being paid today to the issue of quality assurance in higher education than ever before. This is not surprising as stakeholders in higher education are now aware of the fundamental and global importance of quality and quality assurance in higher education. Stakeholders who are interested in quality assurance include:-

The students, who are the primary recipients of higher educational and whose quality of training they get defines their potential performance in life;

Parents, who often pay for the studies of their wards and consequently demand value-for money.

Governments that demand accountability from their higher education institutions,

The employer who demands well trained graduates with competences to effectively operate in the 21st century,

The institutions themselves, cognizant of the keen competitiveness in the global higher educational system, and

The society that benefits or suffers the effect of good or poor quality education. Therefore, quality issues have taken the center stage in global higher education.

Quality issues have taken the center or suffer the effect of good quality education. Therefore, quality issues have taken the center stage in global higher education. Quality assurance can be either an external or internal process. External quality assurance refers to the review by an external agency (e.g. a national quality assurance agency) or body (e.g. a professional body), which evaluates the operations of a University (institutional) or of its programmes to ascertain the level of compliance with set minimum standards. External quality assurance is mainly carried out through the instrumentality of accreditation and involves, as indicated earlier, a self-study, peer review and a reporting system. Internal quality assurance, on the other hand, refers to the internal policies and mechanisms of a University or programme for ensuring that it is fulfilling its purposes as well as the standards that apply to higher education in general or to the

profession or discipline, in particular (IIEP,2006).

Internal quality assurances are as old as higher education itself indeed most universities from inception design and implement various internal activities to ensure the certain agreed standards of performance are being met. One of such is the external examination system. The system involves the assessment of student examinations for compliance with curriculum content and general professional or global standards. However, this system is facing some challenges. Some Universities are unable to fund the external examination system. The system involves the assessment of examinations for compliance with curriculum content general professional or global standards. However, this system is facing some challenges. Some Universities are unable to fund the external examination system as the numbers of academic programmers and the required external examiners have increased significantly. There is also the self-assessment system in which the institution carries out an internal appraisal of its programmers to ascertain the level of achievement of its internally set objectives and standards. Assessment, which is externally mandated. Self assessment can be conducted at two levels, the programmed and institutional levels, and is advisory to the administration of the level of permeation of quality in the operations and activities of the institution. Student-lecturer assessment is another form of internal quality assurance in which students assess their course lecturers.

2.4 Quality management System (QMS)

The quality assurance (QA), like quality is also defined differently by various scholars according to different contexts. Despite the different contexts within quality assurance can be defined it always includes two purposes

Accountability

Improvement

A government- and agency-drive quality assurance system like that of the Australian Higher Education Council (AHEC) tends to emphasize the accountability part more than the institutional improvement. The AHEC defines quality assurance as “guarantee that required standards are being met” (AHEC 1992:6). On the other hand, Cuttance (1994:99) incorporates both purposes by defining QA as: “Planned and systematic actions necessary to provide adequate confidence that the educational provided met the needs of clients, a way of evaluating the effectiveness of structures and processes required to achieve outcomes”. The South African HEQC defines

quality assurance as a term that encompasses all the policies, systems and process directed at ensuring the maintenance of the quality of education provision within an institution. Therefore, quality assurance refers to mechanisms for ensuring that quality-enhancing techniques are carried out. It is a means of asserting that errors are eliminated. South African Qualifications Authority (SAQA) one of the major quality role players in the South African higher education sector, defines a quality management system (QMS) as a combination of processes used to ensure that the degree of excellence is achieved (RSA 1998a). SAQA suggests that a QMS should encompass quality assurance, quality audit and quality control. In addition, SAQA states that there are aspects that are critical to a QMS and that the QMS must ensure that the degree of excellence specified is achieved through:

The quality management policies, which define the quality which is to be achieved;

The quality management procedures, which ensure that the practice of the organization is consistent with policy; and.

The review mechanisms, which ensure that the quality management policies and procedures defined are applied and remain effective. The establishment of any QMS is about a combination of institutional processes used to ensure that the degree of excellence and standards specified is achieved.

2.4.1. Managerial Functions

Managers irrespective of the specific situations of their work environment are expected to accomplish the following functions in common.

Planning- planning function is the process of integrating the future activities of an organization. It requires the ability to foresee or visualize the future actions purposefully. It bridges the gap between the present and future conditions of the organization and in so doing involves selection of mission, objectives, and the best course of action to achieve the desired objectives in the future. In planning organizational objectives are established for the entire company and for the subunits organization must be in line with the larger organizational objectives.

Organizing- it is a managerial function that involves identifying the jobs to be done and grouping them in a managerial relationship, selecting members of work group, delegating authority and establishing the system of interaction that will lead to the effective accomplishments of desired organizational objective.

Controlling- It is a managerial function ensuring that organizational activities are performed in conformity to the plan set. It involves taking of corrective action against conflicting situation.

Co-coordinating- Managers based on management theory and approaches, coordinate activities of workers including their managerial activities to fulfill organizational objectives. Effective managerial coordination is important mechanism to draw the strength and talent of individual workers and incorporate them in to the plan without imposing dictatorial method, (Stephen P.Robbins et al p-8).

2.5 Managerial Roles

Managerial functions are general administrative duties that needed to be carried out to achieve the objectives of productive organization. Managerial roles are specific categories of behavior that need to be carried out in all productive organization. They are means to bring managerial functions to their desired results. Hennery Mintzberg in this study of management has identified ten managerial roles categorized in to three major groups. These are:

1) Interpersonal roles: These roles grow out of the authority of a manager's position and maintain a positive relation with significant others. These roles are further categorized in to:

Figurehead role: is managerial role of performing symbolic duties of a legal or social nature. Such roles as making speech, being bestow honor are examples of figurehead's role.

