

**AN EVALUATION OF THE STATUS OF
INTERNAL QUALITY ASSURANCE
CONTROLS AT HIGHER EDUCATION; A CASE
OF KIBABII UNIVERSITY.**

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INTRODUCTION

- Education and more particularly University education is a critical pillar of human development world over. An increase in the quantity and quality of education provided is associated with a wide range of benefits including increased productivity, reduced poverty and inequality of income, and improved health and economic growth (Lockheed et al., 1991).
- Higher education plays a critical capacity building and professional training role in support of all the Sustainable Development Goals (SDGs). Recent research findings indicate that expanding tertiary education may promote faster technological catchup and improve a country's ability to maximize its economic output (Bloom, Canning, and Chan 2006).

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- Quality is an important issue in higher education in the 21st century. For the participants in the education process it always has been important although frequently taken for granted.
- Stakeholder satisfaction is paramount to higher learning institutions (Mahapatra & Khan,2007). Cheng and Tam (1997) highlighted the importance of addressing strategic needs by using student satisfaction as a parameter to measure education quality
- Universities around the world are tasked with managing their academic standards as well as the quality of their students' learning opportunities and outcomes to best prepare them for life beyond graduation and employment. How this is handled internally is increasingly set by a series of tools and processes develop by the quality assurance to ensure that their process are geared towards providing quality service and assurance to the public on competency of the graduates.

Purpose of the study

- The purpose of the study was envisaged to evaluate the status of internal quality assurance controls at higher education, and more particular to focus on assessing awareness and implementations of the of the internal quality controls put in place by the university, assess the perception of lecturers and students towards the internal controls.

RESEARCH METHODOLOGY

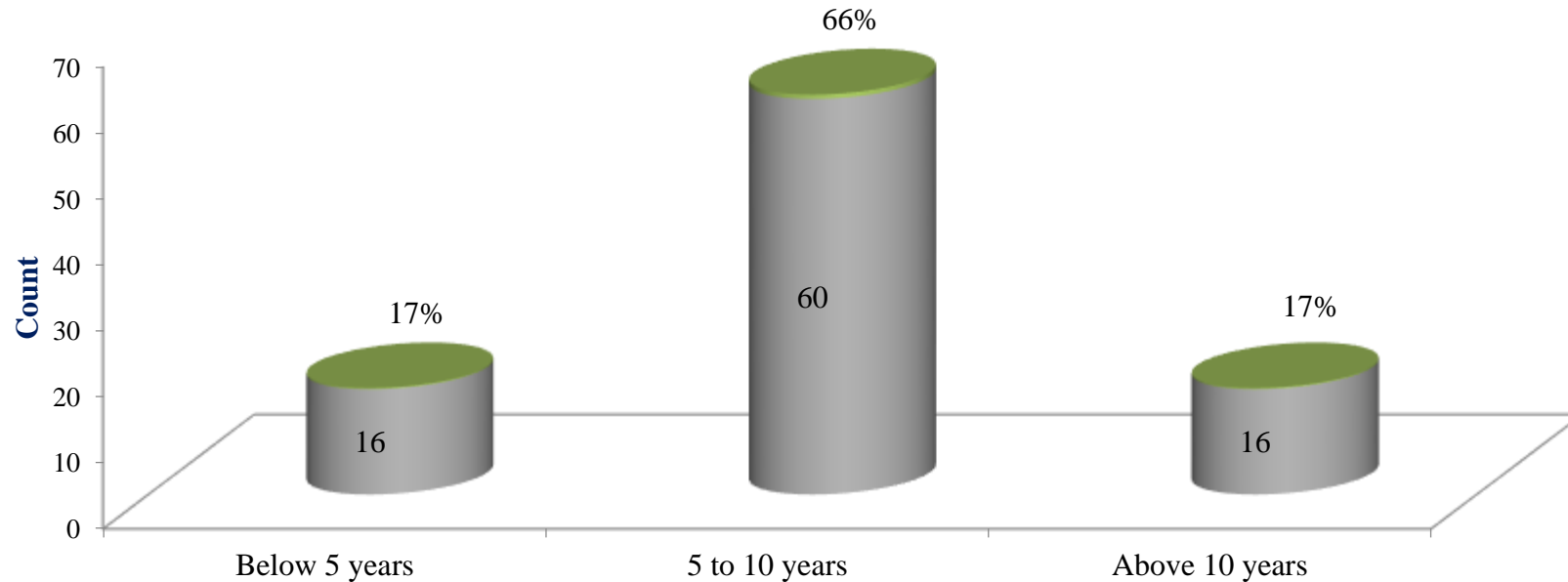
- The study utilized mixed research methodology thus both qualitative and quantitative approaches were used. Mixed method is not only collecting and analyzing both quantitative and qualitative kind of data but also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative (Creswell, Plano & Clark, 2007).
- This study utilized descriptive research design to determine the status of the internal quality assurance control and its effectiveness in enhancing quality in higher education.

