

Major Factors Affecting Quality Education: A Comparative Study of the College of Business and Economics and the Faculty of The Social Sciences

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Abstract

The purpose of this study is to investigate the Major Factors Affecting the Quality of Education in the Faculty of Social Sciences and the College of Business and Economics to achieve the objectives stated in chapter one. The efforts of the study are directed towards assessing major ingredients that hinder the achievement of standard education and then suggest relevant solutions thereby. To this end, both a qualitative and a quantitative research approaches were employed. Students, teachers and coordinators were types of respondents for whom questionnaires are distributed and interviews made. Availability, simple random and stratified random samples were used as sampling techniques. The data collected from both primary and secondary sources were then analyzed and interpreted using tables and statistical tools such as means and percentages. It has been investigated that both the College of Business and Economics and the Faculty of Social Sciences were found to be at moderate level in most of the dimensions of quality education. Certain barriers exist that challenge the efforts towards excelling to a higher level of education. Finally, remedies are suggested for the problems faced by the college and the faculty understudy. These include promoting education researches, applying current technologies in the process of education, setting effective communication networks among the college/faculty members as well as offering short term trainings for staff members on how to adopt effective teaching.

Keywords: FACTORS, EDUCATION, QUALITY

1. INTRODUCTION

In today's global competition in every aspect of the economy, developing the human competence has become the very means for a competitive advantage through a proper utilization of other scarce resources. This phenomenon in turn necessitates the need to provide the human element with integrated and professional training and thereby maintain quality education, Shannon, (2001: 34)

Quality Education is now a universal goal. It is the key to enter the new millennium and a panacea to transform the human skill and competence in to a higher level capable of pro-acting the changing business world. Today, the quest for the implementation of quality education has been recognized as one of the most significant challenges facing the developing nation and is regarded as national priority that requires involvement and engagement throughout all levels of our society, (Ministry of Education, August, 2005). To this regard, improving the quality of education is particularly critical to ensuring that the learning needs of the disadvantaged are met and for providing pathways for families and communities out of poverty, (Centre of Quality Education, retrieved , 2006).

Professor Steve (2007) stated that quality in education is our greatest asset and it must be safeguarded. He further noted that currently we have a world class Higher Education System which we are constantly looking to improve; we want to hear from universities and faculties about how quality and standard education should be protected and so any member of the a university and college should have a stake in advancing quality educations.

In all the circumstances, Quality Education is not achieved through a story luck. It is worth for Educational Institutions searching and implementing sound strategies as an instrument to achieve their goals. Undertaking continuous educational Researches is one of the fundamental means applied to assess the gap between the "what is" and the "what should be" in the educational quality standard. McKernan (2006) noted that educational researches are the very ways that enable the teaching and learning to be guided by the essential rule of conduct to improve the level of research. The investigator realizing that previous research attempts made in such colleges are either insufficient to address the issue of quality in education or do not go beyond explaining the importance of the topic in the context of the current position of faculties and colleges, an interest was developed to conduct researches in the area of quality education in the faculty of Social Sciences and the college of Business and Economics at Bahirdar University. The main purpose of the study is then to survey the major factors or ingredients affecting the level of quality education in such colleges and faculties and thereby recommend contextual remedies to counteract education quality barriers. To this end, the paper will employ both quantitative and qualitative research approaches to address the many facets of quality education and making use of the associated data gathering tools in supplying the necessary information used to accomplish the research.

1.2 STATEMENT OF THE PROBLEM

The issue of quality has become the very means for a competitive advantage not only in the area of agriculture and industry but also in higher institutions to train and supply qualified professionals and responsible citizens for the nation. Maintaining the higher standard of living of people in today's ever-changing and turbulent business environments is only possible through providing standardized and quality training to the human resource component able to make use of the scarce economic resources rationally. There are on the other hand, a number of challenges and problems faced by most colleges and universities in the process of maintaining quality education. The Centre for Quality Education, (CQE), 2006, noted that the beginning of the problem of quality education is the absence of clear parameters against which quality training can be valued.