Leader role: it is a role of managers to communicates with subordinates, motivate and disciplining them. It also involves setting examples of legitimizing power of subordinates.

Liaison roles: It is maintaining of relation or contract with outside organization, government, industry group to carry out the second category of roles. That is informational role.

2) Informational roles: It is a role in which managers' play to receive and transmit information or act as the nerve center of organization unit. There are three more detail roles under informational roles. These are:

Monitor: It is seeking of internal and external information that can affect organizational operation. It includes observing, reviewing, and collecting data on the meeting; standard; noting compliance.

Disseminators: Transmission of information collected either from internal external source of different parts of the organization.

Spokesperson: Transmission of information to the outsiders or speaks for the organization. It is

involving activities as engaging in public relations, lobbying, and defending the organization.

3) Decisional Role: It is a role of making significant decision that affect the organization's major operations. Four roles are identified under decisional roles. These are;

Entrepreneur: It is acting as initiator, designer, and promoter of change: authorizing actions and formulating plans.

Disturbance handler: It is handling conflicts and taking corrective action when organization face important unexpected difficulties;

Resource Allocation: Distribution of resources of all types to different parts of the organization; approving budget, schedule, and promotions.

Negotiator: It is managers' role representing the organization in major negotiations that affects his area of responsibility, (Stephen P. Robbins et al p 9-10).

2.6 Managerial knowledge, Skills and Performance

For managers to plan work agenda and carry out its functions they have to have adequate knowledge of management. Such knowledge includes information about industry, technology, companies' policies, practices, goals, plans, culture, and personalities of key organizational members, important suppliers, and customers. As well they need to fulfill major managerial skills to perform a certain thing expertly or intellectually. There are three types of managerial skills as presented below.

Human skills: It is managers' ability to work with or communicate with others. It involves motivating subordinates to develop organization and fulfill its goals. These skills are especially so important for first level managers that they are at the front area of operation or directly reachable to subordinates, provide ongoing feedback and resolve problems.

Technical skills: As its name indicates it is the ability of managers to use specialized knowledge related to tools procedures technique in performing work. Such skill like accounting is the best examples of technical managerial skills.

Conceptual Skills: It is the ability of managers to visualize the organization as a whole, how the various parts of the organization work together or fits to the wider context of industry. It is used for abstract, reflective thinking and concept development involved in planning and creative strategy formulation, (Stephen P. Robbins et al, p 11).

2.7 Levels of Management

The term level in this context refers to arranged managerial positions in an organizational structure. Managerial levels vary, among other things, according to the size of organization. Although all managers perform the same functions, there are three vertical differentiations of managerial levels. These are first line, middle line, and top management level.

First line managers: They are the lowest level or front line managers who are directly responsible for the work of non-managerial employees which mean, one step ahead of the operating employees. First line managers are important for organizational success because they have responsibility to see the operation in line with the organizational desired goals. And typically are directly or indirectly involved with producing the organizations products or servicing the organization's customers.

Middle level managers: According to Robbins they are next to the top level managers and are responsible for the work of other managers or who manage the work of first line managers and for implementing the overall organizational plan. The work force and management systems in those earlier days (before 1980's) were making a distinction to have several layers of middle level manager in organization. Particularly the big organizations are commonly being pursuing this trend to coordinate their expanding activity. The supporters of this trend argued that such organizing system enables middle level managers to do their work with the bureaucratic interference. The approach however is altered after 1980s with the aim to minimize cost, reduce layer in decision making and facilities communication. Titles like manager, director, chief department head, and division head are examples of middle level managers.

Top level managers: This level represents managers of very high levels in organizational hierarchy responsible for the organization as a whole. Such managers deal with environmental forces and concern to see overall organizational plan, maintain overall control, overall progress of the organization. Such position like President, executive vice President, executive directors, and senior vice president symbolizes these level managers. Based on Robbins in his books stated that managers at or near the upper levels of the organization structure who are responsible for making organization wide decisions and establishing the goals and plans that affect the entire organization. (Stephen P.Robbins et al, p5-6)

2.8 The Environment Management

Effectiveness of the managers depends on their ability to function in specific environment that involves many other different organizations with different purposes, size, structure and complexity etc. According to Stephen, the terms environment refers to institutions or forces that the outside the organization. Environment affects the organizations performance and is affected by the organization. In management, the term environment refers to influence/ forces that is inherent within or outside the organization. These forces affect the operation of the organization either negatively or positively. That is forces that provide both problems and opportunities to the firm. In management environment can be divided in to two:

The internal environment

External environment (stephen p. Robbin's et Al, 2010)

2.8.1. The Internal Environment

It includes all the activities and conditions like;

Production facilities

Financial capability

Human resources

Organizational culture

Since they are within the organization, these internal factors are under the control of the management. Such factors like activities of different divisions and departments, the organizations physical, financial and human resources along with the value systems of managers are some of the factors under the control of the managerial systems, (Stephen P.Robbins et al, 2010).

2.8.2. The External Environment

Organizations are neither self-sufficient nor self-contained. They exchange resources with the environment and depend on those inputs from the environment for their survival. Organizations

take resource (raw materials, money, labor, energy, etc) from the external environment, transform them into products and services, and then send them back to the external environment. The external forces that affect organizational operation include.