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- The study targeted all the academic staff (110) and students (5000) at the University. The study used simple random sampling and purposive sampling technique to determine the sample size of the study.
- Data was analyzed using both descriptive and inferential statistics. Qualitative data was analyzed thematically using the detailed responses from the respondents on their views on their perception of student's evaluation

RESULTS AND PRESENTATION

- **Teaching experience at the University**
- The researcher sought to establish the teaching experience of the respondents and the results were as follows.



Awareness and implementation of Internal Quality controls used to monitor learning and teaching process in Kibabii University

The first objective of the study was to assess awareness and implementation of the of the internal quality controls put in place by the university.

Table 1: *Response of the academic staff on the existence of the Internal Quality Assurance Controls*

Existence of the tools	Response				
		Yes	No	No response	Total
Does Course Evaluation by students tool exist?	Count	92	0	0	92
	%	100.00%	0.00%	0.00%	100.00%
Does class attendance tool exist?	Count	92	0	0	92
	%	100.00%	0.00%	0.00%	100.00%
Does Quality Teaching forms exist?	Count	92	0	0	92
	%	100.00%	0.00%	0.00%	100.00%
Does class representative forums exist?	Count	84	0	8	92
	%	91.30%	0.00%	8.70%	100.00%

The findings of table 1 shows that all the sampled academic staff were aware that Course evaluation by students tool, class attendance tool, quality teaching form and the class representative forums actually exists in the University; an indication that the tools actually exists and the academic staff are accessible to them.

Table 2: *Students' response on the existance of the Internal Quality Assurance Controls and the corresponding One Sample Binomial Test*

Existence of the tools		Category	N	Observed Prop.	Binomial Test	
					Test Prop.	Exact Sig. (1-tailed)
Does Course evaluation by students tool exist?	Group 1	Yes	202	.886	.999	.000 ^a
	Group 2	No	26	.114		
	Total		228	1.000		
Does class attendance tool exist?	Group 1	Yes	203	.890	.999	.000 ^a
	Group 2	No	25	.110		
	Total		228	1.000		
Does Quality Teaching forms exist?	Group 1	Yes	146	.640	.999	.000 ^a
	Group 2	No	82	.360		
	Total		228	1.000		
Does class representative forums exist?	Group 1	Yes	140	.614	.999	.000 ^a
	Group 2	No	88	.386		
	Total		202	1.000		

a. *Alternative hypothesis states that the proportion of cases in the first group < .999.*

- From the results of the One Sample Binomial Test in table 2, a significant proportion of the respondents, 11.4%, 11.0%, 36.0% and 38.6% claimed that they had never interacted with the Course evaluation by students tool, class attendance tool, quality teaching form and the class representative forums respectively; an indication that not all students in the institution are aware of existence of the Internal Quality Controls in monitoring learning and teaching process in the University.