Starling (2005) also verified the many associated problems of colleges and universities in their track to achieve their goals-- absence of a fair culture of institutional or departmental competition, resistance to change towards educational transformation, goal incongruence among college members preserving status quo for promotions and getting new positions for leadership roles as well as duty over-laps to carry out the assessment and accountability roles in the process of teaching and learning.

In relation to the problems hypothesized to be the major barriers to quality education in the colleges stated include the absence of sufficient reference materials, the ambiguity between teachers to be scholars than professionals, the presence of large class to undertake proper assessments and continuous follow ups, absence of periodical education researches to evaluate the current education status of the colleges and the attitude of teachers towards their profession as well as the absence of inter-departmental or college communications. The investigator realizing that such problems will continue undiscovered to be the bottlenecks to provide standard education, an interest was developed to conduct a descriptive educational researches in the aforementioned colleges and then recommend contextual solutions to improve the level of current education underway.

1.3 OBJECTIVES OF THE STUDY

The study has general and specific objectives. The general objective of the study is investigating the major factors affecting the quality of education in the college and the Faculty stated. The specific objective in turn embraces:

- ✓ Surveying the degree to which quality education is maintained in the college /Faculty understudy.
- ✓ Detecting the principles of quality education in the context of the college/Faculty if applied improve educational standards
- ✓ Assessing the failure areas in the college/Faculty to which solutions should be sought
- ✓ Stating the major barriers hindering quality education in the study areas
- ✓ Surveying the degree of practical emphasis given to quality education in the members of the college/Faculty.

To arrive at the objectives intended, the general and specific questions are interrogated.

The general question:

What are the major factors influencing the degree of quality education in the colleges stated?

The specific questions incorporate:

1. What are the major failure areas in the colleges /Faculty that need to be corrected to bring about standard learning ?
2. What are the specific factors that influence the activity of the college/Faculty in maintaining quality in education ?
3. What positions the college/and the Faculty are currently in for keeping quality education ?
4. What contextual educational principles can the college/Faculty employ in their track towards providing standard education ?
5. What relevant recommendations are necessary to the college/Faculty towards accommodating educational transformations ?

1.4 SIGNIFICANCE OF THE STUDY

After the successful accomplishment of the study, the paper is intended to:

- i. Detect the major barriers that intervene in the quality education assurance of the college/ Faculty under study
- ii. Supply the principles of quality education in the context of the teaching –learning environment of the study areas
- iii. Serve as a guide (manual) to be used in counteracting the problems Hindering effective teaching environment
- iv. Is used as a stepping stone for those interested to conduct deep research in the issue.

1.5. METHODOLOGY

To accomplish the paper successfully, the study makes use of both quantitative and qualitative research approaches. The quantitative frames were used to address data with a manageable basis on the side of respondents as well as the investigator. The qualitative research frames will be employed to see the dimensions of quality education in their natural settings. To do so both open ended and closed ended questionnaires as well as structured and unstructured interviews were utilized as data gathering instruments. The investigator has had also an opportunity to observe the teaching learning facets in relation to quality education besides going through documents as a secondary source of data.

1.5.1 SAMPLING FRAME AND PROCEDURE

Department Heads/now called coordinators/, teachers, students and concerned administrative staff from the college of Business and Economics and the Faculty of Social Sciences were taken as the subjects of the study. Availability sampling was employed to incorporate all unit coordinators in the study areas. To include 50 teacher staff samples out of 173 instructors in the study, the paper employed simple random sampling technique. 300 students were treated as student sample population taking the student department and batches as a strata from which the indicated sample size was arrived at utilizing stratified random sampling technique. A 10 lot of student sample was made in the focus group discussions to address the student sample in the interview sessions. Interviews were made to deliberately selected administrative staff in the form of purposive sampling to address those administrative members who can provide the paper with relevant data.

Similarly, the student total population and the required sample size from both the College of Business and Economics and the Faculty of Social Science is illustrated hereunder.

N0	Student College/Faculty	Total Population	Sample Size	Percentage
1	College of Business and Economics	1517	200	13%
2	Faculty of social Sciences	690	100	15%
Total		2207	300	14%

Source: Perspective Registrar Offices/ Annual Student Statistics/

1.5.2 DATA ANALYSIS AND INTERPRETATIONS

To analyze and interpret the data collected using different data gathering tools, the descriptive statistical tools such as means, modes and percentages presented in the form of frequency distributions. To infer and interpret the qualitative aspect of the data, inductive descriptions will be used. Tabular demonstrations of the raw facts therefore are considered as the very instruments using which the detail explanations and interpretations for the data are to be supplied.