Political and legal forces

Economic forces

Social and cultural forces

Technological forces (Stephen P.Robbins et al, 2010)

2.9. Concept and Definition of Quality and quality assurance

Quality is a much debated term to some it is like beauty that lies in the eye of the beholder those who believe in this are relativists whereas those who believe quality can be specific attributes that can be identified they raw objectives the word quality comes from the Latin word quails earning what kind of Quality as progression and the Managerial process associated with the quality function, is introduced during the second half of the 20th century, and has evolved since then over this period, few other disciplines have seen as any changes as the quality profession. The quality profession grew from simple control, to engineering to systems engineering. Quality control activities where predominate in the 1940s, 1950, and 1960. The 1970s were an era of quality engineering and the 1990s saw quality system as an emerging filed like Medicine, Accounting and Engineering; quality has achieved status as a recognized profession.

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The related concept of quality assurance has also become globally important in higher education discussions. More attention is being pay today to the issue of quality assurance in higher education than ever before. This is not surprising as stakeholders in higher education are now aware of the fundamental and global importance of quality and quality assurance in higher education. Stakeholders who are interested in quality assurance include: -

The students, who are the primary recipients of higher educational and who the quality of training they get defines their potential performance in life.

Parents, who often pay for the studies of their wards and consequently demand value for money, Governments that demand accountability from their higher education institutions, the employer who demands well trained graduates with competences to effectively operate in the 21st entry,

The institution themselves, cognizant of the keen competitiveness in the global higher educational system and the society that benefits or suffers the effect of good or poor quality education. Therefore, quality issues have taken the center stage in global higher education.

A quality issue has taken the center or suffers the effect of good quality education. Therefore, quality issues have taken the center stage in global higher education. Quality assurance can be

either an external or internal process. External quality assurance refers to the review by an external agency (e.g. a national quality assurance agency) or body (e.g. a professional body), which evaluates the operations of a University (institutional) or of its program to ascertain the level of compliance with set minimum standards. External quality assurance is mainly carried out through the instrumentality of accreditation and involves, as indicated earlier, a self-study, peer review and a reporting system. Internal quality assurance, on the other hand, refers to the internal policies and mechanisms of a University or program for ensuring that it is fulfilling its purposes as well as the standards that apply to higher education in general or to the profession or discipline, in particular (largess ,2006 quality assurance in higher education, November 2007)

2.10. Quality management System (QMS)

The quality assurance (QA), like quality is also defined differently by various scholars according to different contexts. Despite the different contexts within quality assurance can be define it always includes two purposes

Accountability

Improvement

A government- and agency-drive quality assurance system like that of the Australian Higher Education Council (AHEC) tends to emphasize the accountability part more than the institutional improvement. The AHEC defines quality assurance as guarantee that required standards are being met (AHEC 1992:6). On the other hand, Cuttance (1994;99) incorporates both purposes by defining quality assurance as: Planned and systematic actions necessary to provide adequate confidence that the educational provided met the needs of clients, a way of evaluating the effectiveness of structures and processes required to achieve outcomes. The South African defines quality assurance as a term that encompasses all the policies, systems and process directed at ensuring the maintenance of the quality of education provision within an institution. Therefore, quality assurance refers to mechanisms for ensuring that quality-enhancing techniques are carried out. It is a means of asserting that errors are eliminate. South African Qualifications Authority (SAQA) one of the major quality role players in the South African higher education sector, defines a quality management system (QMS) as a combination of processes used to ensure that the degree of excellence is achieved (RSA 1998a). SAQA suggests that a QMS should encompass quality assurance, quality audit and quality control. In addition, SAQA states

that there are aspects that are critical to a QMS and that the QMS must ensure that the degree of excellence specified is achieved through:

The quality management policies, which define the quality which is to be achieved;

The quality management procedures, which ensure that the practice of the organization is consistent with policy; and.

The review mechanisms, which ensure that the quality management policies and procedures defined are applied and remain effective. The establishment of any QMS is about a combination of institutional processes used to ensure that the degree of excellence and standards specified is achieved.

2.11. The seven step problem-solving techniques that managers used

1. Finding the right problem to solve
2. Defining the problem
3. Analyzing the problem
4. Developing possibilities
5. Selecting the best solution
6. Implementing
7. Evaluating and learning (Wikipedia the free encyclopedia)

2.12. Components of Institutional Management

The components of institutional management are of two types. Such as;

- (i) Organization and management of curricular activities and
- (ii) Organization and management of co-curricular activities.

In the total programme of education, curricular and co-curricular activities occupy the central position. Curricular and co-curricular activities are complementary to each other. These activities help in developing integrated human personality. There is a time when the whole purpose of the educational institution is conceived to be confined to the teaching of prescribed syllabus. Other activities were regarded as additional. Participation in social and sports activities or outside the classroom activities is looked down upon as a mere side show. It is thought that these activities

had no link with the actual teaching programmer. Here a detail discussion on co- curricular activities has been done along with curricular activities.

As I am know, co-curricular activities are those activities which have indirect reference to actual instructional work that goes on in the classroom. In fact, today there is only a sharp difference between curricular and co-curricular activities as the latter activities also supplement the classroom teaching however now both activities have given equal position in the educational institution.

1. Curricular Activities: Curricular activities are those activities which are organization in the classroom. These are the teaching of different subjects by the teacher/classroom teaching Practical work in the laboratory, workshop, library reading etc.

2. Co-curricular Activities: Co-curricular activities are those activities which have indirect reference to actual, instructional work that goes on in the classroom. In fact, today there is only a sharp difference between curricular and co- curricular activities as the latter activities also supplement classroom, (Pounder J.S 2001).