Implementation of the Internal Quality controls used to monitor learning and teaching process

Table 3: *Academic staff response on the reception and discussion of the Internal Quality Assurance reports as a department*

Internal Quality Control		How often you receive and discuss reports as a department				Total
		Always	Frequently	Once	Not at all	
Course Evaluation By Students Tool	Count	19	8	30	35	92
	%	20.7%	8.7%	32.6%	38.0%	100.0%
Class Attendance Tool	Count	11	30	35	16	92
	%	12.0%	32.6%	38.0%	17.4%	100.0%
Quality Teaching Form	Count	11	24	19	38	92
	%	12.0%	26.1%	20.7%	41.3%	100.0%
Class Representative Forum	Count	0	8	38	46	92
	%	0.0%	8.7%	41.3%	50.0%	100.0%

- The findings of table 3 shows that majority of the academic staff rarely receive/discuss the internal quality assurance reports in their departments as much as the Internal Quality Assurance controls are important for their work; an indication that there is poor implementation of the internal quality assurance tools and findings in the University

Table 4: *Students’ response on how often the University management implement Internal Quality Assurance report recommendations*

Report		Always	Frequently	Once	None at all	No response	Total
Course Evaluation By Students Reports	Count	41	82	50	35	20	228
	%	18.0%	36.0%	21.9%	15.4%	8.8%	100.0%
Class Attendance Reports	Count	0	44	58	106	20	228
	%	0.0%	19.3%	25.4%	46.5%	8.8%	100.0%
Quality Teaching Forum Reports	Count	0	19	0	189	20	228
	%	0.0%	8.3%	0.0%	82.9%	8.8%	100.0%
Class Representative Forum Reports	Count	0	131	32	45	20	228
	%	0.0%	57.5%	14.0%	19.7%	8.8%	100.0%

- From the results of table 4 it seems that the University management rarely implement the recommendations suggested in some of the Internal Quality Assurance reports as indicated by majority of the respondents, 46.5% and 82.9% who claimed that the University management do not at all implement the recommendations suggested in the class attendance and quality teaching reports respectively

Perception of lecturers and students towards the Internal Quality controls used to monitor learning and teaching process in Kibabii University

- The second objective of the study was to assess the perception of lecturers and students towards the Internal Quality Assurance Controls adopted by the University.
- The researcher sought to assess the lecturers' and students' perception towards both formative and summative functions of the Internal Quality Assurance Controls adopted to monitor learning and teaching process in the University.

Perception towards formative functions of the Internal Quality Assurance controls

Table 5: *Students' perception on the formative functions of the Internal Quality Assurance report recommendations*

Formative functions		SD	D	N	A	SA	Total
Feedback from quality teaching forums helps lecturers improve their teaching	Count	0	25	0	177	26	228
	%	0.0%	11.0%	0.0%	77.6%	11.4%	100.0%
Results of Quality teaching forums are needed to improve classroom instructions	Count	0	0	100	77	51	228
	%	0.0%	0.0%	43.9%	33.8%	22.4%	100.0%
Feedback on course evaluation by students helps lecturers improve their teaching	Count	0	0	25	178	25	228
	%	0.0%	0.0%	11.0%	78.1%	11.0%	100.0%
Results of course evaluation by students are needed to improve classroom instructions	Count	0	0	25	102	101	228
	%	0.0%	0.0%	11.0%	44.7%	44.3%	100.0%
Class attendance analysis helps lecturers/department to monitor students' academic progress	Count	0	0	51	127	50	228
	%	0.0%	0.0%	22.4%	55.7%	21.9%	100.0%
Class attendance gives a proof that scheduled learning took place	Count	0	0	0	102	126	228
	%	0.0%	0.0%	0.0%	44.7%	55.3%	100.0%
Feedback of the class representative helps lecturers evaluate themselves and rectify where they might have gone wrong	Count	0	0	0	228	0	228
	%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Feedback from class representative forums helps Deans truck down the performance of lecturers on the ground	Count	0	25	51	76	76	228
	%	0.0%	11.0%	22.4%	33.3%	33.3%	100.0%

Binomial Test

		Perception	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
Overall perception towards formative functions of the Internal Quality controls	Group 1	Negative	41	.18	.50	.000
	Group 2	Positive	187	.82		
	Total		228	1.00		

a. *Alternative hypothesis states that the proportion of cases in the first group < .50.*

Table 6: *Academic staff perception on the formative functions of the Internal Quality Assurance report recommendations*

