# Implementation of Internal Quality Assurance Policy in Undergraduate Education for Quality Teaching and Learning in Public Universities in South Sudan

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**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

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## DECLARATION

I, the undersigned declare that this Dissertation is my original work; it has never been submitted to any university for academic credit.

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## DEDICATION

I dedicate this work to my late Brother James Kape. May his soul rest in eternal peace.

## ABSTRACT

The purpose of this study was to examine implementation of Internal Quality Assurance Policy in undergraduate education for quality teaching and learning in Public Universities in South Sudan. The study was guided by seven research questions driven from the research topic. The study was anchored by Total Quality Management theory. The mixed methods approach specifically the triangulation design (convergence model) guided the study. The target population comprised of Quality Assurance officers, Deans, Heads of Departments, Lecturers and Students. Both probability and non-probability sampling techniques were used to sample the various categories of target population since the study employed designs under mixed methods. Interview guides, questionnaires, observation guides and document analysis guides were used to collect data. The research instruments were subjected to both content and face validity. Cronbach Alpha technique was employed to determine reliability of the quantitative items. Reliability of qualitative items was determined in terms of their trustworthiness, particularly credibility and dependability. Descriptive statistics analyzed quantitative data and results were presented in frequency distribution tables. Inferential statistics particularly Pearson Product Moment Correlation was used to test the research hypotheses. Qualitative data was analyzed using content analysis and presented in narratives and direct quotes. Ethical considerations were observed throughout the research process. Key findings revealed severe shortage of qualified academic staff, use of obsolete curriculum, unqualified students got admitted into university, lecturers did not use interactive methods of teaching, and only lecture method was commonly used. Assessment methods comprised of continuous assessment tests and final examination and infrastructure was inadequate in all universities. Challenges encountered include lack of funds, infrequent audits, irregular salaries and lack of commitment from academic staff. The study concluded that although all universities had in place internal quality assurance policy, Internal Quality Assurance officers were not active in their roles and administrators were not keen in the supervision practices. Quality policy procedures regarding teaching, student recruitment and admission, academic staff development and infrastructure were not strictly adhered to. The researcher recommended that the relevant university authorities should conduct constant review of the education programmes to ensure its relevance to the current societal needs. The government should employ more qualified lecturers to reduce overcrowding in classes and equip libraries with updated teaching learning resources. Install Wi-Fi in universities for learners and lecturers to access internet services to enhance quality teaching and learning. Other recommendations included a review of student recruitment and admission policies to seal loopholes, improved infrastructure, splitting of large classes, and organizing regular workshops for academic staff to update themselves were proposed as a way of improving internal quality services.

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## ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| AAU | Association of African Universities |
| AfriQAN | African Quality Assurance Network |
| APQN | Asia Pacific Quality Network |
| CAMES | Africa and Malagasy Council for Higher Education |
| CHE | Commission for Higher Education |
| CUE | Commission for University Education |
| CUEA | Catholic University of Eastern Africa |
| EAQAA | European Association for Quality Assurance Agencies |
| ENQA | European Network for Quality Assurance |
| EQA | External Quality Assurance |
| EVAC | Evaluation and Accreditation Commission |
| HEAC | Higher Education Accreditation Council |
| HEI | Higher Educational Institutions |
| HEQAS | Higher Education Quality Assurance System |
| HERQA | Higher Education Relevance and Quality Assurance |
| ICT | Internet Communication Technology |
| INQAAHE | International Network for Quality Assurance Agencies in Higher Education |
| IQA | Internal Quality Assurance |
| IQAP | Internal Quality Assurance Policy |
| IUCE | Inter-University Council for East Africa |
| NCHE | National Council for Higher Education |
| QA | Quality Assurance |
| QAP | Quality Assurance Policy |
| SAQAN | Southern Africa Quality Assurance Network |
| SPSS | Statistical Package for Social Sciences |
| TQMT | Total Quality Management theory |
| ST | System Theory |

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Research Problem

Assuring quality education in higher education is a worldwide issue. This is why a variety of quality assurance mechanisms including accreditation, assessment, audit, peer review and benchmarking have been implemented in many countries for the purpose of quality control, accountability and quality improvement (Martin & Parikh, 2017). Quality assurance has been used for various purposes; higher education institutions use quality assurance to improve institutional information and data as well as enhancing institutional planning for student recruitment and quality employees. Implementation of Internal Quality Assurance Policy (IQAP) in the institutions of higher learning is a very important aspect of quality assurance in the current world education systems. The policy serves as a guide to the process of teaching, learning and for the general processes of university. The core of every educational activity in the contemporary world is attached to quality. Governments have globally liberalized their policies on higher education entry, in an attempt to bridge the gap between literate and illiterate. The result to this change was a massive enrolment in the public higher educational institutions (Wang, 2014). This practice has posed some challenges such as shortage of funds for running institutions, inadequate infrastructure, shortage of qualified academic staff, other support staff, and ineffective students' selection procedures. The result has been a decline in quality of University output (Tutko, 2016).

Mavil (2013) researched on IQA as instrument for integration and improving higher education in Europe and Latin America. The aim of the study was to identify the main factors that influence implementation and development of QA system. The study employed qualitative case study approach and the target population was six universities. Purposive sample technique was used to sample six universities and the research instruments used were

interviews and observations guides. Findings from the study recount that since the inception of universities in the medieval era, universities had their own model of quality implementation or control and could show their capacity in adapting to the environmental changes. However, in the 19th century, world prominent universities started declining in matters of quality performance. Governments took over the control of universities from churches and emphasized on development of strategies for enforcing quality in higher education Institutions (HEIs). Another issue was emergence of globalization and global market competitions, making governments realize the significance of productivity, effectiveness and efficiency in emphasizing quality of the products of universities so that they could have capable human resources (Wang, 2014). Yet in all these endeavours the concept on the process of enforcing quality systems was not clear.

Prikulis, Rauhvargers and Rusakova (2011) argue that internal quality assurance in some instances has been as a result of demand from students, who seek high quality standard education. In some countries yearning for quality has led to violent confrontation where students organize strikes in demand of quality education. Nationally established Higher Education (HE) Quality assurance systems in European HE were established as a result of pressure from society's demand of accountability from educational institutions. The Lisbon acknowledgment conference of 1997 which was founded on communal recognition of qualifications, on the mutual trust among the HE systems is an example which resulted into creation of external quality assurance.

We cannot talk of significance of internal quality assurance without looking at the origin of quality assurance. Quality assurance has become a crucial global phenomenon in the twenty- first century (Wang, 2014). Countries all over the world have realized that the only way to development is through effective practice of quality assurance in universities. This is the reason why International bodies and state governments have embarked on establishment

of quality assurance policy, to ensure quality standard in maintenance of Higher Institutions of learning. Swanzy and Potts (2017) carried out a study on QA strategies in Higher Education, a case study of Ghanaian Polytechnics. Qualitative approach was employed and the target population was twenty key informants from the institutional administration. Research instruments used were in-depth interviews and document analysis guide. The study highlighted the reason for formation of the following international bodies; European Association of Quality Assurance Agencies (EAQAA), International Network of Quality Assurance Agencies in Higher Education (INQAAHE), Asia Pacific Quality Network (APQN) and European Network for Quality Assurance in Higher Education (ENQA) as a result of concerns in the implementation of QA in educational institutions.

Similarly in Africa, Garwe and Gwati (2018), pointed out the formation of bodies like the African Quality Assurance Network (AfriQAN), Africa and Malagasy Council for Higher Education (CAMES), Inter-University Council for East Africa (IUCEA), Southern African Quality Assurance Network (SAQAN) and Association of African Universities (AAU) which is situated in Accra, Ghana.

Garwe and Gwati further explained that, these bodies were formed to coordinate the quality assurance activities in universities given the urgent need for quality education in the institutions of higher learning. The major role of all these bodies is to create synergies through sharing of good practices, information and experience. They emphasized on the quality maintenance in higher institutions of learning, since these are core institutions that form the human resource for crucial activities of nations. However, despite the formation of these international, regional and national bodies on quality assurance in higher education; the implementation of the policy seems to be a problem in some countries like South Sudan. South Sudan is a new African country, that has systems of quality assurance but the implementation seems to be having some challenges.

Historically, quality assurance became a principal business methodology in the western world around 1950s to 1960s and it was mainly for formation of employees to prevent wastage, improving organizational system and intermittently improving output (Gardner, 2012). Gardner argue that quality assurance as a concept had its origin in the industrial revolution period whereby there was high competition and introduction of new scientific approaches to management which were based on strict policies by employers. According to Cole and Kelly (2015) quality assurance in business could be defined as improvement of effectiveness and efficiency of activities and processes resulting to benefits for both the organization and the clients. Quality achievement is linked to improvement of policies, processes and systems within organizations. This means that for any organization to be successful it must have policy that guides its structures and a body that monitors the performance or the application of the policy to be effective for better results. That is why; it is relevant to emphasize on implementation of internal quality assurance in South Sudanese universities for quality graduates achievement.

In the field of education Watty (2014) stated that, there are two ways of conceptualizing or defining quality concept in HEIs. One is relating to background and the other to the stakeholders' perception. The first one refers to giving quality a specific context and hence quality becomes meaningful when attached to some functions, for instance having quality assessment, quality students' recruitment, quality academic programmes and teaching. The second definition according to the stakeholders' perspectives, stakeholders have various ideas depending on their interest in higher education, in most cases they define quality in relation to values imparted to learners. South Sudan Ministry of Education, Science and Technology: National Council for Higher Education [NCHE], (2012) defined quality assurance as legal mechanism put in place to guarantee that output from the higher education system meets the international standards and that each institution in the system confirms to

the policy of the National Council for Higher Education. Inter-University Council for East Africa (IUCEA, 2010) defines quality assurance as a mechanism for harmonizing the higher education system in the region, to ensure that the rapid expansion of higher education does not lead to compromising the quality of education. Schinder, Plus-Elvidge, Welzant and Crawford (2015) argue that quality assurance is a set of processes, policies or actions that are performed by either external or internal agencies within the institution, who work continuously to improve the university performance.

Hsu (2017) researched on development and impact of quality assurance system on higher education in Taiwan. The aim of the study was to analyze development of national QA system. Qualitative case study design was employed and target population for the study was quality administrators from four universities. Research instruments used were interviews and document analysis guide. One the finding was that practice of quality assurance in the educational sector commenced in the western world around the 1980s. Higher education in the developed countries had changed their system from being elite system to a mass education one. There was fast expansion of enrolment within a short time which led to lowering of academic standards and brought concerns about maintenance of higher education quality and standards of the universities' output. Bollaert (2014) argue that the Bologna Declaration of 1999 in Italy was the opportunity for development of European policy and structures for quality assurance in higher education. The policy was designed by the European Association and was adopted by the Ministry of Education in 2005, during a ministerial summit in Bergen, Italy. Bollaert further explains that quality assurance was the most fundamental and successful point of the Bologna process. The original intent of the Bologna process was to form a united European Higher Education area that would be attractive for the entire world to emulate as they structure their own higher educational institutions. Bollaert further explained that the European Association understood that quality

assurance was urgently needed for improvement of higher education, they established structures that worked to win the international confidence for people to believe in the quality of European Education. As the current study's focus is on practice of IQAP in South Sudanese Public universities, it would be a high time to establish some of the factors that are needed in order to establish an effective IQA unit that function to win confidence of the stakeholders in the standards of education in South Sudan.

Materu and Righetti (2010) carried out a study on QA in sub Saharan Africa and observed that the problem of quality assurance emerged in Sub-Saharan African higher institutions around the 1990s. They further add that quality assurance is a recent phenomenon and many African countries face capacity constraints in establishment of a quality assurance system. However, a few countries managed to establish structured national quality assurance and policy to monitor maintenance of quality in higher educational institutions. These policies are meant to enhance processes like the teaching, the staff qualification, adequate teaching staff, and appropriate students' recruitment, having appropriate teaching resource to enhance the programmes and to have quality infrastructure in the universities.

The first African countries to implement the concept of quality assurance in institutions of higher learning were the East African countries. Kenya was among the first to establish the Commission of Higher Education (CHE) in 1985, which later developed to the Commission for University Education (CUE) in 2012. Tanzania followed in 1995 by the establishment of Higher Education Accreditation Council (HEAC) and National Commission for Higher Education (NCHE). Ethiopia established the Higher Education Relevance and Quality Assurance Agency in 2003. Sudan and South Sudan formed the Evaluation and Accreditation Commission (EVAC) in 2003 and Uganda formed the National Council for Higher Education (NCHE) in 2005 (Materu, 2010).

All these bodies were established to design structures and policy for maintenance of quality in higher educational institutions in Africa and most specifically to ensure that learners are given quality teaching and learning. The bodies also focus on other matters pertaining to economic development and social development. They ensure that matters of quality in higher education are taken care of with diligence because education is the core activity to formation of human resources in South Sudan and the entire world.

The Inter-University Council for East Africa (IUCEA) is a strategic institution of the East African Community (EAC) responsible for the development and coordination of higher education and research in the region. EAC considers HE as fundamental institution for attainment of Scio-economic development and regional integration as such IUCEA is entrusted with responsibility of providing guidelines for running HEIs in the region. Quality assurance is one of the activities that IUCEA ensures that all universities practice. Universities in the region derive their internal quality assurance policies from what is provided by IUCEA (IUCEA, 2010).

The brief history of quality assurance emphasizes the significance of having policy and systems of conducting an important task like education. Given the significance of education, it is not enough to have only the International or regional quality assurance bodies, but to have national and internal quality assurance bodies as well that can deal directly with the affairs of the individual countries' educational institutions. This is the reason why Internal Quality Assurance Policy was established in South Sudan to sustain quality teaching and learning in Public Universities.

However, Asnake (2013) observes that educational activities cannot be effective without being supported by external and internal quality assurance. External quality assurance (EQA) refers to international, regional and national agencies that ensure that all universities meet the set standards (Schinder, Plus-Elvidge, Welzant & Crawford, 2015). The

actors here are outsiders who are not members of the institution. Their work is to coordinate educational activities, evaluate facilities, environment, human resources qualification, competence and the programs on offer in universities. This is to ensure that they are meeting the national and international standards for higher education worldwide (Boateng, 2014). Example of such agencies is the Quality Assurance Commission in the Ministry of Higher education who are also concerned with accreditation of universities. They have different names in different countries; in Kenya we have the Commission for University Education (CUE), in South Sudan it is termed as Evaluation and Accreditation Commission (EVAC) now known as the National Council for Higher Education (NCHE) among others. In South Sudan the NCHE have the mandate to supervise the work of the IQAOs and the IQAOs report to the NCHE.

Prompted by globalization, universities now compete both regionally and internationally because the labor market demand high quality and innovative candidates. This makes the role of the external quality assurance very crucial in the preparation of university graduates to meet the world market requirements (IUCE, 2010). The external bodies use the documented quality assurance policy to evaluate the standards of the Universities including quality teaching and learning in order to determine quality teaching and learning activities offered.

Internal Quality Assurance policy on the other hand refers to mechanisms and activities related to evaluation and improvement of quality and developments which are carried out within universities. This is mostly concerned with improvement of the quality of teaching and internal system of the institutions (Matei & Iwinska, 2016). Internal Quality Assurance also refers to the policy which is structured by the internal administration of the institutions and is practiced and monitored by internal staff of the institution. They ensure that the process of teaching and learning; staff qualification; programmes and infrastructure

are meeting the set standards for qualitative academic outcome, and also meet the national and international global standards. Internal Quality Assurance system in universities has self-regulated responsibilities aimed at continuous improvement of quality and achievement of academic excellence (Aithal, 2015). The responsibility for internal quality assurance in institutions lies with the individual institutions. The institutions are expected to set up independent internal quality assurance units, which are answerable to South Sudan National Council for Higher Education (NCHE) and ensures that quality policy is being implemented in the university (NCHE, 2012).

Okoche (2017) describes internal quality assurance as involving a systematic implementation of policy, monitoring and evaluation of graduates, services and certification of fitness for functionality. The application process involves utilization of a framework that determines adequate technical requirements of input and output. Ascertaining the quality performance of both teaching and non-teaching staff, physical facilities, programmes and all that would enable proper functionality of a higher educational institution. The Internal quality assurance is, therefore, a catalyst that fuels and furnishes the activities of the internal institution. It helps the institution to perform activities like benchmarking, external consultation with customers in order to find the external views of the clients and also compare and contrast the internal and external evaluation of the educational institution.

Although internal quality assurance policy deals with a broad aspects of the entire institution, in the context of the current study, focused only on five aspects of the internal quality assurance policy. These include implementation of the policy in areas of teaching and learning, assessment, academic staff adequacy and qualification, students' admission procedures, infrastructure and learning resources.

University of Edinburgh (2016) emphasizes that effective student recruitment is key to the university's realization of its long term strategic ambitions. It enables the university to

have global reach and impact on the quality of the candidates, having relevance and engaging experiences that fulfill the learners' ambitions. Implementation of Internal Quality Assurance Policy on students' recruitment and admission into universities is a very crucial state in the university management because it impacts directly on the processes of quality teaching and learning. Studies have shown that when the policies of recruitment and admission of students are transparent and strictly followed, the universities get suitable candidates and the end results is quality teaching, learning and performance. Students also make right choices of the courses that they are capable of pursuing and hence teaching and learning becomes interesting to both teacher and learner which results in good performance.