CHAPTER THREE

RESEARCH METHDODOLOGY

3.1 Research design

The study would be descriptive research design. Which means that to describe the institutional Manager is someone who coordinates and over sees the work of other people to accomplish the organizational goals, (Stephen P.Robbins et al p-5-6)

3.2. Total population and sample size

Based on the information that the researchers collected from Wolkite university human resource office, there are 43 department heads, 9 faculty dean, 1 president and 4 vice president, 20 administrative head officer. Totally, there are 77 target total populations to conduct the study.

3.3. Sampling techniques and procedures

The researcher would use Census sampling technique to collect the data from the target respondents. The use of this type of sampling technique is to gather the data from the whole target populations without any basis. The target population is 77 respondents from 43 departments. The reasons that initiate the researcher to use census methods, the data derive through census are highly reliable and also cense data yields much information. In general sense, data derive through census are accurate because, it addresses all the population.

3.4. Types of data and sources

For the study the researcher would be used both primary and secondary data. Primary data is collected from respondents and different publication materials were used to collect secondary type data.

3.5. Data collection methods

To do a complete research paper the researchers had distributed questioner to gather either quantitatively or qualitatively through close ended and open ended form, and the researcher used structured interview to the administrated for to get the real response of purpose.

3.6. Data analysis and presentation

The study would consist of both qualitative and quantitative types of data which would be collected from respondents and documents and the researcher use Census sampling technique to collect relevant data.

CHAPTER FOUR

DATA ANALIYSIS INTERPERTATION AND PRESEANTATION

This chapter focus on analysis presentation and Interpretation of collected data regarding with the role of institutional manager in Educational quality Assurance .The researchers had distributed a Total of 77 questionnaires out of which 67 were returned back to the researchers and the remaining 9 were not returned.

4.1. Respondents Background

In this part, demographic characteristics of the respondents were presented these characteristics include sex, age, levels of education and respondents year of service in the university.

Table4. 1Demographic characteristic of the respondents.

Item	Alternative	Frequency	Percentage
1. Sex	Male	61	91%
	Female	6	9%
	Total	67	100%
2. Age group	20-30	14	21%
	31-40	28	42%
	41-50	16	24%
	Above 50	9	13%
	Total	67	100%
3. Level of education	Diploma	-	-
	Degree	21	31%
	Master	42	63%
	PHD	4	6%
	Total	67	100%
4. Employees	Below 2 years	17	25%

experience	2-4 years	26	39%
	4-6 years	24	36%
	Total	67	100%

Source: own survey, 2020.

The above table demographic characteristics of the respondents Source: Own survey result

The above **table1** of subtitle one shows the sex of respondents. Accordingly, 61 (91%) of the respondents were male and the remaining 6 (9%) of the respondents were female. From the researcher can conclude that the majority of respondents were males.

Item number two of the above table1 indicates the age composition of the respondents and clearly shows that 41(21%) of the respondents found in the age group of 20-30 years old. While 28(42%) of the respondents were found with the age group of 31-40, 16(24%) of the respondents found within the age group of 41-50, the remaining 9 (13%) were found with age group of above 50. This shows that majority of the respondents were found within the age group of 31-40 years old. Workers who found in this age group expected to be knowledgeable, hardworking, productive, learned and experienced on everything. Hence, it is good for the educational quality assurance of Wolkite University.

The above **table1** items number three shows that the respondents level of education. As seen from the table1 21(31%) of the respondents are Degree holders. While 42(63%) of the respondents are asters Holders. The remaining 4(6%) of the respondents are PHD holders. From this shows hat the majority of the respondents are master’s holders. This implies that there was good progress in the workers educational improvements

The above **table1**ofitem number four shows that the respondent’s years of service in Wolkite University. Accordingly, 17(25%) of the respondents served the university for less than two years. 26(39%) of the respondents two years While 24(36%) of the respondents served the university for 4-6 years This implies that Wolkite university Holders many experienced workers. Hence, this workers experience helped the University to improve quality education service as employees work for more years they were acquire more skills.

Table4. 2 Responses regarding to public learning out comes to the society

Item	Alternative	Frequency	Percentage
Do you perceive that Wolkite university publicized learning out come to the society?	Yes	41	61.2
	No	26	38.8
Total		67	100

Source: Own survey, 2020.

The above **table 2**, Shows respondents response regarding to public learning out comes to the society accordingly 41(61.2%) of the respondents Replayed hat Wolkite university publicized learning out comes to the society, While the remaining 26(38.8%) of the respondents responded no the above issues. So, this implies that Wolkite university publicized learning out comes to the society.

Table4. 3 Response regarding to institutional quality assurance policy

Item	Alternative	Frequency	Percentage
Does Wolkite University institutional quality assurance policy?	Yes	58	86.7
	No	9	13.3
Total		67	100

Source: Own survey, 2020.

As the **above table 3** shows that 58(86.7%) of the respondents are responded wolkite university had institutional quality assurance policy, While the remaining 9 (13.3%) of the respondents responded the university didn't have institutional quality assurance policy. From this shows, that the majority Wolkite University had institutional quality assurance policy.

Table4. 4 Response regarding to institutional quality assurance system

Item	Alternative	Frequency	Percentage
Does Wolkite university had institutional quality assurance system?	Yes	45	67
	No	22	33
Total		67	100

Source: Own survey, 2020.

The **above table 4** indicates that 45 (67%) of the respondents from a total of 67 responded that Wolkite university had institutional quality assurance system. On the other hand, the remaining

22(33%) of the respondent said that Wolkite university didn't have institutional quality assurance policy system. This shows that mostly Wolkite University had institution quality assurance system.

Table4. 5 Response regarding to external quality assurance

Item	Alternative	Frequency	Percentage
Do you think that Wolkite university has been regulated by external quality assurance?	Yes	53	79
	No	14	21
Total		67	100

Source: Own survey, 2020.