2. REVIEW OF THE RELATED LITERATURE

2.1 THE ESSENCE OF QUALITY IN HIGHER EDUCATION AND OTHER SECTORS

Quality is a much used and misused term in higher education. It is a complex concept because it is often in the eyes of the beholder; the existence of many types of beholders puts pressure to define the term according to basic assumption. Some writers interprets its essence in terms of efficiency, effectiveness and equity. Still others describe it against perfection and excellence. The value of quality in terms of money is another dimension to state the essence of quality, Knie, (2008:2).

Quality is a multi-dimensional concept and is grouped in values, cultures and traditions of individual institutions and countries. Therefore, it is essential that we are clear as to what meaning we are giving to them.

The International Journal of Higher Education (2000) put the dual role of such institutions to bring about quality education in their colleges and universities: defining clearly the central essence of quality in education and maintaining a higher quality education standard as stated by academic cultures.

2.2 The Role Of Maintaining Quality Education In Higher Education Institutions

Richard Lumb (2001) stated that Higher Education Institutions are now entering a new era where the demands for quality will include higher expectations of faculty, students and practitioners which in turn necessitate the time for action and decision for improving the quality of higher education with sincerity and diligence.

On the international front, the establishment of New Quality Assurance Agencies and Boards in many countries is one sign of the increased assertion of being driving to quality. The establishment of the international quality net work of quality assurance agencies is another indication of the growing pressure towards overall quality preservation. Schofield, (2009:38). In relation to this, there is a rapid expansion and pressure through rationalization of higher education system which in turn is possible in maintaining quality education. Schofield raised four related issues on the value of bringing about quality education in colleges and Universities:

1. Quality is necessary to guide educational developments
2. The increased influence of the market approach to Higher Education Systems is guaranteed by standard assurance in the quality of the education system.
3. Emphasis on accountability for publics funding in general and for education in particular needs should

be compensated by the values achieved by the quality of education.

4. The out- come based approach in higher education institutions is reflected through a more standard education expressed by the quality of education they offer.

2.3 BARRIERS TO THE QUALITY OF BUSINESS AND ECONOMICS EDUCATION IN HIGHER EDUCATION INSTITUTIONS

Preparing students for their own career and providing them an access to the learning experiences of high quality is one greater expectation for the curricula of Business and Economics designed in colleges and universities. Irrespective of this fact, however, too many important barriers exist.

The fragmentation of the curriculum to accommodate the diverse needs of students in such colleges and universities is one prominent barrier resulting in the absence of more specialized study to give deeper knowledge of chosen field and electives to suit students individual interest. Although listed in the catalogue as part of a curriculum, courses are owned by individual departments and most advanced courses by individual teachers, /Policy of Higher Education ,2005/.

As revealed by Tynah (2002), another major obstacle in the teaching learning quality of Business and economics faculties is that most practitioners are not teachers but scholars which is the dark secret of most higher education institutions. As doctoral students for example, their dissertations demand researches; but the most important teaching skills required to teach most business and economics courses are assumed to be simple for intelligent people to acquire. What doubled the problem is that interest in how learning occurs has remained largely confined to schools of education. Colleges and Universities may reward gifted teaching but rarely assist faculty members in any sustained way to become outstanding instructors.

In other words, such institutions are rated by standard of exclusiveness and wealth rather than how successfully their students learn and their- by their college retain quality in the discipline of teaching learning process. For the general public and also for many educators, quality equates with prestige and prestige by college ranking. Such published rankings include a mix of factors as inflated grades, the percentages of applicants rejected, endowment size, faculty complexity and the financial support from alumni. While the rankings report class size, reputation generally substitutes for college wide measurement of student achievement.