Blasko and Raschman (2015) underscores that high quality and trained teachers help learners develop the competencies that are needed in the global labor market based on higher skills levels and evidence shows that a primary influence on learners' performance is the quality of teaching and learning. The quality of teaching is a vital issue in the institutions of higher learning. This implies that teachers teaching in universities must possess competence in teaching, assessing and in motivating learners to love the disciplines that they have opted to pursue at the university. In order to achieve quality at the university, teachers need to know how to teach, have knowledge in research, to get involved in community service and having good interpersonal relationships. The classroom work needs to be backed up with other skills that promote quality in the entire work of the university.

Infrastructural facilities are key in enhancing quality teaching and learning. Every country's educational institutions, quality policy and infrastructure are pre-requisites for successful building and enhancement of national educational institutions (Ruso, Filipovic and Pejovic, 2017). Physical infrastructure is required to provide comfort, shelter and conducive environment for teaching and learning activities in the universities. For Aithal (2015) infrastructure supports the requirements of the quality policy conducive for the academic and

administrative processes. The quality assurance manual emphasizes on the use of quality system to be followed regarding the nature of infrastructure.

Aithal and Shubrajyotsna (2019) opine that infrastructure can be classified into six categories such as: Physical infrastructure, Digital infrastructure, Innovative academic and training infrastructure, Intellectual property infrastructure, Emotional infrastructure and Networked infrastructure. In the modern university set up, if a university has quality in all these, it qualifies to be a world class university. Of the entire above mentioned infrastructure, the physical infrastructure forms the back bone. All the other infrastructure are accommodated in the physical infrastructure and the IQAP gives directives on how universities should maintain the quality of infrastructure in order to facilitate quality teaching, learning and all other university activities. Quality assurance audits are performed in order to determine the status of all infrastructures.

Students' assessment is core to quality teaching and is key component of good learning. It enhances students' learning with understanding of the concepts put across. Assessment is a fundamental component in quality teaching and learning which in turn raises the students' performance by sustaining the learning (Edwards, 2013). IUCEA, (2010) emphasizes that students' assessment is a pivotal component of learning process. Therefore, there must be clear measures to ensure accurate assessment of students. There must be regulations / events that are used constantly in the process of students' assessment, and must be published principles that stipulate what must be done. In instances of dealing with examinations which are part of the students' assessment, there must be transparent and appropriate policy that ensures examinations are well handled. All in all, assessment determines the outcome of education, the outcome of quality teaching and learning is determined by good achievements after students' assessment.

Implementation of IQAP has not been easy for institutions of higher learning. Researchers have identified many challenges that hinder smooth practice of the IQAP in educational activities such as teaching, learning, academic staff quality, methods of teaching and assessment, recruitment of students, infrastructure among others. Harvey and William (2010) in their study argue that quality should not be detached from purpose and context. That the major constraints that countries experience most, especially the less developed countries is that of transferability of IQAP established elsewhere in the world to their countries which may not fit their situation. For instance, when the African countries decide to copy Britain or America which are far advanced in their educational systems, having good student recruitment policy, policies for staff recruitment and the like, the system may not fit in well. Drape, Rudd, Lopez and Radford (2016) observes that the main challenges in the practice of quality assurance in universities are lack of commitment from both government and the individual institutions' administration, lack of trained personnel in the field of quality assurance and infrastructure for facilitating the internal quality assurance of the universities. They suggested that a solution for such instances is to improve the leadership and offer more training to faculty, monitoring programmes of quality assurance in higher educational institutions.

Wang (2014) adds that the other challenges to the implementation of IQAP lies on the areas of stakeholders' having diverse interests and perceptions on how quality should be practiced in the institutions of higher learning. And that lecturers were not interested on issues of quality assurance, lack of internal incentives and absence of effective institutional structures to ensure accountability. These negated the process of quality teaching, learning and resulted to poor quality output from the institutions of higher learning.

Paintsil (2016) added another issue of differences of interest between the national quality assurance and the internal quality assurance. The national quality assurance statutes may be

emphasizing on higher educational institutions' accountability and proper implementation of appropriate curriculum whereas the higher educational institutions are concerned about improvement of performance. Such scenarios may cause antagonism within higher educational institutions. The desired quality is achieved when both internal and external quality assurance systems are aligned to the governance system within which they operate and is also appropriately coordinated in an integrated manner. Harvey and Williams (2010) argue that in some instances universities tend to emphasize on the bureaucratic prerequisites than on inventive practices, which may hinder the rapid and progressive proceedings of quality practices in the institution.

Similarly, Materu (2010) study of quality assurance in Sub-Saharan Africa, revealed several challenges that hamper the establishment and implementation of quality assurance in African institutions of higher learning. These include lack of funds for establishment of physical structures, competent human resource in the field of quality assurance, lack of commitment from educational administrator and lack teaching resource in some countries among others. The most disturbing challenge was lack of will to keep on trying to bring change to the institutions of higher learning.

In the Implementation of Internal Quality Assurance for Quality Teaching and Learning in Public Universities in South Sudan it is of essence to look at the brief history of formal education in Sudan, since initially the country was one. This will enable a proper understanding of the current situation.

***Establishment of Formal Education and Internal Quality Assurance Policy in Sudan***

This study examines the implementation of internal quality assurance is South Sudan because this is one of the most recent African countries that was curved out of Sudan. The country being new should have some of the best policies for effective running of her

significant institutions like the universities. Unfortunately that is not the case; the country seems to be facing a lot of challenges in as much as policy implementation is concerned. Therefore, the study seeks find out some of the problems that could be causing the failure in implementation of internal quality assurance policy for quality teaching and learning in public universities.

Seri-Hersch (2017) argues that formal education had existed in Sudan before the 20th century, in the north there were Koranic schools known as Khalwa had been established since the time of Islamization of the region around 13th and 14th Centuries. Seri-Hersch further explained that, the subjects taught in those schools were: Arabic reading and writing, arithmetic, and the Quran which gave good foundation for human moral development. In the 19th Century the Ottoman-Egyptian government took over Sudan and expanded the educational facilities, increasing the number of Khalwa and also establishing elementary state schools. Italian Catholics and the Prussian Protestant missions also established many schools in the main towns of the north (Khartoum, El Obeid, Berber, and Suakin) which gave foundation for Christian moral education.

Tingwa (2020) stated that during the Anglo-Egyptian regime (Condominium) government in 1900, educational institutions expanded but there were two distinct educational policies for the northern and southern part of Sudan. The government concentrated on establishment of schools in the north whereas in the south it was left for the Missionaries to handle matters of education. There were more schools in the north than in the south. The missionaries also gave good quality education but to a few compared to the northern region. Seri-Hersch (2017) pointed out that, by 1901 the director of education in the Sudan, James Currie (1900-1914), defined the aim of education in the Sudan as, the creation of competent artisan class, spreading of mass education, and creating small native administrators. Therefore, they set new institutions to achieve these goals. The system of

education was; elementary school which is like the current primary school, and after that one could then join intermediate school and finally secondary schools. However, in their plan to expand educational institutions then, there were no provisions for quality control since it was not a problem. Although the system of education discriminated between boys and girls by the time, boys were catered for and girls were left behind. The system also discriminated between the poor and rich families as such creating a social gap between the poor and the rich.

Higher Education in Sudan was established by the British government during their condominium governance of Sudan in 1902 (Abdalla, 2016). Sir Kitchener established the Gordon Memorial College by 1902 and it was the only secondary school. Gordon Memorial College, developed by 1912 which is currently the University of Khartoum, and it was the only university by then (Seri-Hersch, 2017). The other universities were established around 1978, for instance the university of Juba which was the first university in South Sudan. Then, the higher educational institutions had good policies and the output from the higher education fitted well in the job market at that time. According to Tingwa (2020) the university education in Sudan was competing with Oxford University in Britain. Students trained in Sudan were as good as those trained in Britain because they sat for the same examination.

According to Abdalla (2016) higher education in both Sudan and South Sudan was accessed by a few students until around 1990. The government changed its policy during the regime of President Omar El Bashir in 1990. Access to university was left open to whoever qualified and met the requirements to join university studies. Abdalla further explained that many public universities were established both in the North and South Sudan. The number of enrolment to the universities increased but there was lack of infrastructure such that secondary schools' facilities were converted to host universities. There was also lack of qualified academic staff to teach the masses, and in some instances due to poor conditions, qualified academic staff migrated to greener pastures abroad. Tingwa (2020) said that it was

during the regime of Omar El Bashir that the country started experiencing issues of quality assurance and decline in educational standards. The university graduates were not satisfying the requirements of the job market. Quality assurance policy was established in the Ministry of Higher Education but there was a gap between the policy and the practice making it ineffective (Abdalla, 2016). Parents who were able to access education aboard started sending their children for higher education outside the country, but the masses who were not able to send their children out suffered.

South Sudan faced enormous challenges in the Ministry of Higher Education after secession from Sudan. Challenges ranging from excess enrolment from 10,800 in 2005 to 20,000 by 2011, insufficient number of teaching staff, no improvement in the infrastructures in most of the functional universities, lack of research and publication in universities, structure for quality assurance not having adequate staff for the work, issues of accountability and improvement to mention a few (South Sudan Ministry of Higher Education, Science and Technology Policy Framework, 2017). Yet for a country to ensure that her higher educational institutions are producing quality graduates in the modern world, it must have functional practice of quality policy. The quality of teaching, the teaching staff, programmes and students' admission procedures must be guided by quality policy. Fore going the study seeks to determine whether South Sudan being a new country is using the IQAP to overcome some of the poor quality practices inherited from Sudan.

The Ministry of Higher Education Science and Technology (MHEST), after the independence of South Sudan established a National Council of Higher Education and a Quality Assurance Policy Framework. According to MHEST (2012) the quality assurance policy framework is to ensure that the National Council of Higher Education, universities and other institutions of higher learning work together to enhance quality in higher education in

South Sudan. The quality assurance policy covers several areas of education but this study highlighted a few:

Higher Education Admission Committee is to ensure that admission to universities is undertaken annually and must be conducted in a transparent way and the minimum requirements stipulated by NCHE must be followed.

Quality of the academic staff, regulations of NCHE, section 6(a) determines the required minimum qualification for the recruitment, terms of service and promotion of the academic staff. The teaching assistants must have a qualification with first class honors, Lecturers must have first class honors or second class upper division, Senior lecturers must be PhD holders, and Associate professors must have PhD and Professors also.

All courses and academic programmes offered in universities must meet the minimum standards for course of study as set by the university senate of each university.

Examination/assessment of students, institutions of higher learning shall ensure that candidates are fully informed about existing examination regulations and procedures at the beginning of the semester. Institutions shall ensure consistency in the examination formats, transparency in their conduct and strictness in enforcing relevant marking schemes.

Higher educational institutions shall ensure that academic staff use interactive method in teaching to enable students apply the theoretical concepts.

Educational institutions must be located on a sizeable piece of land and development thereon including building and all other pertinent facilities. These points are stipulate in the National Quality Assurance policy book from which the IQA officers in the universities derive their policies from.

The National Council for Higher Education was given a task to make policies and monitor the implementation of the principles. However, the public universities in South Sudan still maintain the internal quality assurance policy inherited from the Sudan (Nyaba,

2018).When South Sudan separated from Sudan in 2011, the government in 2012 started to restructure all the inherited systems from Sudan. Since then the Ministry of Higher Education in South Sudan has encountered several challenges in process of trying to re-establish its systems. For instance, there was shortage of qualified academic staff because most lecturers remained in the north. The enrolment rate was very high yet there were only five functional universities and the infrastructures could not accommodate the masses (Nyaba, 2018).

The major concern here is that at times policies may be in place but the implementation part may be wanting. As a result it impacts on the quality of the teaching, competence of university staff, quality of facilities and graduates from such institutions (Partrick & Seifu, 2017). Yet globally internal quality assurance policy is considered to be the only means to improvement of quality of universities' output (Wang, 2014). Therefore, it is against this background that the researcher opted to examine the implementation of Internal Quality Assurance Policy for Quality Teaching and Learning in Public Universities in South Sudan.

**1.2 Statement of the Problem**

Internal quality Assurance is established in an institution to continuously monitor all teaching and learning activities that prepare the learner to meet the needs of the society. This means lecturers' entrusted with this noble task should ensure delivery of quality teaching services using interactive teaching methods. Academic programmes must meet minimum standards set by the university senate. Quality policy also outlines that the lecturers themselves must be meet academic qualifications of first class honors, Lecturers must have first class honors or second class upper division, Senior lecturers must be PhD holders, and Associate professors must have PhD and Professors also. Universities shall ensure consistency in the examination formats, transparency in their conduct and strictness in enforcing relevant marking schemes.

The procedures for carrying out these activities are documented and recognized as part of the institutions culture. It is the primary function for all teaching staff to ensure that these quality principles are adhered to. All these are intended to give quality education that influence learners positively and who in return influence the society (A-Maawali, & Al-Siyabi, 2020). Quality education is meant for all learners in the society and is the one that creates good citizens of any country.

Despite the quality measures put in place, university education in South Sudan seems to be deteriorating in that it does not produce competent graduates. Stakeholders are complaining of the kind of graduates public universities produce. Parents and employers complain that the graduates from public universities are not satisfying employers. If this scenario is not contained, the same universities will continue to release half-baked masses of incompetent graduates to flood the job market with graduates seeking for jobs yet lack the needed expertise, skills and knowledge.

A study by Abdalla (2016) on quality assurance in higher education in Sudan and South Sudan found that quality assurance policies and structures are available in educational institutions but the practical aspect was minimal. As a result it affects quality of graduates, teaching and learning, management of examinations and all other crucial university activities.

Brinkley (2016) research on challenges facing education in South Sudan found that the services offered in tertiary educational institutions do not produce competent graduates. in addition, Tingwa, (2020) observes that the new graduates always need supplementary training in order to fit in the job market These complaints serve as a pointer to the quality of teaching and learning, quality of teaching methods, students' assessment, staff qualification, student recruitment and admission, teaching resources and facilities that should facilitate the quality standard in the university. However, the studies did not focus on how internal quality assurance policy is being implemented in public universities. This study therefore, sought to

bridge the gap left by other researchers by examining the implementation of Internal Quality Assurance Policy in Undergraduate Education for Quality Teaching and Learning in Public Universities in South Sudan.

### 1.3 Research Questions

The study was guided by seven research questions.

i. How has the implementation of Internal Quality Assurance Policy in undergraduate education programmes enhanced quality teaching and learning in Public Universities of South Sudan?
ii. How has the implementation of internal quality assurance policy ensured the recruitment and retention of quality and quantity of academic staff in Public Universities in South Sudan?
iii. How do public universities employ internal quality assurance policy in students' recruitment and admission in South Sudan?
iv. How does internal quality assurance policy influence teaching, and assessment in Public Universities in South Sudan?
v. How does Internal Quality Assurance ensure the availability and use of quality infrastructure and teaching resources in public universities in South Sudan?
vi. What are the challenges encountered in implementation of internal quality assurance policy in Public Universities in South Sudan?
vii. What strategies can be put in place to curb the challenges in order to enhance implementation of internal quality assurance in Public Universities in South Sudan?

### 1.4 Research Hypotheses

**$Ho_1$:** There is no significant relationship between internal quality assurance policy and recruitment and retention quality and quantity of academic staff in public universities**.**

**$Ha_1$:** There is a significant relationship between internal quality assurance policy and recruitment and retention quality and quantity of academic staff in public universities**.**

**$Ho_2$:** There is no significant relationship between internal quality assurance policy on students' recruitment and admission in public universities.

**$Ha_2$:** There is a significant relationship between internal quality assurance policy and students' recruitment and admission in public universities**.**

### 1.5 Significance of the Study

The findings of the study are intended to benefit various stakeholders who in this study comprise of public university administrators, External quality Assurance officers, internal quality assurance officers, lecturers, students and support staff among others. It provides public university administrators with insights on teaching activities that are inappropriate, brought out areas where the principles of quality assurance are not adhered to and incompetence of academic staff. The university administrators can use the information to plan for workshops and seminars that equip lecturers with appropriate pedagogical knowledge, skills and attitudes for improving the quality of teaching and learning in the public universities.

The findings may be helpful to External Quality Assurance (EQA) officers at the Ministry of Higher Education in designing an effective and viable Quality Assurance policy (QAP). It will improve the quality assurance practices at the Ministry of Education level as well as the Higher Education Institutional activities in the country as a whole. External Quality Assurance officers may be enlightened on areas that have deteriorated immensely. Then organize workshops to equip the internal quality officers with skills on monitoring and evaluation of academic staff, students' assessment, in transparency and accountability. Important elements like audits of both academic faculties and financial books will be done correctly, so that universities may focus on core university activities within their financial

limits. This can instill commitment to improving the quality of university graduates who are the future human resources in the country. The external quality officers may be motivated to work harder knowing that higher education relies on them for the evaluation and improvement of the education quality and standard.

The researcher supposes that the findings may be an eye opener for public university lecturers, to perceive the significance of IQAP implementation as an urgent need in the universities. Root causes of the deteriorating standards are brought to their attention to desire to work on the right activities as the agents and professionals to guard the standards of higher education in the country.