Formative functions		SD	D	N	A	SA	Total
Feedback from quality teaching forums helps lecturers improve their teaching	Count	19	11	17	32	13	92
	%	20.7%	12.0%	18.5%	34.8%	14.1%	100.0%
Results of Quality teaching forums are needed to improve classroom instructions	Count	8	8	27	33	16	92
	%	8.7%	8.7%	29.3%	35.9%	17.4%	100.0%
Feedback on course evaluation by students helps lecturers improve their teaching	Count	8	0	0	73	11	92
	%	8.7%	0.0%	0.0%	79.3%	12.0%	100.0%
Results of course evaluation by students are needed to improve classroom instructions	Count	8	0	0	62	22	92
	%	8.7%	0.0%	0.0%	67.4%	23.9%	100.0%
Class attendance analysis helps lecturers/department to monitor students' academic progress	Count	8	0	19	27	38	92
	%	8.7%	0.0%	20.7%	29.3%	41.3%	100.0%
Class attendance gives a proof that scheduled learning took place	Count	8	0	0	68	16	92
	%	8.7%	0.0%	0.0%	73.9%	17.4%	100.0%
Feedback of the class representative helps lecturers evaluate themselves and rectify where they might have gone wrong	Count	8	0	11	27	46	92
	%	8.7%	0.0%	12.0%	29.3%	50.0%	100.0%
Feedback from class representative forums helps Deans truck down the performance of lecturers on the ground	Count	8	0	11	41	32	92
	%	8.7%	0.0%	12.0%	44.6%	34.8%	100.0%
Binomial Test							
							Exact Sig. (1-tailed)
Perception		N	Observed Prop.	Test Prop.			
Negative		21	.23	.50			
Positive		71	.77				
		92	1.00				

a. *Alternative hypothesis states that the proportion of cases in the first group < .50.*

Cont.

- The descriptive findings in table 5 and 6 shows that majority of the sampled students and academic staff respectively, are both in full support of formative functions of the Internal Quality Assurance reports by the University management.
- The One Sample Binomial test findings in table 5 and 6 prove that majority of students and academic staff (approximately 82% and 77% respectively) in the University supports the formative functions of the Internal Quality Assurance reports by the University management in monitoring and evaluating the learning and teaching process.

Perception towards Summative functions of the Internal Quality Assurance controls

Table 7: *Students' perception on the Summative functions of the Internal Quality Assurance report recommendations*

Summative functions		SD	D	N	A	SA	NR	Total
Results of Internal Quality Assurance controls are needed for administrative decisions.	Count	0	0	50	102	51	25	208
	%	0.0%	0.0%	22.0%	44.7%	22.4%	11.0%	100.0%
Results of Internal Quality Assurance controls should be used for promotion of lecturers	Count	0	0	25	127	76	0	228
	%	0.0%	0.0%	11.0%	55.7%	33.3%	0.0%	100.0%
Results of Internal Quality Assurance controls are needed for payment of lecturers	Count	0	25	76	25	76	26	228
	%	0.0%	11.0%	33.3%	11.0%	33.3%	11.4%	100.0%
Results of Internal Quality Assurance controls are needed to select the best lecturers for awards in the faculty	Count	0	0	51	177	0	0	228
	%	0.0%	0.0%	22.4%	77.6%	0.0%	0.0%	100.0%
Results of Internal Quality Assurance controls should be used for the decisions on lecturer's retention.	Count	0	0	51	75	102	0	228
	%	0.0%	0.0%	22.4%	32.9%	44.7%	0.0%	100.0%
Results of Internal Quality Assurance controls should be used in grading of students' academic achievements	Count	0	0	26	177	25	0	228
	%	0.0%	0.0%	11.4%	77.6%	11.0%	0.0%	100.0%
Results of Internal Quality Assurance controls are needed for administrative decisions.	Count	0	0	26	75	127	0	228
	%	0.0%	0.0%	11.4%	32.9%	55.7%	0.0%	100.0%
Binomial Test								
			Perception	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)	
Overall perception towards formative functions of the Internal Quality controls			Group 1	Negative	25	.11	.50	.000
			Group 2	Positive	203	.89		
			Total		228	1.00		

a. *Alternative hypothesis states that the proportion of cases in the first group < .50.*