2.4. MECHANISMS OF IMPROVING THE QUALITY OF BUSINESS AND ECONOMICS EDUCATION

The environment of higher education is now operating under the changing environment necessitating a central control and accountability. To this end educational researches are the very means to create an opportunity for members of higher education colleges and faculties to assess where they are in their academic performance. Continuous researches in education enable the teaching and learning activities to be guided by the essential rule of conduct to improve quality in the discipline, MC, kernan, (2006: 150).

The improvement of the teaching learning process and cooperative learning are other important tools for quality education.

Deming (2004) define good teaching as instruction that leads to effective learning which in turn demands the acquisition of knowledge, skill and values the institution has set out to impact. To achieve this objective there should be an active learning in class to retain the attention of learners from the beginning to an end.

The challenge here is that most students cannot stay focused throughout a lecture. After certain minutes their attention begins to drift first for brief moments then for longer intervals, finally retraining less. A class room research showed that students can recall 70% of the information presented for the first 10 minutiae's and only 20% from the last 10 minutes, Keachie, (1999:28).

Johnson (1998) explained cooperative learning as an instruction that involves students working in teams to accomplish an assigned task and produces a final product under conditions that include the following elements:

- a. **Positive interdependence** – team members are obliged to rely on one another to achieve the goal. It any team member failure to do their part everyone in the team suffers consequences.
- b. **Individual accountability**- all team members are held accountable both for doing their share of the work and for understanding everything in the final product (not just the parts for which they were primarily responsible).
- c. **Face to face promotive interaction** – although some of the group work may be done individually some must be done interactively; with team members providing mutual feedback and guidance, challenging one another and working toward consensus.
- d. **Appropriate use of team work skills**- students are encouraged and helped to develop and exercise leadership, communication, conflict management and decision making skills. The member of the team should share higher experiences in the team to advance the common competencies better than the skill in individual member possesses.

3. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

3.1. DATA PRESENTATION

The data collected from both primary and secondary sources is presented, analyzed and interpreted in this chapter. Questionnaires, interviews and observations were employed as data gathering instruments to access any types of respondents. To enrich the information collected from primary sources, documents were also reviewed as a secondary source of data. The data is then analyzed and interpreted using statistical descriptions and qualitative explanations after demonstrating all forms of responses of the respondents using tabular illustrations

Table I. Response of Instructors on the Importance of Some Quality Education Parameters

No	Item	RESPONSE					
		High		Moderate		Low	
		No	%	No	%	No	%
1	The Impact of Teaching methods	30	60%	20	40%	-	-
2	The assessment criteria used	28	56%	15	30%	7	14%
3	Teaching Learning interactions	35	70%	15	30%	-	-
4	Availability of Educational Resources	30	60%	20	40%	-	-
5	The Impact of Technology	37	74%	13	26%	-	-

Source: Questionnaires and Interviews

Table I is demonstrated to show the degree of importance on the dimensions of quality education. It has been asserted that 60% and 40% of staff respondents evaluate the impact of the use of teaching methods to be high and moderate respectively. The role of technology takes the greatest position as confirmed by 74% of the respondents to reply high. The interview result reveals that because the place quality occupies is tied with time relevance, the current technology has the ability to manipulate the view of quality in education. The assessment criteria used, the teaching learning interactions as well as the availability of educational resources also occupy a significant role as ingredients to quality education implying the need, for the college of business and economics and the faculty of social sciences to study their impacts and apply them properly accordingly.

Table II. The Response of Staff Members on the Frequency of Use of Some Teaching Methodologies – College of Business and Economics

No	Item	Response	
		Number	%
1	Lecture method	20	67%
2	Group Discussion method	5	17%
3	Discovery learning methods	-	-
4	Project Method	2	6%
5	Demonstration method	3	10%
Total		30	100%

Source: Questionnaires and Interviews

The type of teaching methodology frequented by the instructors of the college of Business and Economics is illustrated in Table II. It has been confirmed that about 67% of the respondents frequent the use of lecture method. The remaining methodologies together constitute only 33%. The interpretation is that there is a strong need to shift towards modern teaching methods to maintain proper teaching and thereby go a step towards the current demand for quality education.