Nonacademic staffs in the public universities are also enlightened to perform their duties well and understand the value of practicing policies as stipulated for better performance of work. Students interested to research in the field of IQAP may obtain useful information especially in areas suggested for further study. They may use it to bridge the gaps that the current researcher might have left out. Other researchers who are interested in the field of Quality Assurance may also find this work useful for further studies.

The study findings have added knowledge to literature in the area of Internal Quality Assurance. It has highlighted the significant areas important in the improvement quality services in universities of South Sudan and elsewhere in the global world. It has shown the procedures and the areas where IQAP is required in the institutions of higher learning. The findings contribute to the knowledge in preparation of template for the IQA in public universities in South Sudan. The study may be useful to the South Sudanese community, to begin thinking of how they can help the higher educational institutions to improve the standard of Education. The community will be enlightened on the value of internal quality assurance policy and how beneficial it is to the educational activities.

## 1.6 Theoretical Framework

This section described the Theory that guided the study. It captures both the strengths and weaknesses of the theory as critiqued by other scholars and how the identified limitations were mitigated. It also captures the application of the theory to the current study.

### 1.6.1 Total Quality Management Theory

This study was guided by the Total Quality Management Theory (TQMT), because the theory is comprehensive in analyzing the significance of continuous improvement of quality of education. The theory was a business management philosophy that originated around the 1950s. Sohel-Uz-Zaman and Anjalin, (2016) contend that the principle proponent of TQMT was Williams Edward Deming in the 1950s in the United State of America. The motive for the proposition of TQMT was to revive economy which was by then declining. Deming proposed fourteen principles for conducting an effective total quality management, the principles were summarized as:

Generate rationale for improvement; assume a new philosophy, Stop dependence on inspection to attain quality, Work with one supplier to reduce cost, Constant improvement, Hands on job training, Effective Leadership, Impel out fear, Break down obstacle between departments, Eradicate numerical goals for the work force, Get rid of work standards and numerical quotas, Abolish annual rating or merit systems, Provide education and self-improvement and Engage all workers in the changes.

The study focused to five of the fourteen principles to guide the study in the context of education. The first principle (Generate rationale for improvement) of TQMT apply to education, because of its dependence on a rationale as to why a certain programme has to be taught and how it should be taught in order to achieve the motive and goals of education. Education has a procedure which considers specification through flawless approaches and formation of a quality output. Therefore, there should always be constant improvement of the

way the educational institutions are functioning (Ali & Shastri, 2010). In the context of the current study, implementation IQAP for quality teaching, the researcher contends that by applying TQMT which deals with constant quality checking, stakeholders and customers' satisfaction, it will enable the Vice Chancellors and IQA committee in the universities to ensure quality in their universities in areas such as quality of staff, students' recruitment, assessment methods and provision of quality resources for an effective running of the universities.

Deming contends that institutions are dynamic, so they must adapt to new philosophy to enable them fit the purpose (fit technology). Educational activities must satisfy the customers' desires, the learners and all stakeholders. In the currents society education cannot function without the modern technologies, Information Communication Technology (ICT) and all that are associated to that. Educational institutions must train people who in the end are able to fulfill the current societal needs in the job market (Sohel-Uz-Zaman & Anjalin, 2016). The researcher is convinced that the TQMT can apply in the implementation of IQAP for quality teaching and learning since it implies helping students to think critically, being modern philosophers who are innovative and can bring about new constructive changes to society. If public universities implement the quality strategies well by designing relevant programmes, employing competent academic staff, employing good policy in admission of students and using good assessment methods, the university performance will be improved.

The third adopted principle was continuous improvement of the institution, which refers to constant incremental development in all the areas of the institution. This implies that the educational institutions must train the staff in order for them to be able to deliver quality services (Teklemariam, 2009). The development of the educational institution involves the learners also, in the context of the current study; the researcher acknowledges NCHE status on the procedures and processes of recruitment of both staff and selection of learners.

Therefore, the public universities have to adhere to the practice by conducting recruitments in an effective way to ensure quality of academic staff, non-academic staff and learners. This principle implies in the context of IQAP that in all constant improvements, policies have to guide all the activities that are undertaken in the universities. The administrators and the entire institution have to ensure that they follow the IQAP keenly at the point of designing university programmes, recruitment of staff, recruitment of students, assessment of students, and in provision of physical resources.

The fourth principle adopted was effective leadership. This implies that the top management must address crucial issues pertaining to the institution of learning, such as establishment of policy to run the institution, establishment of core values to build the character of both staff and learners, setting a strategic plan for institutional activities to be followed effectively and to encourage a spirit of team work in the institution. It also introduces multiple ways of motivating staff in order for them to develop a spirit of belonging and total self-giving to the institutional work (IUCEA, 2010). The researcher asserts that TQMT apply in to this study in that it will help the leadership of the universities to emphasize the implementation of IQAP in all aspects of the universities' activities especially in ensuring that they offer quality teaching and learning.

Lastly the fifth principle adopted is involvement of all workers in the process of transformation and change. The leader must ensure that the entire educational institution works toward qualitative transformation of the institutions to be able to compete with the global educational institutions and maintain an excellent standard. The staff must be encouraged to have high self-esteem that they can always do better than any other institution in the world. They must be made to understand that the educational institution is a system which must work together for the accomplishment of quality and customers' satisfaction as asserted by Ali and Shastri (2010). The researcher is certain that if the university

administrators cooperate with the staff in observing all that is stipulated in their IQAP, they promote team work. One cannot practice internal quality assurance single handed, it needs all the staff to work together to achieve their goal.

### 1.6.2 Strengths of Total Quality Management Theory

One of the strengths of TQMT is that it gives the institutions' members of staff a voice and enhances morale. It involves every member in the decision making process, improving the quality of their work environment and provides them with a sense of value and purpose. As a result, this changes the attitudes of all who are involved in the institution (Terry, 1993). The argument of Terry is right, may be what is missing in the public universities in South Sudan is lack of involvement of the staff in the process of decision making. IQAP can only be practiced when all the members of the institution agree to do so. The other thing that public universities in South Sudan need is motivation of the staff so that they can own their responsibilities and deliver effectively while practicing all the institutional policy.

Total Quality Management encourages teamwork among faculty members which enables quality accomplishments. In a sense it enhances improvement through constant benchmarking, which is a continuous process of measuring products, services and practices against major competitors. This is done through studying the mission and vision of the institution and seeing if there is one that has the same or similar. This is then followed by analysis of its current procedures and checking for areas that could be improved (Teklemariam, 2009). Implementation of IQAP in a university needs all the above mentioned in TQMT. In the context of Public Universities in South Sudan if they work as a team, and also benchmark they will be able to identify areas of short falls and improve them.

The total quality management enables managers to ensure that immediate corrective measures are taken whenever they notice a problem in any of the sections of the system. It

enables them to make sure that always the institutional functions are all working well. This also enables an open system whereby they can accommodate corrective views from outside in order to be able to them to see both internal and external parts of their institution clearly (Teklemariam, 2009). The IQAP can be effectively implemented when the South Sudanese Public Universities administrators ensure that corrective measures are taken as soon as a problem is identified in the university system. The university system needs to accommodate advice from the stakeholders and community.

### 1.6.3 Limitations of Total Quality Management Theory

Despite the strength of the theory it has also some weaknesses, it takes a lot of time and effort to implement. Practitioners must be trained, the philosophy assimilated and taught, decisions must be reached and time is needed to implement a new work procedure. If the way of thinking, belief and attitude differ among the leadership team, it will hamper the process of decision making and change in the institution (Wani & Mehraji, 2014).

In the real sense, institutions of higher learning find it difficult to implement the TQM theory practically. Institutions of higher learning rarely involve their academic staff in training programmes. In South Sudan much effort is put on the clients/ students than on the workforce. Public university staff are mostly used but not empowered (World Bank, 2013). The researcher is of the opinion that if TQMT principles are applied in public universities in South Sudan, the administration will find it easy to practice the IQAP to sustain quality of teaching and learning.

### 1.6.4 Application of the Total Quality Management Theory to the Study

The TQMT principles are applicable in the implementation of IQAP on quality teaching and learning in universities. The principles deal with constant quality checking, stakeholders and customers' satisfaction, enabling the Vice Chancellors and IQA Directorate to uphold quality in the following principal areas pertinent to university; quality and quantity of academic

staff, students' recruitment and admissions, Quality teaching, their universities methods and provision of quality resources for an effective running of the universities.

TQMT principles can be incorporated in IQAP for constant review of the undergraduate Education programmes to suit the current societal needs. It is applicable in areas of universities' benchmarking programmes in order to improve their own; it is also applicable in auditing, and monitoring and evaluation of the universities' academic programmes in order provide feedback to Deans of Faculty of Education as well as Heads of Departments on areas that need improvement.

TMQT principles can be applied in improvement of the infrastructure of the public universities to ensure that the facilities meet the world class universities standard. These include modern libraries, e-libraries, and internet facilities, conferencing facilities, and fitting microphones in classrooms and computers for teaching purposes.

The researcher was convinced that the TQMT could apply in the implementation of IQAP for quality teaching and learning since it implies helping students to think critically, being modern philosophers who are innovative and can bring about new constructive changes to society. If public universities implement the quality strategies well by designing relevant programmes, employing competent academic staff, employing good policy in admission of students and using good assessment methods, the university performance will be improved.

Total Management Theory would applicable to the current study in areas of collaboration between the universities and the local community in which they are situated. The communities provide the universities with evaluative information in order for them to improve their activities to suit the needs of the community. The universities can benchmark to find out what is relatively required by the community so as to produce competent graduate that can answer to the call of the society.

### 1.7 Conceptual Framework

The conceptual framework in this study demonstrates the interaction of the three variables, independent, intervening and dependent as shown by the sketch figure 1.

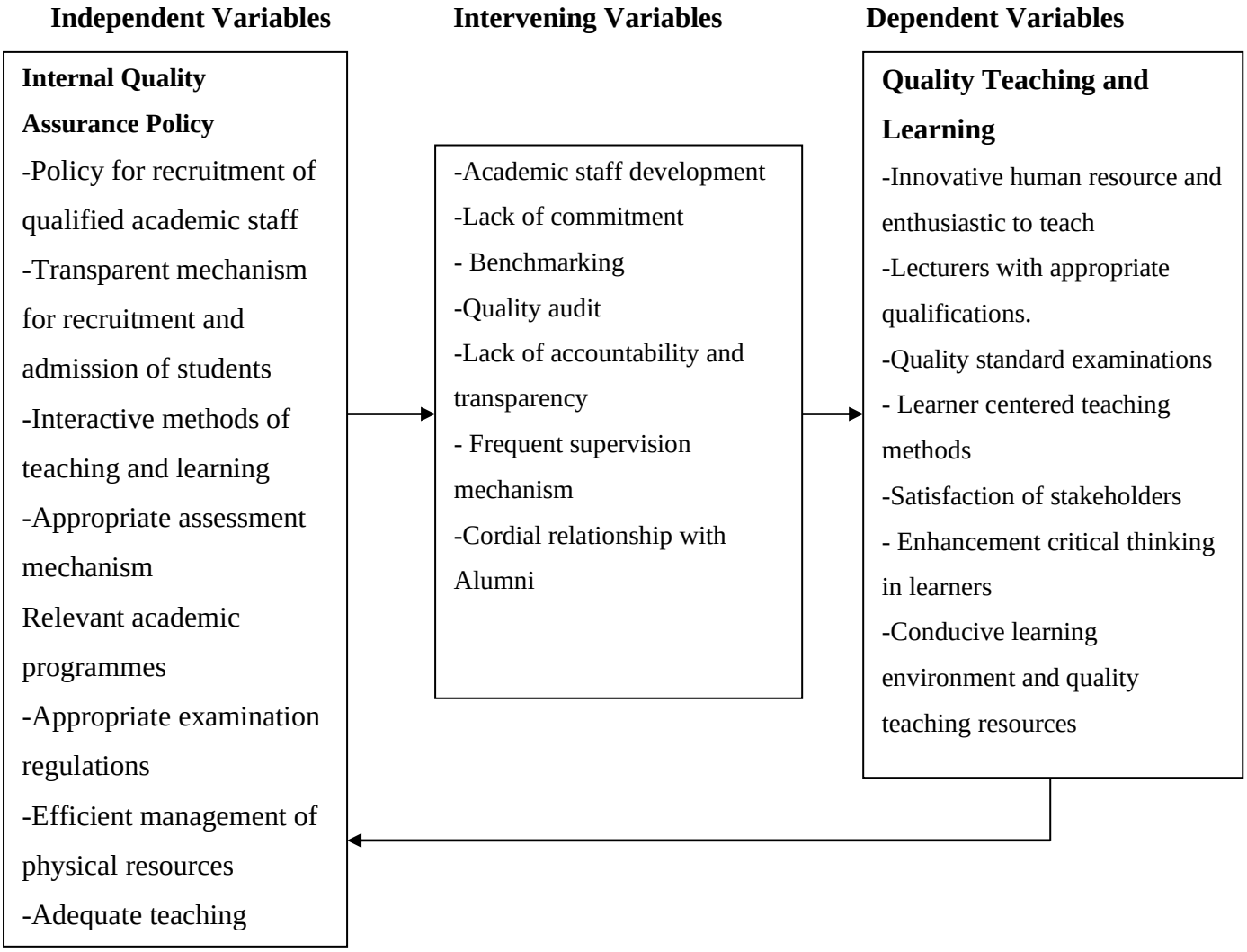



Figure 1:*Conceptual Framework showing relationship among variables*

**Source:** Adapted from South Sudan National Council for Higher Education (2012)

Conceptual framework is a sketch diagram that explains the path of a research and grounds it firmly in theoretical construct (Adom & Hussein, 2018). It makes the research more meaningful by describing the independent and the dependent variables, and indicates the relationship among the variables. The independent variable of this research is internal

Quality Assurance Policy in: Recruitment of qualified and adequate academic staff, recruitment and admission of students to university, interactive methods for teaching, having appropriate assessment mechanism, relevant academic programmes, documented regulation for conducting examinations, having efficient management of physical facilities, having adequate teaching resources, and good management system. Dependent variable on the other hand is Quality teaching and learning which translate to:- Innovative human resources, competent graduates, quality standard examinations, satisfaction of the global world market, satisfaction of stakeholders, local and regional development and a conducive environment. The intervening variables are: ineffective academic staff development, benchmarking, and appropriate audit policy, and ineffective supervision policy, lack of cordial relationship with Alumni, lack of accountability and transparency, lack of collaboration, and lack of commitment from administrators.

Where there is all the above independent variables, it would lead to proper implementation of the IQAP. The IQAP in turn would lead to effective and quality of teaching and learning, which will translate to having innovative human resources in the universities and competent graduates' achievement. It also leads to quality standards in management of examinations and satisfaction of the global world market. There would be satisfaction of the stakeholders in general and community at large. The intervening variables also have effect on both independent and dependent variables that is, when the public universities provide chances for staff development, they get qualified staff and who in turn would be innovative and competent in delivering quality work. On the other hand the negative intervening variables like the lack of commitment would affect the independent variable negatively making the IQAP not to be practiced in the institution. It would also affect the dependent variable making the universities have substandard staff, students and the like. Nagoba and Mantri (2015) argue that quality teaching and learning does not just come,

but it means doing the right things the right way that brings about efficiency and effectiveness.

Benchmarking is a process of constant measurement of products, or services against the competitors, Daft and Marcic 2006 in (Teklemariam, 2009). Benchmarking as an intervening variable affect both independent and dependent variables, if the universities benchmark with other universities in the region or in the world they will get to learn techniques of how to maintain quality standards in the institutions of higher learning. They will also find it easy to improve the standard of education in their own universities.

This study contends that, the implementation of IQAP in universities is a life time work and universities need to work as a team to ensure that the TQMT principles are practiced alongside the IQAP and to ensure that universities produce quality human resources. They need to ensure that academic staff quality is maintained as well as having effective strategies for recruitment of students. When students respond effectively to the teaching, the teacher is also motivated to work hard and ensure that his/her classes are doing well. When the teacher is trained he/she gains confidence in his/her work, so is it very vital that the academic staff are given upgrading opportunities to re-train in their fields of specialization. The government needs to take the universities as a priority in allocation of budget for provision of the teaching facilities and resources. Unfortunately in most African countries the education sector is the last to be taken care of, for instance in the case of South Sudan, the educational institutions are under resourced. Foregoing, there is hope that the system and procedures can change for better through constant right interventions.

### 1.8 Operational Definition of Key Terms

**Audit**-is a process of examining the institutional programmes, checking if the curriculum is relevant, teaching methods are appropriate, physical resource are adequate and appropriately used and financial management is good and the like.

**External Quality Assurance**- refers to the process of assessment by outside bodies who are not members of the given educational institution. Here the example is the officials from the Ministry of Education who are mandated to monitor and evaluate the educational activities in the institutions of higher learning.

**Higher Education**- refers to an educational level above the senior secondary school i.e. the universities and the tertiary educational institutions.

**Internal Quality Assurance**- this refers to the process of organizing and planning strategies of how to effectively deliver satisfactorily in an educational institution. It is done by the members of the institution who are mandated the responsibility of assessing the internal activities of the institution.

**Implementation**- is the practical application of the Internal Quality Assurance principles to various activities of higher educational institutions.