The **above table 5** indicates that 53(79%) of the respondents from a total of 67 active respondents who participated in the survey responded said that Wolkite university had been regulated by external quality assurance. On the other hand, the remaining 21(14%) of the responded that Wolkite university has not been regulated by external quality assurance. From the researcher can understand that Wolkite University had been regulated by external quality assurance.

Table4. 6Response regarding to internal quality assurance

Item	Alternative	Frequency	Percentage
Do you think that there is internal quality assurance unit to support quality assurance process in Wolkite university?	Yes	38	56.72
	No	29	43.28
Total		67	100

Source: Own survey, 2020.

The **above table 6** indicates that 38 (56.72%) of the respondents from a total of 67 respondents who participated in the survey responded that Wolkite university have internal quality assurance unit to support quality assurance process in the university. On the other hand, the remaining 29(43.28%) of the respondent said that Wolkite university didn't have internal quality assurance units to support quality assurance process. This shows that Wolkite University has internal quality assurance units to support quality assurance process

Table4. 7Response regarding to challenge on the accomplishments of their role

Item	Alternative	Frequency	Percentage
What factors to be accomplished your role?	Internal factor	16	23.88
	External factor	9	13.43
	Both	42	62.69
Total		67	100

Source: Own survey, 2020.

The above **table 7** shows that the respondents response regarding to the challenge on the accomplishments of the managers role. Accordingly 42(62.69%) of the respondents were responded that both internal and external factors were challenge on the accomplishments of their role and responsibilities. Whereas, 16 (23.88%) and the remaining 9(13.43%) of the respondents are responded that internal and external factors are challenge on the accomplishments of the managers role and responsibility. Therefore the majority of respondents were responded that both internal and external factors were challenge on the accomplishments their roles or on the above statements.

Table4. 8Response regarding to internal environmental factors

Item	Alternative	Frequency	Percentage
Which internal environmental factors in your institution?	Facility problem	5	8.62
	Financial problem	10	17.25
	Leadership style	7	12.07
	All	36	62.07
Total		58	100

Source: Own survey, 2020.

The above **table 8** show, respondents responses regarding to internal environmental factors which affect that institutional managers accordingly, 5(8.62%) of the respondents responded facility problem, 10(17.25) of the respondent responded financial problems, 7(12.07) of the respondent responded leadership style and 36(62.07%), of the respondent responded that facility problem, financial problems and leadership style are the problem affecting institutional manager. So, this implies that majority of the respondents were affected by mostly external problems such like the above challenges

Table4. 9: Response regarding to external factors

Item	Alternative	Frequency	Percentage
Which external environmental factors more affect your institution?	Political instability	14	27.45
	lack of sufficient fund	26	50.98
	Lack of awareness in the society	11	21.57
	other factors	–	–
Total		51	100

Source: Own survey, 2020.

The **above table 9** indicates that respondents response regarding to external factors, accordingly, 14(27.45) of the respondents Replied political instability and 26(50.98) of the respondents responded lack of sufficient fund, the remaining 11(21.57) of the respondent responded lack of awareness in the society. this shows that majority of the factor which affect institutional managers in Wolkite University are

Table4. 10 Response regarding to managerial responsibility in Wolkite University

Item	Alternative	Frequency	Percentage
Where one is your responsibility in Wolkite university?	Making speech on seminars	16	23.89
	Allocate necessarily resources and facilities	14	20.89
	problem handling	30	44.77
	Presenting the situation for external community	7	10.45
	Total		67

Source: Own survey, 2020.

The above **table 10** shows that respondents responses regarding to managerial responsibility and roles in Wolkiteuniversity. Accordingly 30(44.77%), 16(23.89%), 14(20.89%) and the remaining

7(10.45%) of the respondents are responded that problem handling, Making speech on seminars, Allocate necessarily resources and facilities, Presenting the situation for external community to the above statements respectively. From this the majority of the respondent's response indicated that there were issues with problem handling.

Table4. 11 Response regarding to the responsibility of maintaining the materials

Item	Alternative	Frequency	Percentage
Does Wolkite university have fulfilled the materials that are required to both academic and administrative purpose?	Yes	28	41.79
	No	39	58.21
Total		67	100

Source: Own survey, 2020.

The above **table 11** shows, the respondents response regarding to whether Wolkite university take the responsibility to maintaining the materials for both academic and administrative purposes .accordingly, 39(58.21%) of the respondents are responded the university didn't maintained material that are required to both academic and administrative purpose and also the remaining 28(41.79%) of the respondents were responded that positively on the above statements. this implies that majority of the respondents are responded the university didn't maintained material that are required to both academic and administrative purpose,

Table4. 12Response regarding to educational policy and strategy:.

Item	Alternative	Frequency	Percentage
1) university staff work as a team	Strongly agree	5	7.46
	Agree	38	56.72
	Neutral	10	14.93
	Disagree	14	20.89
	Strongly disagree	—	—
Total		67	100
2)university staffs motivated	Strongly agree	—	—
	Agree	18	26.87
	Neutral	22	32.84