Table III. The Response of Teachers on the Frequency of Use of Some Teaching Methodologies (Faculty of Social Science)

No	Item	Response	
		Number	%
1	Lecture method	7	35%
2	Group Discussion method	8	40%
3	Discovery learning methods	-	-
4	Project Method	4	20%
5	Demonstration method	1	5%
Total		20	100%

Source: Questionnaire and Interviews

As can be seen from Table III above, the use of the lecture method and the group discussion method occupy 35% and 40% of the respondents respectively. The comparative analysis of the College of Business and Economics and the Faculty of Social Sciences reveals that lecture methods are more used in the COBE than the faculty of Social sciences implying that the faculty of Social science is rated better in accordance of the principles of quality education.

Even though according to scholars in education such as Shanon (1999) verified that the discovery learning

method is more recommend to be applied in teaching, 40% of instructors in the faculty of social science apply the group discussion method more frequently which is better than the traditional lecture methods. Another point that can be grasped from Table III is that methodological amendments are necessary in the COBE for the fact that only 17% of the instructors in the college apply group discussion method accompanied by 67% of use of the lecture method.

Table IV. The Response of Instructors in the Frequency of Use of Some Important Continuous Evaluation criteria used----- (COBE)

No	Item	Response	
		number	%
1	Sudden tests	6	20%
2	Final exam	15	50%
3	Individual/group project works	3	10%
4	Individual/group assignment	2	6%
5	Combination of the evaluation criteria	4	4%
Total		30	100%

Source: Questionnaire Surveys

Table IV is intended to demonstrate the type of the student evaluation criteria implemented in the college. It was responded that 50% of the instructors applied final exam as a major evaluation criteria followed by paper tests occupying 20% of the subjects. Other evaluation criteria all together accounted for the remaining 30% of the respondents.

Table V. Response of Instructors in the Frequency of use of Some Important Continuous Evaluation Criteria.

No	Item	Response	
		number	%
1	Students tests	3	15%
2	Final exam	10	50%
3	Individual/group project works	3	15%
4	Individual/group assignment	2	10%
5	Combination of the evaluation criteria	2	10%
Total		20	100%

Source: Questionnaire Surveys

It is shown in Table V that instructors in the faculty of social science apply final exam as the major evaluation criteria as asserted by 50% of them followed by sudden tests and group project works accounting for 30% of the subjects. The combination evaluation criteria in sum occupy the remaining 20% of the respondents.

The comparative judgment of the two evaluation set ups tell us that both the COBE and the facility of social science teachers need evaluation amendments in the principle that combination evaluation criteria are more recommended according to education scholars.

Table VI. Response of Course Coordinators on the Evaluation of the College On Some Important Education Dimensions

No	Item	Response					
		High		Moderate		Low	
		No	%	No	%	No	%
1	Integrated communication college members	1	20	4	80	-	-
2	Towards educational transformation	2	40	3	60	-	-
3	Offering special teaching trainings	-	-	4	80	1	20
4	Proper trend of course assignment	-	-	5	100	-	-
5	Fair educational opportunities to up -grade teachers	1	20	3	60	1	20
6	General Service Quality	1	20	4	80	-	-

Source: Questionnaire Surveys

Shown in the above table is the data offered by course coordinators on the evaluation of the College of Business and Economics in some relevant issues which are part of the generality education processes.

It is shown that 20% of the subjects asserted that the college is rated high in its integrated communication among college members while 80% of them confirmed to be moderate. The college is evaluated as moderate and high by 60% and 40% of the respondents respectively. In many of the parameters, the college is graded moderate implying that there is a need to excel towards a high degree against the issues stated in Table VI. In many of the parameters responded, the colleges' tendency is of course, accompanied by a lot of advancement opportunities towards better educational standards.