**Policy**- here implies the guiding principles that enhance quality of teaching and learning in an institution or university

**Quality Teaching**- is an effective process of imparting knowledge through which the results can be measured by performance of the graduates and their competence in work.

**Quality Assurance**- refers to the process of guaranteeing that an educational activity is effective, through provision of principles for enhancement of effective educational standard. They make constant monitoring and evaluation and field visits to the educational institutions.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter presents a review of related literature based on research questions. It is organized under the following sub headings: Critical review of related theories, Implementation of internal quality policy on quality teaching and learning, relevance of IQAP on quality and quantity of academic staff, Student recruitment and admissions, relevance of IQAP on teaching and assessment methods. It also captures infrastructure and teaching resources, the challenges encountered in implementing IQAP in public universities and strategies of overcoming them. Finally the chapter presents summary of reviewed literature and identification of knowledge gaps.

## 2.2 Critical Review of Theories

This section discusses theories that are related to quality assurance and principle observations in educational institutions in order to provide quality teaching and learning. The System Theory and Value-Added Theory of Quality Education was employed to guide the study on implementation of IQAP for quality teaching and learning in Public Universities in South Sudan**.**

### 2.2.1System Theory (ST)

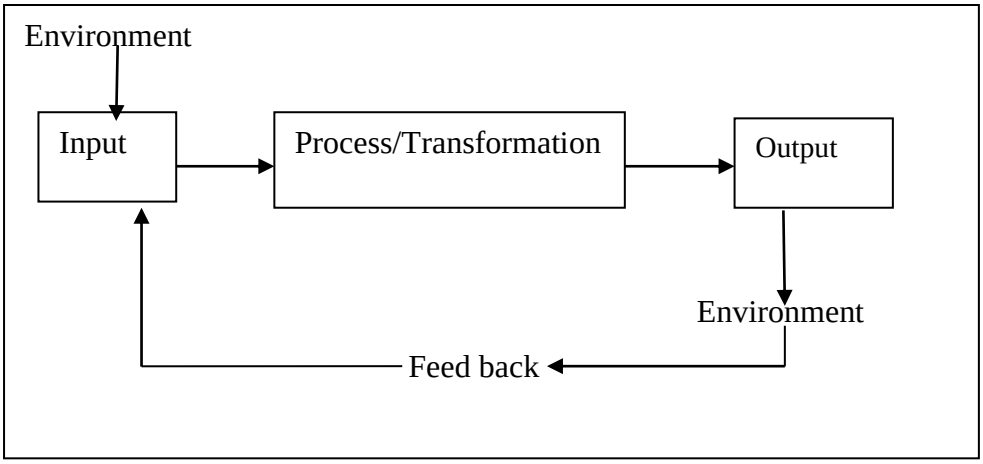
The system theory was postulated by Ludwig Von Bertalanffy (1934-1968) around the 1950s for studying abstract organizational phenomena independent of their substance (Kanungo & Jain, 2007). Mele, Pels, and Polese (2010) argue that System Theory (ST) is an interdisciplinary theory about interconnected elements in nature, society and in the scientific sphere of influence as well as structure of change of mind from a part to the whole. System theory considers the observed truth as an integrated and interacting component of phenomena. Ramosaj and Berisha (2014) stated that system theory is the product of the

efforts of many scholars to create an intermediate field of coexistence of all sciences. It stimulates critical or logical thinking, provides dynamic framework for presentation and interpretation of phenomena and veracity.

Sayin (2016) contends that system theory is a very significant theory for organizational management in processes of monitoring, evaluating, controlling and regulating its interacting elements and models in the system. Kaufman (2000) defines system as an approach for solving problems, which can be utilized for discovering and solving problems in the field of education. Kaufman argues that a system approach is a systematic approach which comprises of five stages: the first is to identify the problem, establish the solution and option that could be utilized for the same phenomena, select the most appropriate solution from the given options for the execution of the policy to solve the problem, execute the chosen policy and evaluate the outcome after execution of the best selected option.

The arguments of Kaufman are relevant to the idea of the current study that is examining how IQAP is being implemented in the institution of learning in the process of working to improve the institutional system. It involves the interaction of elements in the system with each other, for instance the leadership interacts with his team to enable the achievement of the set goals and objectives. The IQA unit within the university work as a team interacting with the various parts of the institution so as to achieve the goals and objectives of the institution. Here the elements are input, process and output which work together in the university's system.

Ali and Shastri (2010) on the other hand argue that a system is an approach in education which comprises of inputs, Process and output, all encompass in capricious or arbitrary frontier and environment.




*Figur*e 2: System Model

**Source:** *Customized from Cole and Kelly, (2015, p. 98)*

Ali and Shastri continued to elaborate that input from the environment cross the boundary in to the system, undergo a processing or a transformation phase and are passed out as output. The output in turn goes back to the environment. The direction of flow from the input, through the transformation process to the output indicates the flow of energy, information, communication, knowledge and attitude. Input in the educational setting could represent students, university staff, administrators and the like. The Process is the series of activities that are undertaken to form the students, through teaching and learning, training, and also mentor/ develop the instructors and transform them into that quality which is required. Outputs are tangible outcomes, values acquired through examination results, employment, earnings and satisfaction. The tangible outputs in turn serve the community satisfactorily through various professions. Lastly there is feedback from the environment about the outcome of the institution, the Alumini/ Alumnae and the society in general that fed back into the system. This will enable the system to modify it's processes giving relevant graduates as desired by the clients.

In the context of the current study, the input represent the students' recruitment and admission procedures, the academic staff recruitment to ensure quality and quantity, the

infrastructure and academic resources that are needed in order to produce competent and quality graduates. The process implies application of IQAP in teaching and learning, application of strategies/ policies in assessments of students to facilitate quality outcome, competency of the instructors that enables production of quality, competent human resources and also facilitates transformation of the students into constructive human resources. The IQAP in process of how infrastructure is used to facilitate teaching and learning, teaching resources used to enable quality teaching, learning and assessment of learners. Output/outcome or the graduates from the higher education system are sent back to the environment or community to go and serve, apply the quality skills, knowledge and attitude learnt from the education system.

Teklemariam,(2009) explained that input in educational setting implies students, teachers, furniture and learning materials which are required at the initial level of the educational activities. The process implies teaching, learning, co-curricular activities; management which facilitates the transformation of the input and students acquires a change in ways of thinking and behavior. Output implies skilled manpower, like doctors, engineers and other professionals who are the product of the education system. In this case, for universities to achieve their goal, they need to implement IQAP in the light of the systems theory. They have to ensure that appropriate input of both students and staff is recruited at the initial stages to ensure quality in the process of transformation, that is teaching and learning and as such the graduates will also be competent because their initial base was good.

In a system there are always three elements; the input, process and outcome. The teaching and learning process may not be effective and of quality where there is shortage of the elements interacting together in order to achieve the goal for which education is intended (Teklemariam & Nam, 2011). The systems theory emphasizes collaboration and team work in order to be effective, efficient and produce quality work. In systems approach the process for

effective and efficient achievement of the required outcome is based on documented needs, using logical problem-solving strategies relevant to the scientific method (Ramosaj & Berisha, 2014). In order for the IQAP to be implemented in HEI it must be documented, applied, monitored and evaluated in order to get its effectiveness and efficiency. The application of IQAP in universities can only be effective if the systems theory principles are effectively applied.

According to Daft (1998) there are two types of systems theory, open and closed systems. In the closed systems theory, the organization does not leave room for outsiders to give their opinions in the undertakings of the institution. The manager only concentrates on the internal activities of the organization yet in the case of educational institutions, the external views are very crucial in the process of improvement of areas that might not be working well. In the open system the organization allows views from outsiders, the community in which the institution is situated to help it improve its operations. The open system is the most appropriate as pertaining to quality teaching and learning, and improvement of the internal undertakings. In the application of the institutional internal quality assurance policy, the HEIs may require advice from people outside the institution to incorporate the outsiders' views on what they feel should be improved.

One of the strengths of the systems theory is that, it facilitates decision making in a more scientific manner. It endeavors to provide all the alternatives and also assesses the consequences of utilizing each option, in order for one to choose the best option among all others (Ramosaj & Berisha, 2014, Teklemariam & Nam, 2011). Quality teaching and learning can only come as a result of proper decision making in the application of the IQAP, in times of crucial need of decision making.

Communication is one of the notions of systems theory. In the educational context; constructive communications are very vital for the improvement of quality educational

undertakings. For instance circulating information about IQAP regarding the students' recruitment policy, teaching, assessment methods and the like will help the institution to improve where necessary. It will also enable the institution to work in unison for the realization of the educational goals. The systems approach enables the educational institution to find a way forward when trapped into mass constraints and problems. Through constructive use of the systems theory the universities can easily practice the open systems approach to enable the community evaluate their activities and in turn prove ideas on how to improve some areas of the institutions.

The systems approach is very important in the process of institutional programme/ curricula development. It defines clearly the measureable objectives. This in turn provides consistent and repeatable educational experiences to the procedures and be certain that they will achieve a comprehensive knowledge of the subject matter. It reduces haziness in solving institutional problems and has influence in examining the social context of institutional administration and organization (Teklemariam & Nam, 2011).

Despite the strength of systems approach it has also some weaknesses, such as having an engineering process which is not flexible to a dynamic institution like school which requires much flexibility. It may restrict academic freedom and limits it to follow theory but regardless of its inappropriateness in some circumstances it is still very viable and significant theory that can be used in educational settings (Teklemariam & Nam, 2011).

The systems theory assumes that all decisions in the organization are made by professionals which is not true in the real sense, because in the case of an open system, the community has a say, demand a certain change, or decision to be taken regarding the certain phenomena in the school and yet the community members are not professionals. In the instance of quality improvement in the institution of learning, the perceptions of the outsides

are very crucial and they act as an eye opener for the universities to improve their programmes and the entire internal system.

Dill (1995) asserts that output of the university measures the quality of the input and process in the system. It is not right to only concentrate on the relationship within the system while ignoring the contribution from the outcome and the external environment of the institution. However, this theory is not wholesome it leaves room to be filled in by other theories like the Value-Added Theory.

### 2.2.1 Value-Added Theory of Quality Education (VATQE)

The Value-Added Theory of quality education was proposed by Neil Smelser (1930-2017) around 1962, the theory contends that for a collective behavior to occur there must be several determinants. Value-Added Theory is an intricate logical construction that seeks to divulge the forces that compel communal action in social systems like education (Saffer, 2018). Saffer continued stating that the name "Value-Added Theory" originated from the theory's attempt to explain how a group's effort interactively gains value at each stage of evolution up to its existence as collective action.

According to Cunha and Miller (2014) Value-Added Theory measures the value that instructors add to the students from the entry point to the institution; with their diverse academic backgrounds. Value-Added Theory of quality education implies that institutions of higher learning contribute to learners' education, by imparting values that will in turn form the learner into a beneficial person in the society (Astin, 1982). Jesse and Trey (2014) contends that value added theory's intent is that higher education's aim is to produce a wide range of benefits for students by increasing the learners' economic productivity hence the quality of human resources that are supposed to serve the society.

In the current study's context the IQAP implementation on quality and quantity of staff, teaching, learning, students' recruitment, assessment, infrastructure and teaching

resources, provide chances of adding value to the students and graduates high quality human resources full of values. Universities are educational institutions that require collective efforts in running them. Therefore, it is appropriate that institutions use collective effort in implementation of IQAP to ensure that value has been added to the students so that they exit the university with quality values and competence.

Cunha and Miller (2014) argue that Value-Added Theory provides a high platform for educational institutions to produce a wide range of benefits for students, by increasing the students' utility through imparting knowledge and skills which increases students' economic productivity and hence their high wages which in turn allows income consumption. Cunha and Miller continued saying the Value-Added Theory enables measureable transformation in the student, and also measures the teachers' effectiveness. When HEIs practice IQA, values will be added to students as well as students will be transformed into useful personnel for various technological activities. In the context of public universities in South Sudan, implementation of IQA will not only add values to students but also transform the nature of their work, behaviors of both staff and students, and create a new spirit of collaboration in HEIs.

One of the strengths of Value-Added Theory is that it advocates for collective behavior, or efforts to bring about social transformation. In educational institutions collaboration enables accomplishment of the stipulated educational goals. It uses scientific methods of measurement to ensure that the concept put across can be measured and proven that the learner who entered the institution in the given year at the level of certain propensity have increased their capacity at the exit point.

The other strength of value-added is communication; educational institution needs healthy communication which enables collaboration in work. The theory emphasizes the strength of meetings in institutions in order to find the best way of ensuring that value is

being added to the learners, to the academic services and all that pertains to education. It is in communication that administration, staff, and students can interact for better achievement of the institution's values hence it is a very crucial part of any institution if value is to be added to practice good communication skills.

However, critics of Value-Added Theory have it that; it is too focused on the structural-functional approach and views all strain on society as disruptive (Cunha &Miller 2014). It is a complex theory in measurement of quality teaching and learning in higher education. The methods used in assessment of value-added has some loop holes such that one may not be able to measure the value added fully in circumstances where students drop out of school before the end of their course. It does not rule out the value of the theory since it can be covered by the strength of the other theory.

## 2.3 Review of Empirical and Conceptual Studies

The section presents empirical and conceptual studies. They are organized according to research questions: the implementation of IQAP and QA guidelines, checking for valuable strategies, concepts that can enable the implementation of the IQA and also looking for the challenges that might be hindering the implementation of the same. The literature was reviewed globally, regionally and locally in order to get a holistic view of the phenomena.

### 2.3.1 Implementation of IQAP on Undergraduate Education Programs for Enhancing Quality Teaching and Learning

Globally many nations have engaged in establishing principles that would enable the improvement of the quality of higher education in their home countries (Wang, 2014). This has been witnessed by the formation of international associations for quality assurance in both the western world and in Africa. In the policy books of all these Associations of quality assurance the IQAP for improvement of programmes for quality teaching and learning has

been discussed and they come up with clear principles and guidelines for harmonizing the implementation of quality assurance in institutions (Garwe & Gwati, 2018).

Ferreira, Vidal and Vieira (2014) argue that in the Western world, the Europeans and Americans opted to form Associations that would come up with strategies and principle for maintenance of the quality of higher education, for instance the European University Association is one of them. These associations work out a framework for Quality assurance mechanism that would take into accounts the core and diverse needs of the students and working out the suitable educational programmes that would suit societal needs.

According to the European Association for Quality Assurance in Higher Education {EAQAHE) (2009), the IQAP are developed to provide a source of assistance for higher educational institutions to develop their own IQA principles based on the provided framework and touch on the core areas of teaching and learning as follows:

Institutions should have a policy and procedures for quality assurance and standards of their programmes. The entire institution should commit itself to development and emphasize on the importance of quality assurance in all their educational activities. In order to attain these, universities should develop and implement a strategy for the continuous enhancement of quality of teaching and learning. The policies should include the role of staff, students and stakeholders and should be documented and availed to the public.

There should be monitoring and intermittent review of programmes, a formal mechanism that is followed in the process of monitoring of the programme implementation and these should include: careful designing of curriculum and programmes contents, staff evaluation, students' assessment and their progress, feedback from the stakeholders and from employers about the institutional output.

Students' assessment should be done using a published measure, systems and procedures which are applied constantly. Students' assessments should be designed to

measure the achievement of the intended learning outcomes, it should have clear criteria for marking and undertaken by people who are qualified. Assessments are very important because they determine the learners' future career hence must be handled with care. Students' assessment also sells the institution for its quality performance thus it must always be effective.

Quality assurance of teaching staff, universities should ensure that teaching staff are qualified and competent to teach in higher education classes and are able to undertake all the universities' core activities of teaching, research and community service. Teachers must have a full knowledge, command on the subject matter that they handle and have experience to impart their knowledge effectively to students. There should be clear criteria of recruitment of teaching staff to ensure that the employed staff are competent and thereafter be given a chance to develop their capacity.

Learning resources and student support, institutions should ensure that they have adequate resources for the support of the students' learning programmes offered. Apart from the teachers, students rely on resources to support their learning. The resources include; classroom, libraries, Laboratories and other support mechanisms should be availed to students. The institutions also should be responsive to feedback from the students and teachers who deal with students' services.

Information System; universities should ensure that they collect, analyze and employ pertinent information for successful management of their programmes of study. The efficient information system is very significant in matters of benchmarking with other similar institutions for effective maintenance of the core educational programmes.

Publication of information is very crucial for higher educational institutions. They must always publish current, impartial and objective information in both quality and quantity, in fulfillment of their public roles as higher educational institutions.

In Africa, the Associations formed for enhancement of quality assurance in higher education institutions has similar policies for maintenance of IQA in institutions of higher learning. The IUCEA which is one of the African Associations for maintenance of quality assurance in institutions of higher learning has similar IQA guidelines. It emphasizes core areas like the monitoring system, constant reviews, students' assessment strategies, quality assurance of students' recruitment and admission of students, self-assessment, internal audit and that each institution should have a quality assurance handbook to mention just a few of the guidelines (IUCEA, 2010).

South Sudan in 2012 established a National Council of Higher Education (NCHE), which in turn established the policy for quality assurance in higher education. The NCHE adapted some of the principles' from international quality assurance bodies like the European Association of Quality Assurance Agencies (EAQAA) and precisely from the IUCEA to implement in its institutions of higher learning (NCHE, 2012). South Sudan emphasized supervision of private universities to ensure that they comply with the quality assurance policy, but limited studies have been conducted to investigate the implementation of internal quality assurance in public universities to ascertain the level of implementation. Therefore, the current study examined the implementation of IQAP in public universities but concentrating on the core areas of policy implementation on programmes, quality of teachers, recruitment of students, students' assessment and teaching methods, and quality of infrastructure.