Table 8: *Academic staff perception on the Summative functions of the Internal Quality Assurance report recommendations*

Summative functions		SD	D	N	A	SA	NR	Total
Results of Internal Quality Assurance controls are needed for administrative decisions.	Count	8	11	35	8	30	0	92
	%	8.70%	12.00%	38.00%	8.70%	32.60%	0.0%	100.0%
Results of Internal Quality Assurance controls should be used for promotion of lecturers	Count	38	24	11	11	8	0	92
	%	41.30%	26.10%	12.00%	12.00%	8.70%	0.0%	100.0%
Results of Internal Quality Assurance controls are needed for payment of lecturers	Count	38	19	27	8	0	0	92
	%	41.30%	20.70%	29.30%	8.70%	0.00%	0.0%	100.0%
Results of Internal Quality Assurance controls are needed to select the best lecturers for awards in the faculty	Count	38	0	46	8	0	0	92
	%	41.30%	0.00%	50.00%	8.70%	0.00%	0.0%	100.0%
Results of Internal Quality Assurance controls should be used for the decisions on lecturer's retention.	Count	46	0	27	11	8	0	92
	%	50.00%	0.00%	29.30%	12.00%	8.70%	0.0%	100.0%
Results of Internal Quality Assurance controls should be used in grading of students' academic achievements	Count	0	8	30	27	27	0	92
	%	0.00%	8.70%	32.60%	29.30%	29.30%	0.0%	100.0%
Results of Internal Quality Assurance controls should be used in making decisions on staff/student disciplinary.	Count	8	0	68	8	8	0	92
	%	8.70%	0.00%	73.90%	8.70%	8.70%	0.0%	100.0%

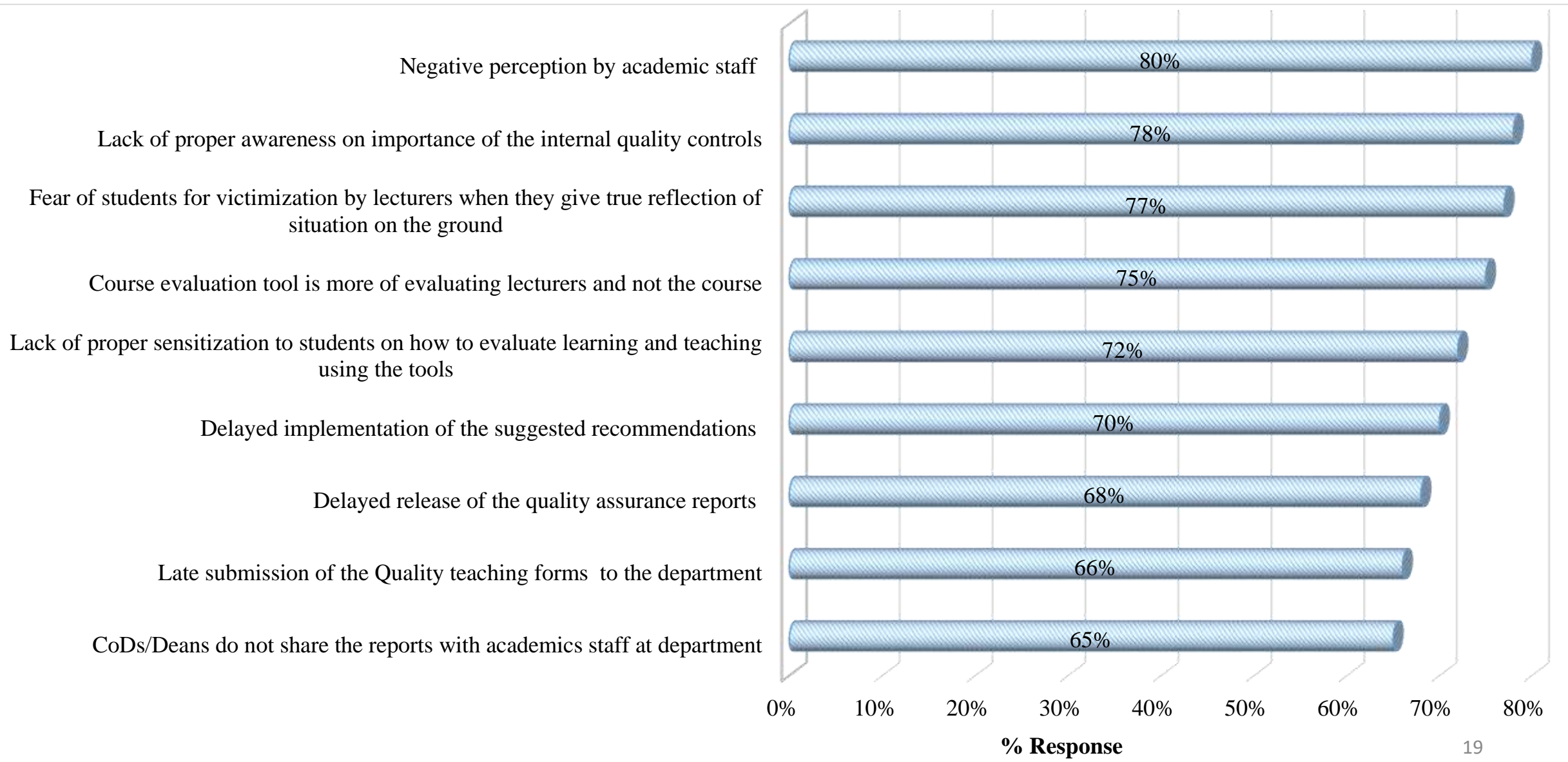
					Binomial Test	
		Perception	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
Overall perception towards formative functions of the Internal Quality controls	Group 1	Negative	44	.48	.50	.169
	Group 2	Positive	48	.52		
	Total		92	1.00		