	Disagree	23	34.33
	Strongly disagree	4	5.97
Total		67	100
3) Staffs are effectively engaged in decision making	Strongly agree	–	–
	Agree	18	26.87
	Neutral	22	32.84
	Disagree	21	31.34
	Strongly disagree	6	8.96
Total		67	100
4) students are effectively engaged in decision making	Strongly agree	–	–
	Agree	14	20.89
	Neutral	17	25.37
	Disagree	24	35.82
	Strongly disagree	12	17.91
Total		67	100
5) There is satisfactory communication between the university management and stakeholders	Strongly agree	–	–
	Agree	16	23.88
	Neutral	27	40.30
	Disagree	18	26.87
	Strongly disagree	6	8.96
Total		67	100
6) Wolkite university conducts need assessment about learning resources	Strongly agree	3	4.48
	Agree	21	31.34
	Neutral	26	38.81
	Disagree	15	22.39
	Strongly disagree	2	2.98
Total		67	100
7) The institution strategy and the achievement of goals set in each are	Strongly agree	–	–
	Agree	20	29.85

revised when the document is revised	Neutral	23	34.33
	Disagree	19	28.36
	Strongly disagree	5	7.46
Total		67	100
8) Students admissions are based on available physical facilities	Strongly agree	–	–
	Agree	7	10.45
	Neutral	49	73.13
	Disagree	11	16.42
	Strongly disagree	–	–
Total		67	100
9) lecture rooms are clean and adequate	Strongly agree	–	–
	Agree	23	34.33
	Neutral	18	26.87
	Disagree	26	38.81
	Strongly disagree	–	–
Total		67	100
10) Laboratory equipments are current	Strongly agree	–	–
	Agree	–	–
	Neutral	17	25.37
	Disagree	22	32.84
	Strongly disagree	28	41.79
Total		67	100
11) Number of computers are adequate	Strongly agree	–	–
	Agree	–	–
	Neutral	22	32.84
	Disagree	36	53.73
	Strongly disagree	9	13.43
Total		67	100
12) Library space are adequate	Strongly agree	–	–
	Agree	29	43.28

	Neutral	18	26.87
	Disagree	20	29.85
	Strongly disagree	–	–
Total		67	100
13)There is good internet facilities	Strongly agree	–	–
	Agree	–	–
	Neutral	14	20.89
	Disagree	40	59.70
	Strongly disagree	13	19.40
Total		67	100

Source: Own survey, 2020.

The above **table 12 of item one** show, respondents level of agreement regarding whether the university staff works as a team educational policy and strategy. The first part of the table describes whether the university staff works as a team. Accordingly 20.89% of the respondents disagree While 14.93% of the respondents were neutral on the above statement, 56.72% and 7.48 % of the respondents agreed and strongly agree on the above statement. From this one can understand that the majority of the respondents were agreed on the University staff team work.

The above **table 12 item number two** presents respondent's response regarding did the university staffs has been motivated, Accordingly, 4(5.97%), 23(34.33%), 22(32.84%)and the remaining 18(26.87%)of the respondents were strongly disagreed, disagreed, neutral and agreed respectively on the above statement. Analysis of the data reveals that majority of the respondents shows their disagreement regarding the university in which the staff has been motivated; this shows that the university staffs had not been motivated.

The above **table 12 item number three** shows that respondent response regarding the Staffs effectiveness engaged in decision making. Accordingly, 22(32.84%) of the respondents were neither of the decision, 21(31.34%), 18(26.87%) and the remaining 6(8.96%) of the respondents were disagreed, agreed and strongly agreed respectively on the above statement. Analysis of the data reveals that majority of the respondents' responded neutral regarding the Staffs effectiveness engaged in decision making.

The above **table 12 of item number four** shows respondents level of agreement regarding students were effectively engaged in decision making, accordingly, 24(35.82%) of the respondents responded disagree and 12(17.91%) of the respondents were strongly disagreed, 17 (25.37%) and 14(20.89%) of the respondents were neutral and agreed respectively on the above statement. This implies that students were not engaged in decision making. From this, one can understand that the majority of the respondents have not positive response regarding students engaged in decision making.

Table 12 item number five shows, respondents level of agreement on satisfactory communication between the university management and stakeholders, Accordingly, 27(40.30%) of the respondents were neutral and 18(26.87%) of the respondents were disagreed on the above statement. This implies that satisfactory communication between the university management and stakeholders. According to the data implies the majority of the respondents' have not shown positive response regarding to students not engaging in decision-making processes.

The **table, 12 items number six** shows that respondents' level of agreement regarding to Wolkite University conducts need assessment about learning resources accordingly. 26(38.81%), 21(31.34%), 15(22.39%), 3(4.48%) and the remaining 2(2.98%) of the respondents are neutral, agreed, disagreed, strongly agreed and strongly disagreed respectively. This implies that Wolkite University had not conducted need assessment about learning resources.

The above **table 12 item number seven**, shows respondents level of agreement regarding to the institution strategy and the achievement of gales set in each are revised when the document is revised. So, 23(34.33%), 20(29.85%), 19(28.36%) and the remaining 5(7.46%) of the respondents were neutral, agree, disagree and strongly disagree. This implies that majority of the respondents are not making judgment about the above statements.

Similarly, table 4.10 item number eight shows that respondents level of agreement regarding to Students admissions were based on available physical facilities. Then 49(73.13%), 11(16.42%) and 7(10.45%) of the respondents are responded that neutral, disagree and agree respectively. This implies that majority of the respondents are not making judgment surely about students admissions are based on available physical facilities.

The above **table 12 item numbers 9**, shows that respondents level of Agreement regarding lecture rooms are clean and adequate. Therefore, 26(38.81%), 23(34.33%) and the remaining

18(26.87%) of the respondents are responded on disagree, agree and neutral.

So, it implies that majority of the respondents are not positive response on lecture rooms are clean and adequate.

Accordingly the above table item number nine shows that the response regarding to laboratory equipments are current. Therefore, 28(41.79%), 22(32.84%) and the remaining 17(25.37%) of the respondents are responded that strongly disagree, neutral and agree respectively. This implies that majority of the respondents are not responded positively which was the laboratory equipment is not current.