Hidayat, Mulyasa, Sauri and Vidia (2017) conducted a case study on implementation of IQA in Indonesian universities. The study determined how IQA system was being implemented at the level of postgraduate study programmes. The study employed interviews, observation and documentation as instruments for data collection. Respondents for the study were heads of departments, secretaries, lecturers and students. The study found that IQA

contributed positively to improvement of quality of graduates, it also impacted positively on teaching, research and community services in the universities. Conversely, the study found that commitment to the practice of quality assurance was very litte, there were very few auditors compared to number of institutions so the practice of auditing which facilities IQA implementation was not so often. IQA practices were taken as a routine hence there was no innovation or creativity for better improvement of the university's activities. The study recommended that universities in Indonesia should establish IQA unit which enables personnel to carry out the auditing and evaluation of internal educational activities. Contextually Indonesia and South Sudan are quite different.

Mavil (2013) researched on IQA as an instrument for the integration and improvement of Higher Education in Europe and Latin America. The study aimed at identifying pivotal features which manipulate implementation and development of IQA system (IQAS) in Higher Education Institutions' programmes. The qualitative approach was used with a Case study and exploratory design. A sample size comprised of six universities of which three were from Europe and three from Latin America. The instrument for data collection was structured interview. Three core areas explored included the implementation of the IQAS in research activities, teaching and institutional management. Two challenges were identified regarding implementation of IQAS in the HEIs: one was that although there was quality teaching and learning, academic staff did not agree on implementation of IQAS in universities. Secondly the outcome in terms of the development of the IQAP was not clear, so its effects were not felt. Mavis study used only qualitative approach that is prone to biasness or subjectivity and findings cannot be generalized to the target population. The current study mitigates this by using a mixed method approach that captures both qualitative and quantitative aspects. Several research instruments the comprising of questionnaire, interview guide and document analysis guide were used for triangulation purposes. Mais'

study also did not focus on student recruitment and admission, assessment, quality and quantity of the academic staff that the current study examined.

Ochinagoromet et al. (2020) investigated the role of quality assurance in teaching and learning in universities. The descriptive survey design was employed. The target population was 450 respondents drawn from selected universities in South-Earstern Nigeria. The sampling technique was not highlighted but the sample size was 450 respondents. Research instrument used was structured questionnaire and it was validated prior to data collection in the field. The Cronbach Alpha was used to determine the reliability of the instrument. The study findings showed Shortage of resources impeded quality assurance in teaching and learning. The Study recommended that education curriculum in Nigerian universities be reviewed and the requirements be fulfilled to satisfy the public needs. Further to the recommendations of the study, there is need to improve the current strategies and methods used in classroom teaching and learning.

Lyamtane (2013) assessed the implementation of the Inter-University Council for East Africa quality assurance in private charted universities in Tanzania. The study focused on faculties of education only. The mixed methods approach was employed to conduct the study. Case study and survey were the research designs employed, and the target population for the study was Deans, Heads of Departments, Lecturers and third year students. Questionnaires, interview guides, observation guide and document analysis guide techniques were used to gather data. Both probability sampling and non- probability sampling techniques were used to sample five faculties of education with a sample size of 254 respondents. The findings revealed that there was no clear policy governing the universities' quality programmes. The researcher recommended enactment of policy to govern the various universities' programmes. However, the this study investigates the implementation of IQAP for quality teaching in public universities thus bridging the gap left by the previous study that was

focused on assessing the implementation of Inter-University Council of East Africa's guideline for quality assurance.

The University of Kigali Rwanda (2019) demonstrated in its quality assurance policy the implementation of the policy on programmes, arguing that the university must ensure at all times that the quality of teaching and learning is assured in the following manner: there should be periodic review of teaching programmes in order to confirm the extent to which, programmes are meaningfully structured, how the goals and objectives are achieved, that programmes not only meet students' needs but provide knowledge that lives up to their highest expectation; that teaching and learning consistently address critical national human resource requirements and that the quality and quantity of teaching staff as well as physical resources are available for implementation of all university programmes. The university must involve professional bodies, potential employer and other relevant sectors of the society in reviewing and evaluating the programmes through curriculum review workshops, tracer studies and other mechanisms. The current study examines whether similar mechanisms are available in public universities in South Sudan to enable the universities implement IQAP easily on programmes of teaching and learning and in other aspects of the university's activities.

### 2.3.2 Internal Quality Assurance Policy and Recruitment and Retention of Quality and Quantity of Academic Staff

Available literature shows studies done on the role of staff development in education. According to Nagoba and Mantri (2015) teachers play a fundamental role in development of higher education. The success of any education system depends on the quality of teachers. Therefore, it is very important that higher educational institutions take education of teachers as a priority of all its educational projects. Askerc (2016) adds that higher education management should provide funding for development of academic staff by establishing a

central unit for provision of training and development of programmes. Academic staff needs to have a wider knowledge and command of the subject matter that they teach as well as modern technological skills and methods of imparting knowledge to the students. Askerc observes that although internal quality assurance is very crucial with regards to academic staff development within the institution, this aspect is ignored in the management of higher educational institution. Studies have shown that academic staff endowed with adequate pedagogical knowledge and skills in a wider area of teaching most specially skills of making classes' interactive, learner-centered teaching, skills in assessment and research enhance learners academic performance which are very vital in the modern educational system.

Nagoba and Mantri (2015) further points out that the on development of teachers is key since they are wheel drivers that make students fit for the job market. Skill development of students which is at par with their counterparts elsewhere in the world is a mandatory duty of quality assurance in higher education. According to South Sudan Ministry of Higher Education, Science and Technology Policy Framework (2017), staff development was going to be its top priority since there was a challenge of not having adequate qualified staff at the universities. The Ministry of Education hoped to invest in capacity building, increase staff from three thousand in 2011 to nine thousand by 2016.

Rattananunta (2015) studied on Quality Assurance Policy Implementation in Thai higher education. Rattananunta compared and correlated the national QAP implementation in public and private universities. The target population comprised of university administrators, higher education administrators and QAP implementers. The sample size for the study was 153 respondents. Questionnaires and structured interviews were used for data collection. About 80questionnaires were filled and returned and 6 administrators were interviewed. The researcher found out that QAP was valued in higher education institutions as an important tool for improvement of quality education. The office of National Standards of Quality

Assurance was not playing its role effectively. The challenges encountered were a knowledge gap in idea of QAP among stakeholders in the HEI, academic staff was not adequately prepared for the practice of QAP and yet they are implementers. There was no mechanism for analysis of information gathered during Quality Assurance assessments. It also is very significant that assessment of reports is given to respective staff in order to improve the quality of their services. Rattananunta study neither mentioned the design that guided the study nor the validation of research tools which could have authenticated their findings. The current study addressed those concerns to improve the findings.

In another study, Rosa, Videira, Cardoso and Amaral (2016) researched on Internal Quality Assurance practices as a new culture in Portugal. The quantitative research paradigm guided the study and used a questionnaire to collect data. Key findings were that academic professionals emphasize legal necessities and demands from educational administrators, a continuous improvement on educational services. That quality practices displayed improvement in quality assurance, self- awareness and self-reflection of the institution on the processes that guide management and application of IQA on programmes. On the other hand, when IQA is not utilized correctly, it promotes bureaucracy and over formalization which delays working processes. However, the study addressed the case of Portugal only, did not capture the research design that guided the study and used questionnaire only to collect data which has limitations. The current study mitigated those flaws by using a mixed methods design and used more than one research instrument to investigate the practice of IQAP in Public Universities in South Sudan.

Sudiyono and Mulyasa (2020) conducted research on process and result of lecturers' performance assessment through internal quality assurance unit in private universities in Indonesia. The study used the qualitative approach with a descriptive design. The research instruments used were interviews, documentation study and observation. The main findings

were that internal quality assurance unit was able to assess the quality of lecturers. It also found assessment of lecturer performance should be taken serious and there should be constructive steps and procedure in assessment of lecturers. The study was qualitative in nature whereby the sampling of participants lacked randomization hence findings could not be generalized to the study population. Sudiyana and Mulyasa's study was carried out in Indonesia, but the current study was conducted in South Sudan. The previous study focused on lecturers' performance assessment whereas the current study examined the implementation internal quality assurance policy in enhancing quality teaching and learning in public universities. And also its relevance to improving students' recruitment and admission to universities. In order to cover a wide perspective and get in-depth information, the mixed methods approach was employed thus bridging the gap left by Sudiyono and Mulyasa's study.

According to Jones (2014) academic staff's qualification and training is the limiting factor for the higher education quality in Somaliland. The qualified professors and doctors have fled the country due to civil wars and poverty in search of greener pastures. The impact of such shortage is the decline in the educational quality and standard such that it cannot match comparison with the international world class universities' standards. The significant growth in the number of students in the universities compels the education sector to employ under qualified academic staff to teach in universities. Jones maintains that the numbers professors and doctors are very important factor that boosts the quality of the educational sector in the country. It is also very significant that academic staff are given some kind of empowerment through training, seminars, workshops and training in quality assurance in order to improve the quality of their delivery.

The ratio of qualified academic staff should be proportionate with students' number to avoid work overload, which may compromise the observance of IQA in service delivery in

the university (Maseno University IQAP, 2018). Ascrof, 2005 in Asnake (2013) emphasizes that adequacy and strength of teachers is shown in the form of desirable quantity of staff possessing such documents like Master's Degree and Doctoral Degree qualifications. Such a staff serves as an indicator for quality delivery, since they have better experience and mastery of their work and can deliver with confidence. It is not enough to have quality and quantity of academic staff in the university, but also to ensure that the quality of the academic staff is constantly assessed. The best informant for the quality of the universities services and academic staff are the key stakeholder the students. Therefore, all the lecturers and professors at the university should be assessed by the students in a standardized format at end of each academic year. They can help the internal quality assurance processes and the individual academic staff to improve their teaching and all other services they render to the students at the universities (Uganda National Council for Higher Education; Quality Assurance Framework, 2014). Ifeoma (2019) adds by emphasizing the fact the lecturers are frontline worker and producers of universities' quality education. They are the pace setter who ensures that students get the best, effective and quality learning. Lecturers are recognized worldwide as the major factors in implementation of educational reforms aimed at improving quality of education. Therefore, it very important that the universities' lecturer are prepared academically to attain the suitable level of proficiency so as to be able to improve the quality of teaching and learning as well as all other university activities pertaining to creation or development of problem solvers and society development.

In a study by Obiekezie, Ejemot-Nwadiaro, Timothy and Essien (2016) on academic quality assurance variable in Nigerian universities, explored the perception of lecturers on what variables could be most important in promotion of quality assurance in the university education. The quantitative paradigm was used with an exploratory design. The sample size 500 lecturers selected randomly. The researchers used only questionnaires for data collection,

and the research instruments were validated using Cronbach alpha index which was appropriate. Descriptive statistics analyzed quantitative data. Key findings showed that lecturers play a vital role in assuring quality of universities education and that universities need adequate qualified academic staff as required by the quality assurance policy. Other findings indicated that quality assurance implementation needs finances for running quality assurance units. The researchers recommended that the government should fund the universities in Nigeria in order to facilitate better service and high quality lecturers.

The study was quantitative in nature and therefore, lacked in-depth information of lived experiences of the participants. The use of questionnaires only has limitations. The current study mitigated the flaws by employing a mixed methods approach particularly triangulation convergence whereby both quantitative and qualitative paradigms complemented each other. The probability and non-probability sampling techniques sampled the study participants. Several research instruments comprising of questionnaires, interview guide, observation guide and document analysis guide were used for triangulation purposes to bridge the gaps left Obiekezie, Ejemot-Nwadiaro, Timothy and Essien study.

One of the core requirements for a higher institution of learning to be accredited is to have adequate academic staff with the qualifications required (NCHE, 2012). Therefore, it implies that when a higher institution has few qualified academic staff, it will be obliged to employ unqualified staff who in turn will deliver poor quality job. Alternatively, a few qualified staff will be overwhelmed with the load of work and the quality of their work will depreciate hence it will lead to poor quality.

When academic staff are qualified, they master the content of their work, deliver it professionally, have high self-esteem, are motivated and enjoy their work. The South Sudan NCHE, section 6(a) determines the required minimum qualification for the recruitment, terms of service, development and promotion of academic staff in institutions of higher learning as

recommended by the governance structure of each university (NCHE, 2012). In this case each university has to implement the IQAP for qualification, quality of teaching and development of academic staff. The academic staffs are key players in delivering quality teaching and learning. They need to have a broad knowledge, skills and capacity to use a variety of modern teaching techniques and assessment methods in order to be able to improve the quality of learning in the university. However, limited studies have been done in this area to check what public universities are doing in maintaining the quality and quantity of qualified academic staff that necessitated the current study the level of IQAP in as much as quality and quantity of qualified academic staff is concern.

Alemiga and Kibukamusoke (2019) researched on determinants of quality of academic staff in the process of teaching and learning in private universities in Uganda. The study used mixed methods approach with a descriptive case study design. The sample size was 12 private universities and the research instruments employed were; interview guide, group discussions, and observation guide. Study findings revealed that the methods used in the process of recruitment of academic staff, development, promotion and dismissal were non-existent in the system or in some instance were not fair. The practice impacted on the functions of the university such as: teaching and learning, research and publication and to the quality of learners.

Although the study found private universities with clear and operational human resource policies on academic staff recruitment and appointment, they lacked operational committee to explore and scrutinize academic staff. The researchers recommended the development of clear and published recruitment and appointment policy, and that, there must be an independent selection committee put in place to improve the process of academic staff recruitment and quality of staff. Alemiga and Kibukamusoke also highlighted pertinent issues regarding quality of recruitment of academic staff. However, it was in private universities but

the current study examined the implementation of IQAP in public universities. The study of Alemiga and Kibukamusoke, in as much as they used a mixed methods approach, they did not highlight how the quantitative data were gathered and analyzed; the in current study incorporated both quantitative and qualitative data collection procedures were clearly described.

Studies have shown that some universities are neglecting the professional development and proficiency of academic staff. For instance, Neema-Abooki (2016) observes that higher educational institutions have concentrated on the development of structures for quality assurance, but neglected the fact that quality education is achieved through academic staff. Neema-Abooki further cited an example of universities in West Africa and some in East Africa who have actually emphasized on acquisition of adequate quality infrastructures and other facilities needed by the universities like the academic programmes, libraries, ICT facility etc. but forgotten the development of the staff who facilitate the achievement of the academic programmes and help the students in the use of libraries and ICT facilities.

Jones (2014) researched on academic staff views on higher education quality in Somaliland. The researcher employed mixed methods approach, using case study for the qualitative strand and multiple surveys for the quantitative strand. The respondents for the study were only lecturers from three universities in Somaliland. However, the criterion for the choice of the three universities was not clear. Three research data collection instruments were employed; questionnaires, structured interviews, and observation guides. Nonetheless, the measurement of the validity and reliability of the instruments was not highlighted. The findings from the study were that; lecturers agreed that academic staff with appropriate qualifications (having Doctoral degree/Masters) is crucial in the improvement of quality of higher education in Somaliland.

The study found that development of the higher education depended on the quality of research that HE institutions should engage in so as to be in accord with the international standard of education. Lack of resources, both physical and human is the cause of the declining standard of HE quality in the country. In addition, most of the professors/ doctors serving in the universities were trained outside Somaliland. Therefore, there is an element of comparison which hinders relevant development of the education sector. The way forward was that Somaliland should set its own educational objectives and work professionally. Thus, they can set up appropriate strategies that can answer the real needs of their country. The emphasis of Jones was on academic staff views on quality of education. However, the current study explored how IQAP is being implemented for quality teaching and learning in South Sudan. The current research employ mixed methods approach, but with phenomenological and cross-sectional designs. The flaws identified in the previous study were mitigated by subjecting the research instruments to both content validity and reliability to improve their accuracy to collect relevant data from the field.

Michubu (2019) examined how quality assurance guidelines of the Commission for University Education are being practiced in public universities in Kenya and how they influence the quality of education in areas of teaching and learning. Mixed methods exploratory design was used. The instruments used for data collection were, questionnaires, interview guides and document analysis guide but failed indicate whether he determined their reliability and validity. The sample size comprised of 21 Deans of faculties, 2 quality assurance officers and 411 fourth year student from two universities Kenyatta and Technical University of Kenya. The findings indicated that universities had put in place IQA and External QA policies but the guidelines were not satisfactorily implemented across universities. In addition, universities have qualified academic staff, but there was excessive engagement of part-time academic staff and that infrastructure and teaching resources were

insufficient. The researcher recommended that universities should effectively implement quality assurance guidelines to facilitate improvement in quality of education. Although Michubu used mixed method particularly exploratory design, he failed to capture the qualitative design and quantitative design that guided the study and type of data collected. The sampling techniques were not mentioned either. The current study mitigated these flaws by specifying under quantitative approach Cross sectional survey and in qualitative approach phenomenology guided the study.