a. *Alternative hypothesis states that the proportion of cases in the first group < .50.*

Cont.

- The descriptive findings in table 7 shows that majority of the sampled students are in support of summative functions of the Internal Quality Assurance reports by the University management while the descriptive findings in table 8 shows that majority of the sampled academic staff are against summative functions of the Internal Quality Assurance reports by the University management.
- The One Sample Binomial test findings in table 7 and 8 prove that majority of students in the University , approximately 89%, support the summative functions of the Internal Quality Assurance reports by the University management in monitoring and evaluating the learning and teaching process, while approximately half of the academic staff in the University are against respectively.

Challenges affecting effective implementation of the Internal Quality Controls at Kibabii University



CONCLUSION

The study results revealed that both the academic staff and students were aware of the adopted internal quality assurance controls used to monitor the learning and teaching process at Kibabii University though implementation was not that effective, especially for Quality teaching forms and Class Representative forums.

The study findings prove that majority of both students and academic staff are in support of formative functions of the Internal Quality Assurance reports by the University management. But for summative functions of the reports, students are in support while majority of academic staff are against it, claiming that students do not possess good judgments to evaluate the learning and teaching practices in the University; implying that the reports are not much reliable for summative functions like determining payment and retention of academic staff.

RECOMMENDATIONS

Based on the study findings, the researcher recommended the following for Kibabii University:

- That the University should consider creating awareness to students and academic staff on the importance of the Quality Assurance controls to ensure that the learning and teaching process is more effective.
- That the University should consider improving on the implementation of the Quality Assurance controls used to monitor the learning and teaching process by ensuring that the challenges detailed in the study are effectively addressed.
- That the university should review some of the internal quality controls to enhance their implementations, acceptability and effectiveness



Parting Short

QUALITY IS NEVER
AN ACCIDENT; IT IS ALWAYS
THE RESULT OF HIGH
INTENTION, SINCERE EFFORT,
INTELLIGENT DIRECTION
AND SKILLFUL EXECUTION;
IT REPRESENTS
THE WISE CHOICE OF
MANY ALTERNATIVES.

-William A. Foster

THE END

THANKYOU

GOD BLESS AFRICA