Additionally based on the above table, item number 11, shows that the response regarding to number of computers are adequate. Therefore, 36(53.73%), 22(32.84%) and 9(13.43%) of the respondents were responded that disagree, agree and strongly disagree. So, this implies that the majorities are not responded positively.

According to the above table, item number 12, shows that response regarding to Library space are adequate. Therefore, 29(43.28%), 20(29.85%) and the remaining 18(26.87%) of the respondents are responded that agree, disagree and neutral. This implies that the majorities of respondents are responded positively on the above statements.

The above table 12 shows item number 13 shows that response regarding to there is good internet facilities. So, 40(59.70%), 14(20.89%) and the remaining 13(19.40%) of the respondents were responded on disagree, neutral and strongly disagree respectively. This indicates, that majorities of the respondents are responded negatively on the above statements.

4.2. The managers Interview Analysis

- ❖ To examine the roles of institutional manager
 - As every company looks its managers:
 - The role of managers is to implement and operate jobs in universities by rule and regulation that the constitution sated.
 - Even if there is no adequate resource, by using proper use of the current resource it can be fulfilled the educational materials.
 - In order to reach the company to good position making deep control for the week of practicing that the university sets properly.
 - Practice our own responsibilities in good faith.

- For the member of universities and societies make effective and efficient work which important for them.
- Providing internal and external relationship.
- Solve problems in good manner.
- Setting a plan which is important for the university and acceptable by all employees and in order to practice the plan giving training for the concerned bodies.
Using human resource properly as well as every teacher enters to courses that they are going to do for warring students in deed.
- ❖ Asses the techniques to apply assuring quality of education for every employee perform their responsibilities properly or not and make deep control in each sector office.
- Giving training for student and teachers by raising best trends to get quality education.
- By follow up weekly work processes, decide the things to continue having good work process or discontinue things having a poor work process.
- By organizing one to five groups to participate and discuss teachers and other workers for better achievement.
- By starting up different courses on time and cover them with in appropriate time.
- Evaluating different exams.
- By organizing students one to five groups to attain better than ever.
- Giving tutorial class for women students and students who scoreless achievement.
- Fulfilling different educational inputs.
Controlling whether the education is conducting in a well manner or not.
- By hiring well experienced teachers.
- As much as possible students should try to do their best.
Encourage the problems encountered to assured educational policy .
As the managers reflected that regarding to question number three as follows;
- Increase in the number of students more than the required:
Shortage of inputs or the required inputs not reach on time.
- The absence of knowledgeable teachers in some department.
- The presence of rash relationship between students and teachers, shortage of internet access.
- Shortage of teachers and some what the students not volunteer to learn.

- The presence of less salary payment for teachers.
- Shortage of the required books in the library.
- The lack of implementing the curriculum that are made to run the learning and teaching process correctly.
- The absence of evaluating the learning and teaching activities.
 - ❖ The techniques to solve in this problem as the managers replied that distributing the students in different universities to learn practical learning:
 - By collecting knowledgeable teachers from different place to teach the students properly to know the required from them. Example, health science teachers, by giving short and adequate training for teachers.
 - By distributing the fresh teachers to higher level of educational place or universities to provide better teaching for students.
 - By fulfilling the required raw material required for educational activities.
 - By fulfilling the material required by students. Example availability of books in the library and availability of internet access.
 - By hiring enough teachers for educational purpose.
 - By balancing the number of students those learn in one class.

CHAPTER FIVE

Summary, Conclusion and recommendations

This chapter would try to summarize the major findings based on the previous chapter analysis. And draw conclusions from the major findings. Then as much as possible the researchers would give the recommendations and suggestions.

5.1. Summary of major findings

Accordingly to the respondents Demographic characteristics, 61 (91%) Of the respondents were male and the remaining 6(9%) of the respondents were female. From this, one can understand that the majority of respondents were males.

As finding reveals that in Wolkite University there is no comparable gender distribution which the figure shows that the above summarization completely females are dominated by males in material levels. High literate man power in education level and from perspective of work experience, majority had high work experience which is compared from the university startup time to stake holder to internalize the whole culture of university.

The study shows that in Wolkite University there is institutional strategies plan quality assurance system which regulated y external quality assurance.

In Wolkite University the study show that an implementation of plan takes place by less effective learning teaching assessment of student engaging academic staff effectively in decision making and hiring qualified and competent staffs to balance student addition and availability of physical facility.

As the finding implies Wolkite University manager conduct monitoring evaluating by internal seminar, performing evaluation culture of staffs and report) publicized learning outcomes to the society through internal evaluation process.

5.2 conclusions

Based on, both qualitative and quantitative data gathered through questionnaire and interview from the managers. Both Academic staffs and administrative staffs of Wolkite University managers revealed that the role and implementation of the study in the institution has brought about a significant change and improvement to provide quality education for student's

enhancement of stake holder's satisfaction and eliminate constraints of quality education.

In spite of its improvement also the University faces the problem of awareness related to quality education another problem the University faced in eliminated the gap between students and academic staffs there were also problem hired qualified and competent staffs and improved stated examination process.

In Wolkite university there is institutional strategies plan quality assurance system which regulated by more external rather than internal.

The University also designed mechanism to overcome the challenges faced prior to quality education among initiatives to full filled physical facilities that help the students and academic staffs to get good service.

5.3 Recommendations

Based on the finding the following point are recommended, In Wolkite University there is institutional strategies plan quality assurance system which regulated by external quality assurance. So, that the organization is advisable to improve quality assurance policy strategy by using both external and internal quality assurance.