In a study by Njoroge (2019) examined the academic staff and their implication on the quality of bachelor of education programmes in public universities in Kenya. The purpose of the study was to establish how academic staff enhances the quality of the undergraduate programmes being the core of every educational practice. The study used a mixed methods research approach specifically descriptive research design. The target population was drawn from two public universities; Kenyatta University and University of Nairobi. The respondents were academic staff, Deans, chairperson of university commission and students. Simple random sampling technique was employed to sample 30% of academic staff from the two universities. The technique was not appropriate because the academic staff vary in terms of their professional qualifications, the courses they teach as well as length of service. Data collection instruments comprised of questionnaires, interview schedules and document analysis guide. Study findings revealed that most of the employed lecturers were tutorial fellows, compared to the number of the senior lecturers and professors. The workload of professors was too much, majority of teaching staff were teaching fourteen hours per week. Some academic staff were involved lectures, supervision of students Theses, and teaching part-time elsewhere. Hence were not involved in QA programmes of the institution thus not minding about the issue of quality education enhancement.

The study recommended that university managers should mentor supervisors and have policies for recruitment of academic staff in order to regulate the issues of quality education at the bachelors' level. Njoroge's study considered two public universities and examined the quality of the undergraduate programmes in Kenya; but did not specify the key aspects he dealt with to justify the findings .He did not specify the type of mixed approach he used. The current study examined how the IQAP is being implemented at the undergraduate programmes in South Sudan. And how IQAP it enhances academic staff development, students' recruitment and admission to pub universities, assessment and teaching methods, and infrastructure in public universities in South Sudan.

According to World Bank (2013), if South Sudan is to attain quality within the higher education system, the crucial issue of capacity development of higher education staff has to be addressed. The staff development programme has been neglected over years of conflict and the qualification framework has not been keenly adhered to. Yet the crucial activities of the universities such as teaching and learning need qualified staff. There is a very argent need for university staff to be developed in various spheres that promote not only teaching but also other areas such as assessment methods and other professional undertakings that promote quality in the process of teaching and learning. The current study sought to determine whether South Sudanese Public Universities have put up strategies for developing the quality of academic staff.

In South Sudan NCHE (2012) it is stated that knowledge is acquired and transmitted through teaching, learning and research. It is therefore, mandatory for academic staff recruited to be given opportunity for postgraduate studies or other upgrading courses. That is the only way to improve quality teaching and learning in the universities. Internal Quality Assurance Policy must be applied in the processes of academic staff recruitment so that appropriate staff are employed, who in turn are capable of upgrading in their field of

specialization and can deliver quality services to the learners. It is not clear whether Public Universities in South Sudan are practicing the NCHE statutes on IQA effectively or not that the current study investigated.

Ajang, (2016) researched on the impact of quality teaching and student satisfaction in HE in South Sudan. The purpose was to establish the impact of quality teaching on learners' satisfaction, and to provide guidance on how teachers could improve their teaching methods by practicing collaborative teaching. The quantitative research approach particularly Cross-sectional survey guided the study. The target population was all students from the University of Juba. Stratified random sampling technique selected a sample of 267 students to participate in the study. The researcher used questionnaires data collection. Ajang found that teachers at the public universities still use teacher center methods whereby the instructors lecture to students for the entire teaching period. Learners are not actively involved in the teaching and learning process hence cannot learn how to translate the acquired knowledge into practice. Challenges highlighted from the study included lack of positive learning experience and lack of competent teachers. The study recommended that the promotion of efficient and quality education for excellence in the universities, and to practice Quality Assurance in processes of teaching. Ajang did not highlight on the implementation of IQAP that the current study addressed, she used quantitative approach only which lacked in-depth exploration of the problem. All the limitations were mitigated in the current study by utilizing a mixed method approach that captures both quantitative and qualitative approaches.

### 2.3.3 Internal Quality Assurance Policy on Students' Recruitment and Admission

Research has shown that educational institutions have been focusing relentlessly on recruitment and selection among other activities. Wei (2014) maintains that effective recruitment and selection is one of the most important activities for public universities because of not having an absolute strategy for attracting, screening and finding the most

suitable applicants. The educational sector requires quality in both staff and students. In addition, these students must be suitable for the standard and staff must be competent enough to deliver quality in the process of teaching and learning in order to achieve quality output.

Nwedu (2019) reiterates that students' recruitment and admission is significant for management and marketing of universities. Recruitment and admission of students is vital in the education sector because stakeholders perceive it as an effective measure and indicator of university's performance and student success. When the IQAP is well implemented in the processes of recruitment and admission of students, it provides benefits for both the university and students in that it enhances the process of quality teaching and learning. Students' recruitment and admission can serve as accountability tool. Quality students' performance depends on the recruitment such that the process of teaching and learning can be made easier and the result is students' success.

According to the African Standards and Guideline for Quality Assurance in Higher Education (2018) students' recruitment and admission is one of the important activities of the higher education institutions, the quality procedures should be employed in the process of recruitment. The institutions should have pre-defined publish and consistent applied policies and procedures that ensure fair and equitable recruitment and admission, progression, certification and support services through all phases of the students' future employability. In a way the internal quality assurance policy should accompany of the processes of the students' recruitment and admission. An institution should have clear measures to ensure that quality of the student recruitment, support and advice on courses or programme choices are well done in order to facilitate the processes of teaching and learning (IUCEA, 2010). The level of students' understanding or the process of acquiring knowledge and skills depends on the level of preparation by the institutions and the comfort that they get from the university. In the university support services include; proper orientation for new students' advisory

meetings, counseling services, consultation hours and clear class schedule for lessons to mention a few (Lyamtane, 2013). The availability of all these services reflects proper implementation of the IQAP which in turn provides a conducive environment for teaching and learning. The current study however is trying to establish whether the mechanisms for IQA on the above services are functional in Public Universities in South Sudan.

In the recruitment and admission of students one has to engage the best available academic and technical staff in the process of student selection, so that suitable students are recruited. There must be established and profound criteria that enable absolute transparent procedure (University of Kigali Quality Assurance Policy, 2019). Since the recruitment and admission of students is core in the processes of quality teaching and learning, it must be handled by experienced academic staff, which is able to implement the policy. When the process of recruitment is not well handled, the rest of the teaching programmes may not also work out. For instance, students get frustrated because they may not make right choices on the courses they were to pursuing and as such there would be a failure in the process of teaching and learning. Therefore, the major inputs into the teaching and learning process are academic and technical staff, students and teaching programmes.

Ombasa (2017) explored the internal measures used to ensure quality in intake of students in both private and public universities in Kenya. The quantitative approach was employed, using survey design and the target population was 70 public and private universities. Twenty public and private universities participated in the study. Random sampling technique was used to sample 210 participants which comprised of faculties and academic staff. The study found out that although IQA exist in universities, some of the practices were imperfect. The research identified some challenges in the implementation of IQA such as: - inadequate number of staff with experience in quality assessment, senior staff are so much loaded with a lot of work as they have to sustain the process of IQA in the

universities and absence of proper strategies for conducting effective students' recruitment in universities. The research recommended a thorough examination of students' certificates before admission. It is not clear whether the same challenges exist in South Sudan Higher Education Institutions hence the need for the study.

### 2.3.4 Influence of Internal Quality Assurance Policy on teaching and Assessment

The modern educational system advocates for collaborative teaching methods. Educationists contend that quality and effective teaching can only take place when the teacher engages the learner to take part in the process of teaching and learning. Karami, Pakmehr, and Aghili (2012) argue that teachers' correct understanding of appropriate teaching methods and effective factors influences many motivational variables of learners such as tendency to critical thinking, innovative practice or application of theories. Quality teaching, therefore, is that which enable learners to participate actively in class and applying practically the content taught in a real life situation.

Karami, Pakmehr, and Aghili further explained the concept saying teachers' correct perception of teaching methods has a key role in students' disposition to critical thinking, and it is what is very much highlighted in the world of education systems today. The teacher needs to use several methods that enable the learner to be at the center of the teaching process. Asnake, (2013) explains that teaching methods are just means that enable the teacher to impart the designed learning experience in a way that learners understand and brings about change of behavior. There should be skillful selection of the content to be delivered accompanied by appropriate methods that impact on the learner positively and enhance quality teaching and learning.

Wegner, Minnaer and Strehlke (2013) stated that in modern education, learners are expected to possess a better degree of sovereignty and show initiative in the learning processes. Students interact with learning materials and understand the content of the subject

matter. Through such allowances learners improve competencies which will help them in their future careers. Teachers serve as guides or initiators of the process of learning and the learners explore on their own. Sequeira (2017) argues that learning is internal to the learners, in away learning causes internal change which is not visible but it is portrayed through behavioral change. In the act of teaching and learning, the teacher set the events outside the learner which are designed to support the internal process of learning. He/she motivates the learner and the learner is motivated to explore more.

A-Maawali and Al-Siyabi (2020) researched on impact of Quality Assurance on Quality Teaching among Teachers in Oman Higher Education. The study employed a sequential mixed method research, whereby both quantitative and qualitative data were used. The sampling technique used for the study was both purposive and the random probability samplings. Seven interviews were conducted and 154 questionnaires administered to respondents. The study found that a teachers' perception on implementation of quality assurance in teaching was average and they recommended empowerment of teachers so that they can take active part in implementation of quality assurance.

However, the current study is examining the implementation of internal quality assurance policy for quality teaching and learning. It is also employing triangulation convergence model in a mixed methods. A-maaweli and Al-Siyabi used only two research instruments but the current study used four research instruments for purposes of triangulation that is questionnaires, interview guides, observation guides and document analysis guide. In the current study the research used, two sampling techniques, the random probability sampling techniques and non-probability sampling techniques. The research instruments were validated prior to their use in the field, hence bridging the gap left by A-maaweli and Al-Siyabi in their study.

According to the European Commission (2018) quality assurance policies should support proficiency learning in universities to make best use of the quality assurance data for improvement of the school system in teaching and learning and in entire universities' development. The essence of having internal quality assurance in the universities is to help guide the lecturer in their delivery on teaching and learning process. The work of the internal quality assurance unit is to provide support service such as evaluation, auditing, supervision and mentor services which should enable the lecturers to improve their ways of teaching so that the universities' educational goals may be achieved and the quality standard maintained. It very significant that the internal quality assurance provide feedback to the front workers who are the lecturers in time so that incase of dissatisfaction of the stakeholders a remedy can be reached in time to correct the mistake. In cases of benchmarking, internal quality assurance should help institution in benchmarking for the best possible methods of teaching and assessment which are effective for the educational institution. The researcher is questions how much relevant is the internal quality assurance to teaching and learning activities in South Sudan. Probably at end of the study we would be able to establish how it was done in this area in South Sudan.

Yuan (2011) investigated the quality assurance in Chinese higher education, reflecting on students' learning in the process of teaching. The aim of the study was to explore how students' teaching and learning experience could be integrated into the quality assurance system in the higher educational institutions for a continuous improvement of the quality of education. The qualitative case study approach was adopted and the instruments used for data collection were in-depth interviews and document analysis guide. The findings showed that Chinese universities have regulations for teaching, supervision and use students to get feedback on quality of the services rendered to students as the key stakeholder of the higher educational institutions. Furthermore higher educational institutions lay great emphasis on

management and teaching management but very little is done on the quality of students entering the universities and their performance. In addition there was implementation of the quality assurance policy in the institutions. The current study bridged the gaps by looking at the implementation of the internal quality assurance policy for quality teaching and learning in public universities in South Sudan. The Triangulation design used incorporated both quantitative and qualitative method in the study. The study used questionnaires, interview guides, observation guides and document analysis guide as instruments for data collection for triangulation purposes. The probability and non- probability sampling techniques were used to selected the participants for the study and this authenticated the study findings.

Universities in United Kingdom (2018) maintains that assessment is a significant part of students' learning and measurement of how well students perform in the given courses taught in the universities and thereby make judgment about the quality of the output. Therefore, all the universities have an internal quality assurance policy and regulations guiding the assessment of the work of students to ensure that standards are maintained at the appropriate level, and that students' performance are properly judged against the stipulated regulations. The practices of students' assessment are underpinned by the regulations in a section of the institutional quality assurance manual. The researcher in the current study sought to establish whether in South Sudanese public universities the teaching, learning and assessment methods are guided by some kind of regulations from the internal quality assurance policy book.

In research by Andleeb (2020) examined institutional internal quality practices and students' satisfaction in Malaysia. The research emphasized the role of internal quality assurance in assessment and students' satisfaction. The quantitative paradigm guided the study and the stratified random sampling technique was used to select a total sample size of 136 top managers and students' representatives. The questionnaire were used for data

collection. The multiple regressions were used to for testing the hypothesis. The findings indicated a moderate use of internal quality assurance in assessment. The study recommended improvement of the exercise and that it could be examined again in cases of public and private institution of developing countries. Andleep's study focused on assessment only whereas the current study focused on student recruitment, staff development and challenges as well. The previous used a single quantitative paradigm with a questionnaire only that has limitations. The study mitigated these flaws by using mixed methods approach that captures both quantitative and qualitative paradigms. In addition more than one research instruments including questionnaires, interview guide, observation guide and document analysis guide for triangulation purposes. The research instruments were validated in terms their content and reliability determined prior to data correction thus bridged knowledge gaps left by Andleeb's study.

In a research by Nyennya and Gabi (2016) they investigated the impact of quality assurance unit on quality improvement of teaching and learning taking the case of Zimbabwe Open University. The purpose of the study was to identify the impact of quality assurance unit on teaching and learning university activities. The study used a qualitative approach with interviews and document analysis guide as the research instruments for data collection. Purposive sampling technique was used to select study participants from the Open University academic staff both full time and part time, students, quality assurance managers, directors and coordinator for quality assurance. The study found out that quality assurance had positively impacted on teaching and learning, research and managerial activities of the university. The use of purposive sampling technique selecting all study participants had major flaws despite the participant's knowledge about the phenomenon under-study. The study focused on quality teaching and learning whereas the current study focused on how implementation internal quality assurance policy enhanced teaching and learning

programmes, quality and quantity of lecturers, students' recruitment, teaching, learning and assessment methods and use of infrastructure in the public universities to.

Ajang, (2016) carried out a quantitative study on the impact of quality teaching on students' satisfaction in higher education in South Sudan. The aim of the study was to establish the impact of quality teaching on learners' satisfaction, and to provide guidance on how teachers could improve their teaching methods by practicing collaborative teaching. He found that teachers at the public universities still use teacher center methods whereby they lecture to students for the entire teaching period. Learners are not involved in the process of teaching and learning in which case they cannot learn how to translate the acquired knowledge into practice. However, Ajang did not highlight on the implementation of the internal quality assurance policy in the processes of teaching and learning. He did not also clarify whether the quality teaching and learning is guided by principles or not which the current study addressed in public universities.

### 2.3.5 Quality of Physical Infrastructure and Teaching Resources in Universities

Physical infrastructure and teaching facilities give educational institutions their complete shape for quality teaching and learning environment. Physical infrastructures are composed of institutional land, buildings and furniture, facilities for teaching space which include classroom, library, computer laboratories, books, recreational places, hospitals and others. All these add value to the quality of the academic activities (Musa & Ahmad, 2012).

Ali and Shastri (2010) contend that physical substantiation in terms of infrastructure and other facilities serve as a major attraction to students. Institutions that have better infrastructural facilities in most cases also perform better, because they are well equipped with facilities like classrooms which enhance quality teaching and learning. Having modern laboratories which facilitate acquisition of innovative skills and having modern resource centers also add value.

McClaran (2010) in an evaluation of the United Kingdom (UK) academic infrastructure report in 2010, argue that United Kingdom academic infrastructure is a key to the process of quality assurance and standard across all higher educational institutions in the UK. There are collection of incorporated perceptions and documented regulations that have been developed by the quality assurance agencies and universities to provide a self-regulating national framework within universities. The regulation stipulates internal quality assurance could regulate the maintenance of standard infrastructure in universities to enable diversification and innovation within courses offered by individual universities. All universities subscribe to academic infrastructure and quality assurance agencies judge the extent to which they make use of it in managing the standards and quality of their courses.

Legcevic and Hecimovic (2016) researched on how Internal Quality Assurance was established in Higher Education Institutions in Croatia. The quantitative research paradigm guided the study. A sample size was 136, comprising permanently employed academic staff in the faculty of education. The instrument for data collection was questionnaires that were filled online. The findings revealed that teachers were contented with the work of administrators in the faculty of education regarding implementation of internal quality assurance. They agreed that the administration had provided a relevant library and ICT although the rooms were small and could not accommodate a large number of students. However, the ICT had poor connectivity and the researchers recommended improvement on the two major problems of space and improvement of the ICT services.

The African standard and guidelines for implementation of quality assurance in higher education institutions states that infrastructure is a crucial thing that should be acquired by all universities because they are in the same line with the goal and aims of the higher education institution, programmes on offer, the teaching and learning. Therefore, the guidelines stipulates that every higher educational institution shall have adequate academic,

administrative and recreational facilities, lecture halls, seminar rooms, staff officers, laboratories, studies, workshops among others which most African countries lack in their home universities (African Standards and Guidelines for Quality Assurance on Higher Education, 2018). The facts on the significance of infrastructure were also attested to by Materu (2010) when speaking about the challenges of shortage of infrastructure in most African countries higher educational institution. He emphasized the fact that universities are more concern of the programmes than on the teaching learning resources. The African countries are still a long way to think and work towards achieving the quality education through the effective practice of internal quality assurance in universities (Materu, 2010).