Table VII. The Response of Instructors, Students and Course Coordinators on the Major Problems of Maintaining Quality Education in the College

No	Item	Respondents	Response					
			High		Moderate		Low	
			No	%	No	%	No	%
1	Communication gaps/barriers	Students	85	43%	115	57%	-	-
		Teachers	10	33%	20	67%	-	-
		Coordinators	2	40%	3	60%	-	-
2	Technological applications in Teaching	Students	90	45%	110	55%	-	-
		Teachers	8	27%	22	73%	-	-
		Coordinators	2	40%	3	60%	-	-
3	Supply of educational Resources	Students	120	60%	80	40%	-	-
		Teachers	24	80%	6	20%	-	-
		Coordinators	3	60%	2	40%	-	-
4	Student evaluation related problem	Students	140	70%	60	30%	-	-
		Teachers	5	17%	22	73%	3	10%
		Coordinators	1	20%	3	60%	1	20%
5	Teaching methodology related problems	Students	125	63%	75	37%	-	-
		Teachers	3	10%	27	90%	-	-
		Coordinators	1	20%	4	80%	-	-
6	Students' field trip related problems	Students	50	25%	140	70%	10	5%
		Teachers	10	33%	20	67%	-	-
		Coordinators	-	-	4	80%	1	20%
7	Large class size	Students	100	50%	100	50%	-	-
		Teachers	8	27%	22	73%	-	-
		Coordinators	-	-	4	80%	1	20%
8	Administrative Issues	Students	50	25%	110	55%	40	20%
		Teachers	13	43%	10	33%	7	24%
		Coordinators	1	20%	3	60%	1	2%
Total F. and mean %age			107	46%	120	50%	8	3%

Source: Questionnaires and Interviews

In Table VII, the response of instructors, students and coordinators is demonstrated to state the major barriers that hinder the achievement of high educational standard in the college of Business and Economics. The goal is to appraise the impact of each element listed in the item column as an obstacle to bring about quality education rating them as high, moderate and low. The appropriate technique to judge the impact of each element is to carefully interpret the mean value.

As shown in Table VII, the mean value for a "high" rate column is 46% implying that the cumulative position of all items as barrier of quality education is such value stated. Similarly, the cumulative impact of the barriers is rated to be moderate by 51% of the respondents. That the problems to be low are weighed to be 3% which is accounted, of course, by few items in the list.

The justification is that provided that the college is able to fight the bottlenecks in its fullest potential, there is a wide opportunity to excel to a higher level of education

Table VIII. The Response of Instructors, Students and Course Coordinators on the Major Problems That Hinder Quality Education in the Faculty of Social Sciences

No	Item	Respondents	Response					
			High		Moderate		Low	
			No	%	No	%	No	%
1	Communication gaps/barriers	Students	40	40%	60	60%	-	-
		Teachers	8	40%	12	60%	-	-
		Coordinators	1	33%	2	67%	-	-
2	Technological applications in Teaching	Students	30	30%	70	70%	-	-
		Teachers	7	35%	12	60%	1	5%
		Coordinators	-	-	3	100%	-	-
3	Supply of educational Resources	Students	70	70%	30	30%	-	-
		Teachers	12	60%	8	40%	-	-
		Coordinators	1	33%	2	67%	-	-
4	Student evaluation related problem	Students	80	80%	20	20%	-	-
		Teachers	5	25%	13	65%	2	10%
		Coordinators	-	-	2	67%	1	33%
5	Teaching methodology related problems	Students	40	40%	60	60%	-	-
		Teachers	5	25%	15	75%	-	-
		Coordinators	1	33%	1	33%	1	33%
6	Students' field trip related problems	Students	30	30%	65	65%	5	5%
		Teachers	6	30%	10	50%	4	20%
		Coordinators	1	33%	1	33%	1	33%
7	Large class size	Students	30	30%	50	50%	20	20%
		Teachers	10	50%	5	25%	5	25%
		Coordinators	-	-	2	67%	1	33%
8	Administrative Issues	Students	40	40%	50	50%	10	10%
		Teachers	6	30%	13	65%	1	5%
		Coordinators	-	-	2	67%	1	33%
Total F. and Mean %age			53	43%	63	52%	8	5%

Source: Questionnaires and Interviews

Table VIII is directed towards evacuating the degree to which each element in the item column affects quality education in the faculty of social sciences. Even though there are variations in the degree each element in the item column acts as an obstacle for a higher education standard, the better way is to critically see the mean values of the ranking columns. The cumulative (average) value in the “high” rate column is 43% indicating the cumulative impact of the barriers to be the percentage stated which shows that 43% of the respondents judge the problems to be ranked high. The degree to which the problems are given a “moderate” rate is shown by 52% of the subjects interrogated followed by a 5% of low rate.