From the finding that in Wolkite University manger plan role in assured quality by monitoring evaluating and reporting through internal seminar, performing evaluation culture of staff and publicizing learning out comes to the society by internal evaluation process but not by standard examination process. So the organization advisable to use standard examination processes for manage to play role in assured quality.

As the finding indicates that in Wolkite University Manager take remedial action to measure outcomes for continuous improvement using techniques of feed backs. So that the organization is advisable as the manager have to use different techniques to influence guaranteed quality education which are certificate requirement. Interview and student centered assessment of lectures/instructors hiring techniques.

The finding show that there are certain problems undertaken to implement the plan and evaluate the program which is unbalanced student admission and availability of physical facilities. So that the organization advisable to create situation to balance student admission and availability of physical facilities.

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Appendix

WOLKITE UNIVERSITY

College of Business and Economics

Department of Management

Dear respondent this questionnaire, is designated to supplement a study conducted to a practical fulfillment required to obtain of bachelor of art degree in management and also to study role of institutional managers in quality assurance in educate (case study in wolkite university) and to forward possible ideas for improvement of quality assurance your exact feedback is vital for the study and will only be used for the analysis is in the study. Thank you for your cooperation in filling the questionnaires please put "x" Mark for the closed ended questions and write you for the open-end questions.

NB. All questions are expected to be filled by administrative staff lectures and students.

General information

1. Sex Male Female
2. Age below 20 20-30 30-40
3. Educational level BA/BC Assistant professor
 Msc /Ma/ MBA Associate professor
 PHD Full bright professor
4. Work experience in wolkite university
1-4 year 9-13 year
5-9 year 14 year and above
5. Current carrier _____

Part I planning

Institutional managers could be facilitator so that they encourage the involvement of stake holders by introducing. Promoting and sustaining participatory planning in a managerial process to meet the target of higher education institution therefore what is your opinion the following questions regarding on the strategic planning process in Wolkite University.

1. Does Wolkite University have institutional strategies plan which includes institutional mission goals and priorities.

A. Yes B. No

2. Does wolkite University have action plans at all levels (departments, Colleges, university).

A. Yes B. No

3. Does Wolkite University have financial and human resource plan.

A. Yes B. No

4. Do you think that there are work load plans of lecturers at department level?

A. Yes B. No

5. Do you perceive that there are specific plans (curricula and force in implementation Plan) at all levels?

A. Yes B. No

6. Does wolkite University have institutional quality assurance polices.

A. Yes B. No

7. Does wolkite University have institutional quality assurance system?

(Institutional quality assurance structure, procedures and guidelines).

A. Yes B. No

8. Do you think that Wolkite University has been regulated by external quality?

Assurance responsible body (Government and quality assurance unit to support quality assurance process in Wolkite University.

A. Yes B. No

9. Do you think that there is internal quality assurance unit to support quality?

Assurance process in Wolkite University.

A. Yes B. No

10. Do you give your eye witness that there is committed of leaders in Wolkite?.

A. Yes B. No

11. Do you think that the administrative staffs are committed in building?

Quality culture in Wolkite University.

A. Yes B. No

Part II Implementation of plans

"University managers influence of management on organization behavior to bring internal quality culture it means management for quality rather than quality management" what is your opinion on the following questions during the implementation processes regarding wolkite University.

2.1 do you think that there is effective learning assessments in wolkite University?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.2 Do you think that student and academic staffs are effectively engaged in Decision making process.

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.3 Do you perceive that there is effective communication between University management and stake holders?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.4 Do you think that there is equal employment opportunity regardless of sex Equinity and religion in Wolkite University?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.5 Do you perceive that Wolkite University has effective appointment and promotion procedures of staffs?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.6 Do you think that students and academic staffs are understood their accountability to quality assurance in wolkite University?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.7 Do you think that students' admissions are based on the availability of physical facilities?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.8 Do you think that wolkite University staffs are motivated?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.9 Do you think that Wolkite University staffs work as a team?

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

2.10, Does Wolkite University hires qualified and competent staffs.

A. Agree B. Disagree C Strongly disagree D strongly Agree E Neutral

Part III Monitor evaluates and report

3.1 Does wolkite University have an internal culture to measure students' attitude?

A. Yes B. No

3.2 Do you have internal evaluation process that provides feedback?

A. Yes B. No

3.3 Does wolkite University manager evaluate strategic annual progress review made in terms of achieving the goals set by the institution?

A. Yes B. No

3.4 Does wolkite University manager conduct internal seminar

A. Yes B. No

3.5 Does wolkite University conduct need assessment about learning resources
Offered monitored

A. Yes B. No

3.6 Does the institution strategy and the achievement of goals set in each are
Revised when the document is revised?

A. Yes B. No

3.7 Does wolkite University have standard examination process of students?

A. Yes B. No

3.8 Does wolkite University has performance evaluation culture of staffs?

A. Yes B. No

3.9 Do you perceive that wolkite University publicized learning out comes to the
Society?

A. Yes B. No

Part IV Take remedial measures

4.1 Do you perceive that wolkite University manager are taken corrective measures
to the outcome when it is necessary for continuous improvement?

A. Agree B. Disagree C Strongly Disagree D strongly agree E Neutral

4.2 Do you think that there is effective review the overall process and modify to achieve the university objectives?

A. Agree B. Disagree C Strongly Disagree D strongly agree E Neutral

4.3 Do you think that wolkite university managers plan for the next year based on The feedback and evaluation?

A. Agree B. Disagree C Strongly Disagree D strongly agree E Neutral

4.4 What type of quality assessment tools the university has been used before?

A. Internal quality assessment _____

B. External quality assessment _____

4.5 What things do you want to be change in the future in the university?