McCowan (2018) conducted a three years research on the quality of higher education in Kenya: Addressing the conundrum. The aim of the study was to assess the obstacles to the improvement of quality in higher educational institutions. Three focal areas were assessed; resources, governance and pedagogical culture. The key informants for the study were educational policy makers, Director for QA and lecturers. Data collection instruments were interviews guide, observations guide and document analysis guide. Findings indicated that quality of higher education depended on adequate resources and precise teaching materials. McCowan added that the lack of specialized equipment such as library input, ICT assets, shortage of human resource and financial constraints impact the quality of infrastructure. Yet it is the combination of the physical materials and human resources that enable the quality of teaching and learning to be achieved. Even though McCowan's research was very valuable it assessed only three areas (Resource, governance and pedagogical culture) which are crucial in the enhancement of quality educational set up. Apart from that, the research only employed qualitative approach. However, the current study examined the implementation of the IQAP in public universities and employ mixed methods approach, while considering five areas, in the implementation of IQAP on programmes; quality and quantity of teachers, recruitment

and admission of students, assessment and teaching methods, and infrastructure and teaching materials.

Infrastructure is at the centre of the educational institutions' pre-requisites, for without it educational activities for promotion of learning cannot take place. IUCEA (2010) stated that HEIs should always have clear policies which ensure that quality of facilities needed for students' learning are sufficient and suitable for each programme offered in the institutions. South Sudan NCHE, stipulated in the quality assurance policy that, universities and technical colleges whether public or private must be located on large pieces of land ideally 250,000 square meters, with excellent buildings and appropriate to the population that it accommodates. The quality assurance policy of infrastructure of the university in South Sudan is very clear, but the application level in public universities needs to be examined. It is stated in the Ministry of Higher Education, Science and Technology Policy Framework (2017), that there is no improvement in the physical infrastructure of the existing universities in South Sudan. Yet there is lack of office space, lecture halls, libraries not well equipped, lack of well-equipped laboratories and others. This leaves the researcher with a question as to how the quality assurance policy on infrastructure and learning facility is being implemented in the public universities.

### 2.3.6 Challenges Encountered in the Implementation of Internal Quality Assurance Policy in Universities

Research has shown that many higher institutions encounter challenges when implementing Internal Quality Assurance Policy. Ansah, Swanzy, and Nudzor (2017) studied on balancing the focus of quality assurance frameworks of higher education institution in Africa in the context of Ghana. They found that African universities are copying the organization or the framework of quality assurance from the western world blindly without considering their contexts. The major challenges African universities encounter has to do

with funding and infrastructure of the institutions. Infrastructure is a core item in running of an educational institution because it determines the number of programmes a university can have as well as the enrolment of students.

Ansah, Swanzy and Nudzor underlined the key challenges encountered in most African higher institution of learning as follows: inadequate funds and infrastructure, inadequate academic staff, and no significant research practices. All these challenges negatively affect the implementation Internal Quality Assurance Policy because without funds institutions cannot buy the relevant teaching and learning resources required for quality teaching and learning. These comprise of textbooks, furnish the Library, ICT laboratory and science laboratory for conducting experiments.

Mushemeza (2016) argued that it was not enough for African countries to have just institutions of higher learning, but quality of what is offered in the institutions as well. Other challenges encountered include recruitment of academic staff, appointment, promotion, infrastructure and funding of the staff. Another challenge is the high rate turnover of universities' faculty members for greener pasture abroad. The remaining few of academic staff are overwhelmed with the high rate of students' enrolments into the universities that negate the provision of quality teaching and learning services. He recommends an urgent need for the African universities to improve the process of staff recruitment by using the universities websites to advertise teaching position. Thorough screening of the applicants should be done to that only those who meet the quality assurance criteria are employed to improve the quality of the African universities teaching services. The current study examined the quality policy enhanced staff development; it also identifies major constraints to the implementation of the policy and suggested remedial measures to improve quality teaching and learning in the public universities in South Sudan.

Mkuzangwe and Mgutshini (2019) researched on the interaction between internal and external quality assurance in higher education institutions in South Africa- a case analysis of developmental challenges facing academics. The study employed explorative qualitative design and used two research instrument, interviews and document analysis guide. Quota sampling participated in the study base on their proficiency and acquaintance in quality assurance. The study findings revealed that national policies of the Council of Higher Education (CHE) and the policies of the internal policies of the institution are in configuration and that there is misalignment between the CHE and professional bodies in general. They also revealed that there is crumbling within university at policy implementation level and the units accountable for implementation of quality assurance at the institutions level. However, the previous study adopted a qualitative approach whose findings can neither be verified nor statistically representative. The current study used a mixed method that captured both qualitative and quantitative aspects complimenting each other. The mixed methods approach was considered appropriate as it enabled the researcher to get a holistic view of conceptualization of the phenomena. Probability and non-probability sampling techniques were used.

Zavale, Santo, and Dias (2016) studied the main features and challenges in implementation of internal quality assurance within the African higher education institutions, and it was a case of Eduardo Mandlane University in Mozambique. They found that in African universities there were at least ten major challenges to implementation of quality assurance in universities, but of the ten challenges they highlighted three pertaining to Eduardo Mandlane University in Mozambique. The first challenge was the need for database that would facilitate the internal quality assurance evaluation within institutions. The second is tendency of some managers to perceive results as an individual evaluation and not as prospect for institutional improvement. The third challenge was decision-making based on

quality assurance results and their association with a funding policy. The current researcher is wondering whether the challenges highlighted by Zavela, Santos and Dias really cuts across universities. Therefore, the current study is investigates the implementation of internal quality assurance policy in public universities in South Sudan. The mixed methods research paradigm was employed to guide the study and four research instruments (questionnaires, interview guides, observation guide, and document analysis guide) were used for data collection so that it is possible to triangulate the findings. Qualitative and quantitative methods of data analysis have been used to analyze the data.

Afolabi and Idowu, (2019) carried out a study on African universities' quality management challenges and higher education agenda in Nigeria. The purpose of the study was to highlight the challenges in management of quality in African universities and also provide some solutions to the problems. The study used secondary data from books and journals and used the descriptive and content analysis method to analyze the information. The major challenges touched on the academic output. That the African universities have poor quality delivery methods that do not produce capable, innovative graduates that can fit to the jobs adequately. African universities have challenges of inadequate infrastructure, inadequate qualified faculty member to teach in the universities, high population rate of students compared to the number of the teaching staff. All these challenges touch on the quality of the products from the African universities. All these challenges suggest a very urgent need for African universities to work on improving the management of quality assurance in the universities. The study recommended that public universities to implement the internal quality assurance policy in the areas of programme planning, academic staff employment, students' recruitment and admission, teaching, learning and assessment as well as infrastructure to improve quality and public university output. This was desktop review, the

current study embarked on empirical study to obtain first-hand information on current challenges and suggested remedial measures.

In a study by Musa (2017) the significance of IQA was emphasized as it brings about improvement in the quality of teaching and learning. Musa highlighted the challenges that hinder the practices of IQAP in Uganda and in the region as follows: Lack of quality audit which is the prime process for examining the institutional procedures for ensuring quality in the institution, Lack of competent personnel to ensure that quality is being delivered in all its services such as number of teaching staff, quality of teachers, infrastructure, teaching resource among others, Lack of clear and effective policy for student recruitment and admission to ensure that the students admitted have acquired the required qualification to join university studies. There exist a mismatch in what is being offered at the universities and the real market requirements. In away the theoretical learning is not meeting the modern life requirements that need more practical and innovative application in the real life situation. Conflicts between leadership of the two types of quality assurance, these External and internal quality assurance, these conflict impedes the application of the quality assurance statutes to the practical running of the university activities.

Tadesse (2015) researched on quality assurance in Ethiopian higher education, examined the main challenges to implementation of quality assurance in universities. The findings were that the higher educational institutions have poor planning strategies to be employed in the practical application of quality assurance policy on the crucial academic activities such as teaching and learning. Initiative to practice the quality assurance policy have been down played and there is inadequate effort to bring change. The studies review showed that there are many challenges that hamper the efficient and effective practices of quality assurance in higher education. These include lack of prime focus, holistic and critical thinking to embark on serious improvement of the higher education quality and standards.

The researcher emphasized that there is a gap between the policy and the strategies for implementation, which then calls for a keen attention to be paid by institutions in order to improve the quality of education. However, none of the studies provided solutions on how each problem could be solved but the current study proposed solutions if well implemented could address the challenges effectively.

Magaiwa (2018) carried out a study on the operational zing quality assurance processes in Tanzania higher education, and sought the perception of lecturers in private universities. The purpose of the study was to examine the extent to which quality assurance is being practiced in private universities. The study utilized the descriptive survey design with a mixed methods approach. The purposive and stratified random sampling techniques were used to sample one hundred and ninety-five participants. Questionnaires and interviews were employed for data collection. The findings showed that the lecturers were not willing to implement the policies of quality assurance. Magiwa neither mentioned the specific mixed methods used nor the design of the qualitative approach. The researcher could have clarified category of people where he used purposive and stratified sampling technique to sample the participants to justify the findings. The current mitigated these research flaws using a convergent parallel mixed methods design, specified the use of purposive sampling in selecting universities and stratified sampling techniques to sample lecturers in the Faculty of Education. These justified the information obtained from each category of participants in universities of South Sudan. This study by Magaiwa focused on the quality assurance in area of university assessment and examinations in private universities but did not address internal quality assurance that the current study addressed.

In Ethiopia, Geda (2014) explored the policy and practice of the National and institutional Quality Assurance systems in public HEIs in Ethiopia. The study used the mixed method research approach and the target population was three public universities and the

Higher Education Relevance and Quality Assurance (HERQA) officers. The Hopkins frame factor concept was used for classification and selection of the universities. The respondents from whom data were collected comprised of HERQA, Deans, Teachers and students in the HEIs. Multi-stage sampling technique was employed to select college departments, and the sample size was 787 respondents. Data collection instrument were the questionnaires, structured interviews and document analysis. The findings revealed that there is little sign of self-initiated quality improvement activities in public universities, lack of structures, systems and documented policies to ensure quality and evaluation results from the external quality assurance were not used for improvement of IQA. The researcher recommended HEIs to establish effective IQAP and structures for the implementation of the policy. They should practice self-assessment activities that will enhance the application of IQA and the institutions should mobile resources for establishment of functional IQA units and for improvement of academic facilities. The study of Geda emphasized on how external quality assurance would help HEIs to enhance IQA and self-evaluation practices in universities. Geda did not highlight on how IQA is being implemented in Ethiopian universities in areas of teaching, learning, and assessment of students, recruitment and admission, infrastructures condition. The current study examined how implementation of IQA can help in improving the quality of teaching and learning, and precisely looking at the areas of teaching, learning, quality of staff and adequacy, the infrastructure and students' recruitment and admission in public universities in South Sudan.

Mozamel and Abdulwahid (2015) researched on challenges facing quality application in higher education institutions in Sudan with a specific purpose of reviewing the main obstacles to universities in Sudan. The study adopted a conceptual literature review approach. Key findings of massive enrollment of students without adequate number of qualified academic staff to teach the masses faced by universities obstruct development and

satisfaction of the labor market both local and internationally. Another finding was that with the emergence of the private sector to control educational activities and providing competition with the public higher institutions, there was lack of funds to run quality assurance activities in the universities, insufficient physical infrastructure to accommodate the masses. Also the curriculum implemented at the universities do not help the universities produce competent graduates, as such the employers complain of the quality of the graduates that the universities are producing, and the market is flooded with graduates who are seeking jobs. This study was a desk top review while the current study was an empirical study.

Abdalla (2016) conducted a research on quality assurance in Sudanese higher education: current status and challenges ahead. The purpose of the study was to examine the current status of quality assurance implementation and challenges encountered in the Sudanese universities in process of QAP practices. The study used quantitative approach that used descriptive designs. The respondents included educational stakeholders, staff members of faculties in Sudanese universities and parents. The study found a gap between intended and actual implementation of QAP. Abdulla highlighted some challenges faced in the universities as:- high enrolment rate, shortage of academic staff, reduction in government funding of the universities, high competition among HEI, stakeholders high demand on quality students' performance and limited accountability. Improvement in the implementation of QAP was the main recommendation, so that if the QAP is practiced, other activities will move the same direction. Although Abdalla study was in South Sudan, he did not focus on implementation of internal quality assurance policy for enhancing teaching and learning in public universities that the current study addressed. The quantitative approach used had limitations that the current study mitigated by using a mixed approach particularly Convergent Parallel designs. More instruments were used to explore better the implementation of the policy.

### 2.3.7 Strategies for Curbing the Challenges of Implementation of Internal Quality Assurance Policy

Many studies have been brought out ways of overcoming challenges that impede the implantation of internal quality assurance policy. Njie, Asimiran, Basri and Kadir (2018), in their study in Malaysia found out that the level of practice of the implementation of IQA policy in institution of higher learning is not the same. Some institutions are far ahead of others although they are in the same country. They recommended benchmarking with those institutions that have been successful, motivation of lectures and institution leadership to be committed to the activities that promote the implementation of the policy. Also training and initiating teachers' to modern techniques of imparting knowledge to learners in the higher institutions of learning enable them overcome the challenges. That annual institution quality assurance reports help universities to confirm that the higher education institutions are committed to implementation of the quality assurance policy and enhancement in order to improve the students learning and staff experiences across the universities. The practice of these would solve many challenges encountered in process of the quality assurance implementation in institutions of higher learning. The feedback from the annual reports enables the higher education institutions to improve the quality of their services (Quality within Higher Education 2018 A Summary Report. Ireland).

In a research by Sari (2016) on quality assurance issues in higher education sectors of the developing countries, found that there are two strategies that could be used to curb challenges encountered in implementing quality assurance. One on the strategies is to make accreditation of universities mandatory and be carried out by qualified and independent officers. He further argued that when accreditation is free and fair, institutions that will be allowed to function are only those who are capable of producing quality services. Secondly institutions of higher

learning must be made to prepare clear strategic plans that will guide all the institutional activities, to ensure quality and must be documented.

Kimuise (2020) emphasizes that involvement of stakeholders to the universities activities that require decision making helps in solving many internal quality assurance problems. He recommended that universities should involve key stakeholders comprising of students, parents, Alumni and employers/ industrial workers in management discussions of meetings to get authentic ideas or feedbacks on how the universities are functioning. The rationale is that universities prepare the students to fit in to the society and most specifically to the labor market. When universities work closely with stakeholders in reviewing academic programmes and assessing the quality of education, they reach a solution to some of the challenges that universities face. This should be done through regular interaction with alumni working in various industries and collection of information on the needs of the labor market.

Mushemeze (2016) reiterated that what is needed most in African universities is development of a strong university that balances all the core purposes, such as the teaching, learning, research and outreach. Africa needs to establish a university that is able to see and offer the required innovative knowledge needed by the students, in order to graduate quality people who can transform society. A university that produce people who are problem solvers and are prepared to meet the future challenges with hope thus can create an environment that is conducive for academic endeavors. African universities need to develop a culture of training the faculty members to achieve that knowledge that can enable them to prepare the future generation to have the quality that the global world is looking for and hence quality assurance practices must be up held at the forefront of all academic activities.

Ombasa (2017) advocates regular inspection of the internal quality assurance departments within the universities by the Commission for University Education as one way of curbing the challenges. Another option is by ensuring that academic staff are entrusted

with students' recruitment and admission to meticulously scrutinize and authenticate certificates of potential students by confirming their genuineness from the issuing institutions. The reports from students' evaluation of their lecturers should also be carefully analyzed and be used for development of the individual lecturers. These findings were deemed to be more relevant to universities in South Sudan, and therefore, incorporated in the study.

Otara (2015) researched on internal quality assurance in higher educational from instructors' perspective in Rwanda. The study found out that one of the ways for mitigating the challenges of quality implementation in teaching and learning is by creating flexibility in the process of the programmes implementation. Making learner to pursue their best passionate choices enabled them develop interest in the learning process to acquire relevant knowledge they apply in real life. Otara further opined bench marking as a way of learning the best practices from other educational institutions that are successful in their practice of internal quality assurance policy. Tara might not have exhausted all possible solutions, the study brought out more others appropriate precisely to the public universities in South Sudan.

### 2.3.7 Summary of Reviewed Studies and Identification of Knowledge Gaps

The reviewed literature have shown that there are gaps and challenges in the practice of QA but in most cases the studies did not provide concrete remedies for bridging the gaps in the play. Challenges like the lack of adequate academic staff, ineffective student recruitment and selection strategies, lack of infrastructure and other teaching facilities has been voiced in most of the studies.