The comparative analysis of the Faculty of social sciences and the college of Business and Economics can be now distinguished by interpreting (comparing) the mean value of the high and of the moderate values. The logic is that the greater the mean values, the more the barriers to affect quality education and vice – versa. Accordingly, the barriers in the college of Business and Economics are more serious than the Faculty of social sciences as shown by the mean values in Table III by the “high” rate column. In the moderate rate column, the mean value for the faculty of social sciences is greater than the college of Business and economics implying that the college of Business and economics is better in terms of the moderate value.

3.2 ANALYSIS AND DISCUSSION

3.2.1. THE IMPORTANCE OF QUALITY EDUCATION

Maintaining quality education in Higher Education Institutions is the greatest asset that must be safeguarded. Without proper and standard education every attempt made to develop the human element is questionable (Hendrawn, 2005). To this end, the college of Business and Economics and the Faculty of social sciences are put in a moderate degree seeing some important quality education dimension. An example of which is that 67% of the staff members in the College of Business and Economics and 60% of the instructors in the faculty of social sciences responded that coordination among staff members through effective communication is moderate. However caution should be taken for both set ups that the absence of one element in the process of coordination through communication disrupts the smooth lime of struggling towards standard education, and thereby a need arises to fight for quality education.

3.2.2. EDUCATIONAL RESEARCHES

Kernan (2006) noted that continuous education researches are the agents of change in to better education. Education researches increase the conceptualization and application of disciplines that scholars teach and students learn. In relation to this, what positions the College of Business and Economics and the Faculty of social sciences are is the basic question that needs discussion. The college of Business and Economics is rated moderate by 83% of the respondents and low by 14% of the total subjects. The faculty of social science is rated moderate by 60% of the respondents and low by 10% of the subjects implying that a strong need arises for both set ups to work hard in promoting and applying researches in education. Otherwise, as Zeicher (2001) noted, accepting and implementing changes in education without having an evaluation for the current positions through researches is nothing except retarding the former trend which is of course improving.

3.2.3. ASSESSMENT AND EVALUATIONS

The use of end of course student surveys by most higher education institutions becomes a futile exercise to evaluate both learners and quality teaching programs, E. Well (2005). In relation to this, both the College of Business and Economics and the Faculty of social sciences frequent final exams as asserted by 50% of the respondents. The impact of such a problem was assessed in table VII and VIII. In both set ups, 80% of the students confirmed that problems associated with evaluation criteria are high. Agnew (2004) noted the remedies to student evaluation problems: use of timely and combined methods of evaluation. Accordingly, both the Faculty of social sciences and the college of Business and Economics need to apply a combination assessment. It is also recommended that practical exams are more relevant than citation demanding written exams.

3.2.4. USE OF TEACHING METHODS

The appropriate use of teaching methods is the way professional teachers use to effectively carry out the task of teaching. Methods are viewed as the total of the teacher's work with learners so as to determine learner's goal, to plan, direct, guide and facilitate their achievement, (Institute for Curriculum Development and Research ,AAU, (2002) .

To this end, the methodological application for the College of Business and Economics and the Faculty of social sciences has been viewed in Table II and Table III of this paper. It is revealed that 67% of the instructors in the College of Business and Economics and 35% of the teachers in the Faculty of social sciences apply only lecture method. Because a lecture method is not the only teaching method to develop students skill of learning, scholars in the field of education such as E. Well (2000) recommended that combination methods are more effective to offer effective teaching. Accordingly, the two set ups need to take necessary measures such as training instructors on how to make use of varieties of methods in the classroom

4. SUMMARY, CONCLUSION AND RECOMMENDATION

4.1. SUMMARY OF MAJOR FINDINGS

When Higher Institutions are established, it is with the unconditional responsibility to offer quality education having a direct effect on the life quality of the young future. Discharging this very mission is not, of course, by story luck. Colleges and faculties need to exert their full potential to investigate the necessary quality education parameters, Professor Steve, (2004).

It was in this direction that this paper was conducted to assess the main factors affecting quality education in the college of Business and Economics and the faculty of social sciences.

To this end, the study followed both a quantitative and a qualitative research approaches with a descriptive survey method. The data collecting tools employed were structured and semi-structured questionnaires and interviews. The sample respondents comprise of students, instructors and course coordinators found in both the faculty of social sciences and the college of Business and economics and thereby the data collected from all sources are analyzed and interpreted in to tabular form of presentations. The major findings of the study are sorted and summarized hereunder.

In relation to the importance of some parameters of quality education, the application of current technology and the teaching learning interactions take the higher rank confirmed by 74% and 70% of the respondents respectively. The reasons offered in the interview session were that quality is attached in behavioral interactions and technology bears the direct impact on other quality dimensions.

It was responded that the majority of teachers / 67%/ in the College of Business and Economics frequent the lecture method as compared to 35% of the subjects in the Faculty of Social Science to use the lecture method.

In relation to the continuous assessment criteria used, almost 50% of the respondents in both the faculty/College frequent final exams as the major type of evaluating students. The adoption of the traditional view of evaluation criteria both by instructors and students was the main reason offered by the interview session for making use of final exams as dominant form of student measurements.

The college of Business and Economics was evaluated as high by 20% of course coordinators and moderate by 80% of them against some important quality education dimensions including the availability of integrated

communication, offering special teaching trainings and general service quality.

It was responded that 70% of students in the college of Business and Economics and 80% of the students in the faculty of social science that problem of interactions and evaluation criteria used are the major problems that need immediate alleviations.

In the ability and readiness to accept and implement education transformations, the college of Business and Economics was evaluated to be high by only 5% of the students, 10% of teachers implying that the college needs to excel towards high education standards through education transformations. The faculty of social science was evaluated to be high by 15% of teachers and 20% of students against similar dimension implying that irrespective of better condition exist in the faculty to transformation, a need still arises for the faculty to apply education

Generally, both the college of Business and Economics and the Faculty of Social Sciences are in a moderate condition against many of the parameters of quality education. This was shown in table IX and X in the paper. Both the questionnaire and interview results indicate that provided that they struggle in their full potential towards excelling in education they are in a better position to succeed.

4.2 CONCLUSIONS

Based on the findings in the study, the following conclusions are made based on which the necessary recommendations are supplied.

- ✓ It is turn out to be true that a lecture method of teaching dominates other methods both in the college of Business and Economics and the Faculty of Social Sciences
- ✓ Lack of integrated communication and improper allocation and control of education resources are found to be part and parcel of the major impediments in line with achieving quality education in both the establishments.
- ✓ action researches and short term teaching trainings are not properly applied in both the college of Business and Economics and the faculty of social sciences.
- ✓ The application of current technology and education transformations are found to be the engines towards progressing to standard level of education.
- ✓ Combination of the evaluation and the teaching methods are proved to be the panacea to the problems associated with in.
- ✓ Both the college of Business and Economics and the Faculty of Social Science are found to be on the average level when evaluated against important quality education dimensions.
- ✓ Educational field trips are found to be relevant for realistic teaching – learning processes as an agent of improving quality in education.
- ✓ Shortage of the necessary education resources are confirmed to be part of the problems in both the College of Business and Economics and economics and the Faculty of Social Science.
- ✓ Administrative issues are proved to be ingredients either to facilitate or retard efforts towards quality education in the manner they are applied by administrators

4.3. RECOMMENDATIONS

- Both the College of Business and Economics and the Faculty of Social Sciences need to promote and utilize researches in education. This is possible through funding and rewarding those staff members to do continuous education action researches.
- Education transformations need to be readily and systematically accepted by the institutions by providing a change implementation program to college and faculty members.
- Both the college/ faculty need to apply combination of teaching and evaluation methods to alleviate the problems in relation to the traditional methods of teaching and evaluating students. This is achievable by arranging special trainings to college faculty members to apply them accordingly.
- Emphasis should be made to allocate and control education resources so that they reach the real users at appropriate time.
- Both the college of Business and Economics and the Faculty of Social Science had better establish an integrated and effective communication networks.
- Administrative issues need to be incorporated in the day to day efforts towards excelling to standard level of education by both the Faculty of Social Sciences and the College of Business and Economics.

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