Trend of the empirical studies reviewed was found to be falling in three categories, qualitative, quantitative or mixed methods approach. Only a few studies employed mixed methods research approach. In case of the international studies, Hidayat et al. (2017) and Mavil (2013) used qualitative research approach only which has a limitation of not being generalized to the study population. Although qualitative studies give in-depth information;

chances of biasness may be high and may compromise the finding. The current study bridged the gap by using of mixed method research. The studies of Rattananumta, (2015), Legcevic and Hecimovic (2016) and Rosa et al. (2016) used quantitative research approach only with its appropriate designs. However, it lacked in-depth information of lived experiences of the phenomenon under study. In terms of research instruments, the use of questionnaire only has limitations of participants returning unanswered sections and no room for clarifications. Similarly the use of qualitative items only lacks randomization, hence cannot be generalized to the study population. The current study bridged the gap by using the questionnaire to collect quantitative data; whereas for quantitative data, the researcher used interview guide, observation guide and document analysis guide for triangulation purposes of the information obtained. The use of a mixed paradigm is advantageous because both quantitative and qualitative approaches complement each other. The quantitative approach weaknesses were covered up by the strengths of the qualitative approach and vice-versa.

In most reviewed studies, the researchers did not determine the validity and reliability of the research instruments used for data collection. This implies that question items were not corrected of errors hence some might have gathered inaccurate information. The current study mitigated the identified flaws of measurement by subjecting the research tools to both content and faces validity and determined their reliability which ensured that data collected was sound and accurate. Other studies collected data from one category of participants, this study collected data from different categories of participants and that cemented the accuracy of the obtained information (Creswell, 2014).

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.1 Introduction

Chapter three presented the research design and methodology that guided the study. It described the target population, sample size and sampling procedures that were used to select the study participants. It captured data collection research instruments, their validity and reliability. Data collection procedures and data analysis procedures were described. It explained how ethical considerations were observed during the entire research process.

## 3.2 Location of the Study

South Sudan is located in northeastern Africa, it boarders seven African countries. Sudan in the north, Ethiopia in the east, Eritrea in the east, Central African Republic and Democratic Republic of Congo in the west, and Kenya and Uganda in the South. South Sudan covers an area of 248,777 square mile (644,329 square kilometers). It has a population of about 10,204581 (World book Encyclopedia Britannica, 2017). South Sudan is one of the countries that is found within the tropical African areas, that have good rain fall and makes the land to be green with very thick forests in most parts of the country.

## 3.3 Research Design

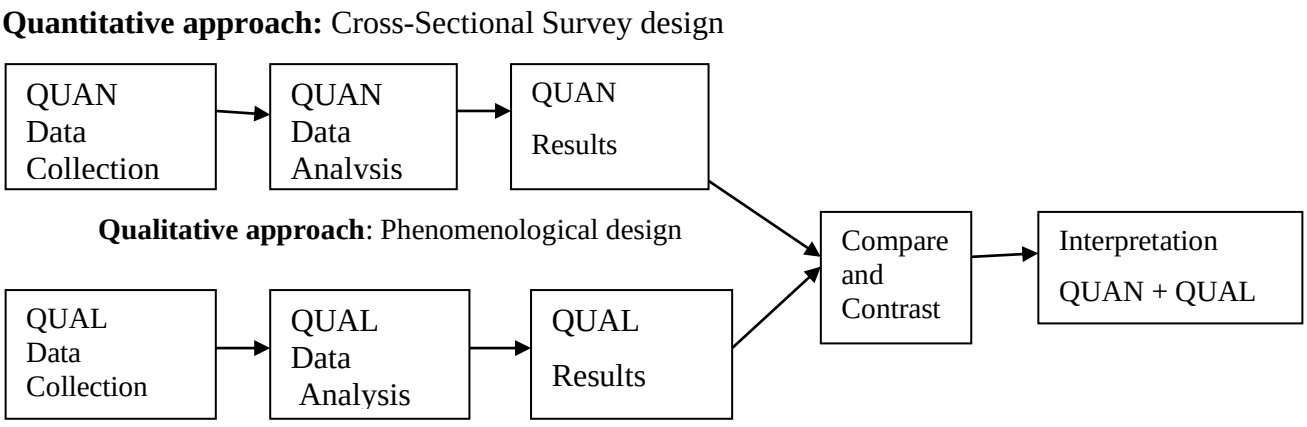
Research design is the fundamental framework that holds the research endeavor together. Bryman and Bell, (2011) stated that research design is a blue-print that enables the researcher to solicit answers for the main research question through collection of data, analysis, and interpretation. Research methodology on other hand refers to a systematic way of solving the research problem or a science of studying how research is done scientifically (Goundar, 2019).

A mixed methods approach guided the study. A Mixed methods approach involves the use of both quantitative and qualitative paradigms in the process of data collection and

analysis. There are several mixed methods research designs: triangulation mixed methods, explanatory sequential mixed methods, exploratory sequential mixed methods and Transformative mixed methods (Creswell, 2014). This study employed the triangulation design because it provided a comprehensive analysis of the research problem. The triangulation design is a one-phase design. It occurs when the researcher uses concurrent timing to implement the quantitative and qualitative research methods during the same phase of the research process, prioritizes the methods equally and keeps both qualitative and quantitative data independent during analysis and then mixes the result during the overall interpretation level (Creswell & Clark, 2007). In the current study, the researcher used concurrent timing in the utilization of both quantitative and qualitative prioritizing the methods equally. Collection of both quantitative and qualitative data took place at the same time but analyzed separately and then merged the result at the interpretation level. The advantage of using the triangulation design is that, it provided a deeper understanding of the overall results inconsistency or incongruent findings are explained and can be further investigated (Creswell, 2007). To elaborate on how the triangulation model was employed, is illustrated on diagram as shown in Figure 3.

Figure 3

*Triangulation (Convergence model) Research Design*




**Source:** Adapted and modified from Creswell & Clark (2007, p.63).

There are three types of survey designs comprising of Cross-sectional, longitudinal and cross sequential designs (Kange'ethe, 2013). In the quantitative approach, the researcher used Cross-Sectional Survey which was considered to be the most appropriate for the study because it collects data from a large target population at one point in time and saves time and cost. The Cross sectional survey seeks to obtain information that describes the phenomenon through the inquiries made to participants asking their views and experiences of the phenomenon understudy (Oso, 2016). In this study, Cross sectional survey design was used to collect views on implementation of IQAP for quality teaching and learning from various categories that comprised of Internal Quality Assurance officers, Deans, Heads of Departments, Lecturers and students.

The qualitative approach on the other hand used phenomenological design. Phenomenological design is qualitative in nature; it is a design of inquiry in which the researcher describes the lived experience of individuals about a phenomenon as described by participants. The description ends in the essence of the experience for several individuals who have all experienced the phenomenon (Creswell, 2014). The phenomenological design being qualitative in nature, involves the use of interviews as instruments for data collection. It was appropriate for the study because it helped in generating in-depth information from the participants. The researcher was able to probe all the participants i.e. the Quality Assurance officers, Deans, Heads of Departments, Lecturers and students of the public universities in South Sudan regarding the implementation of IQAP. This design helped the researcher to obtain qualitative data in seeking the participants', perception and meaning of the phenomenon; they expressed their experience regarding the situation (Kangéthe, 2013)

In order to explain further, the use of the triangulation design involves the use of both quantitative and qualitative at equal footing (50/50) that could be demonstrated as: (QUAN + QUAL). In quantitative approach, Cross-Sectional Survey design was used to collect

numerical data across various categories of participants at one point in time. It also facilitated the statistical data analysis.

### 3.4 Target Population

Target population refers to a group or number of people or objects that the researcher is interested in, this people could also be having common characteristics (Oso & Onen 2016).The target population for this study comprised of academic staff from faculty of education: IQA officers (20), Deans (25), Heads of Departments (HODs [65]), Lecturers (832) and Students (14,346) from the three public universities in South Sudan. The choice of IQA officers, Deans, Heads of Departments and lecturers was because they have immediate touch with the issues of IQA practices in the Public universities, so they are familiar with the situation of IQAP practices in universities. The choice of the students was because they were the stakeholders who enjoy the services rendered by the institutions of higher learning.

Table 1

*Target Population*

| **Universities** | **Deans** | **HODs** | **Lecturers** | **Student** |
|---|---|---|---|---|
| University 1 | 12 | 28 | 515 | 8,741 |
| University 2 | 7 | 22 | 171 | 3,256 |
| University 3 | 6 | 15 | 146 | 2,349 |
| **Total** | **25** | **65** | **832** | **14,346** |

**Source:** *Ministry of Education Science and Technology (2015)*

### 3.5 Description of Sample and Sampling Procedures

According to Taherdoost (2016) sampling refers to taking of a sub-set from a chosen group of people or sampling frame. Normally the target population is too large for making a complete record of all the values in the population. Therefore, a group that is representative

of the target population is identified and included in the actual study. In the case of the current study the categories from which the sample was selected were identified above at the target population section. The study employed both the Random probability sampling and Non- probability sampling techniques appropriately. Random probability sampling is whereby each unit in the population has an equal chance of being selected. It gives each member an equal chance of being selected to participate in the study (Kombo & Tromp, 2018). Non-probability sampling on the other hand is where the researcher is interested in the representativeness of the concepts in their varying forms. This method of sampling is mainly applied to find out how a small group or a representative group, is doing for purposes of illustration and getting in-depth information (Kombo & Tromp, 2018).

### 3.5.1 Sampling of Universities

There are five functional public universities in South Sudan (Kuyok, 2017). The universities are located in various parts of the country, in areas of Juba in central equatorial, Bahr el Ghazal, Upper Nile, Bor and Rumbek. The researcher involved three universities out of the five in order to get a clear picture of what is happening in the public universities regarding the practice of IQAP and its function of enhancing quality of teaching and learning in the HEIs. The non- probability sampling technique was used and these are: - the extreme case and criterion purposive sampling technique. According to Elmusharaf (2016) the criterion purposive sampling technique involves selection of all cases that meet a set criterion and it has to be selected carefully. The extreme case purposive sampling on other hand focuses on cases that are rich in information because they special in some way (Kombo and Tromp, 2018).

In the current study the extreme case and criterion purpose were used, based on the years of establishment of the institutions and the population size and the knowledge the informant have. The Criterion purposive sampling technique was deemed appropriate

because the situations in the universities were not uniform. Some of the universities were located at the Capital City and have better situation than those located in the smaller towns. They have many students and other informants than those in the country side, so they can give a realistic picture of what the situation was in the universities. The choice of the criterion purposive sampling was also because it enabled the researcher to pick on the informants who can give the relevant information that the study required. The choice of the public universities is because these are public institutions that fall directly under the governance and supervision of the government, all the activities as well as the environment in which they are situated is provided by government.

### 3.5.2 Sampling of Internal Quality Assurance Officers

In total there are 10 internal quality assurance officers. Extreme case purposive sampling was used to sample to participate in the study. Extreme case (Intensity) purposive or judgmental sampling is a strategy whereby particular people or events are selected deliberately in order to provide important information that cannot be obtained from any other person (Kombo &Tromp, 2018, Taherdoost, 2016). The Extreme case /Intensity sampling was deemed appropriate because it allowed the researcher to select a small number of rich cases that provides in-depth information and knowledge of the phenomenon of the researcher's interest (Elmusharaf, 2016). Internal Quality Assurance officers were included in the study because they work with quality assurance pertaining to all academic activities in the universities, the teaching/learning, and quality of staff, student's recruitment, teaching resources and infrastructure in the public universities. It was the responsibility of IQA officers to ensure that the higher education offer quality teaching and learning, and the officers are very conversant with the situation of the educational sector in the country (NCHE, 2012). Therefore, the researcher deemed internal quality assurance officers appropriate and were in position to provide significant information for the study.

### 3.5.3 Sampling of Deans from Faculties of Education

A ten percent of Deans from faculty of education were also selected by extreme case purposive sampling, since they are rich in information on quality assurance (Kombo & Tromp, 2018). They are the flag bearers of the faculties and are custodian of pertinent information about the running of the faculties of education in the universities and how IQAP is being implemented in their faculties. They also take part in audits of the faculties' academic activities to ensure that all staff provides quality service for the students. In total three deans participated in the study.

### 3.5.4 Sampling of Heads of Departments (HODs)

**S**tratified random sampling technique was utilized for selecting the heads of departments. Stratified sampling is whereby the whole population is divided into a number of mutually exclusive sub- populations or strata (Selvam, 2017). The reason for the choice of stratified technique is because there are many Departments in both humanities (having subjects like Geography, History, and Christian Religious Education among others) and Science subjects (comprise of Biology, Chemistry, Physics and Mathematics) to ensure good representativeness. Heads of Departments were divided into strata and then from each university 10% of 65 the participants were chosen using the simple random sampling technique which according to Selvam, (2017) is quite appropriate. The heads of departments were included in the study because they are the grass root workers who interact with the implementation of quality assurance policy issues frequently hence could provide the required information. In total 7 were selected to participate in the study and that is a 10% which appropriate for the study (Selvam, 2017).

### 3.5.5 Sampling of Lecturers

Stratified random sampling technique was employed for selecting lecturers to participate in the study. Stratified random sampling involves dividing the population into

homogeneous subgroups and then taking a s simple random sample in each subgroup. The sample is selected in such way that all groups are represented (Kombo & Tromp, 2018). The strata were based on the departments where lecturers' belonged teachers were divided according to their departments of humanities and sciences. Then the simple random sampling technique was used to select a proportionate number of lecturers from each stratum. In departments with few lecturers all of them were taken to participate in the study. In total were selected to participate in the study.

**3.5.6 Sampling of Students**

Systematic random sampling technique was used to select students from the Faculty of Education to participate in the study. Systematic random sampling is where the researcher chooses elements at predetermined intervals to ensure that one ends up with a manageable sample (Selvam, 2017). Systematic random sampling was suitable for large population which in this study refers to a large population of students enrolled in the public universities of South Sudan. From the complete list of 3$^{rd}$ and 4$^{th}$ year education students, a total of 1,500 students then researcher chose every 10$^{th}$ student until 150 students were selected. In total a sample of 150 students were selected to participate in the study. Following the argument of Salvam (2017) that a 10% of the participants is sufficient.

Following the arguments of Taherdoost (2016) in the choice of a sample, the researcher must ensure that the sample size is big and representative of the population under study and for the researcher to avoid sampling error. While at the same time consider the economic resources. The sample size should not be over blown otherwise it will be difficult to handle the statistical analysis and it should not also be too small to avoid the sampling error (Mugenda & Mugenda 2019). Therefore, borrowing the arguments of Mugenda and Mugenda, the researcher assumed that 150 students was representative enough. The sample size was taken from students of third year and fourth year classes. These students had stayed

long enough in the university and had much experience regarding the implementation of the IQAP for quality teaching and learning. They were therefore, deemed to provide the pertinent information regarding the quality assurance.

Table 2

*Sampling Matrix QAO, Deans, HODs, Lectures and Students*

| **Universities** | **Lecturers' Population** | **Sampling %** | **Sampling Size** | **Students' Population** | **Sampling %** | **Sample Size** |
|---|---|---|---|---|---|---|
| University 1 | 400 | 10 | 40 | 600 | 10 | 60 |
| University 2 | 180 | 10 | 18 | 500 | 10 | 50 |
| University 3 | 170 | 10 | 17 | 400 | 10 | 40 |
| Total | 750 | 10 | 75 | 1,500 | 10 | 150 |

| Sample Size Universities | QAO | Deans | HODs | Lectures | Students |
|---|---|---|---|---|---|
| University 1 | **3** | | **3** | **40** | **60** |
| University 2 | **2** | | **2** | **18** | **50** |
| University 3 | **1** | | **2** | **17** | **40** |
| Total | 6 | | 7 | 75 | 150 |

**Source:** *Ministry of Education Science and Technology (2015)*

### 3.6 Description of Data Collection Instruments

The research instruments that were used in this study comprised of instruments for collecting quantitative data and instruments for gathering qualitative data since the study used mixed methods approach. In the quantitative approach the researcher employed questionnaires, while for the qualitative approach the interview guides, observation guides and document analysis guides were employed. All these tools aided the process of data collection so as to

answer the research questions adequately and it also enabled triangulation of the various instruments used.

### 3.6.1 Questionnaire

Questionnaire is one of the quantitative measurement tools, that is designed in a form with a number of questions both closed and opened ended questions and the form or sheet can be sent through the post to the respondents or research can administer it to the participant physically when they are near. Questionnaires are normally used to obtain pertinent information about a population. Each item in the questionnaire is meant to address a specific research question (Mugenda, & Mugenda, 2019).The study used questionnaire to obtain the quantitative data. The reason for the choice of questionnaire in this study is because they are handy, can obtain information from the respondents directly and enables a wide coverage of an area within a short time. The questionnaires were administered to both lecturers and students of the public universities in South Sudan. Two sets of questionnaires were designed, one for lecturers and the other for students. It was designed in sections and have both opened and closed ended questions. The researcher ensured that the questionnaire covered all the research questions that guide the study. The researcher administered the questionnaire personally to the respondents, and where necessary a research assistant was employed.

### 3.6.2 Questionnaires for Lectures

The questionnaires have seven sections, the first section comprise of questions that ask about the demographic information of the lecturers, in other words asking personal information about the lecturers' life. Section two asked questions that were related to the first research question programme for quality teaching and learning. Section three was asking questions on quality and quantity of academic staff. Section four was dealing with questions related to question three, students' recruitment and admission. Section five was dealing with questions on relevance of teaching and assessment methods. Section six was asking questions

on infrastructure and teaching resources. Lastly section seven asked questions on challenges that are encountered in implementation of internal quality assurance policy. The lecturer's questionnaires can be found at appendix II

### 3.6.3 Questionnaire for Students

The questionnaires for students had six sections. Section A gathered demographic information regarding gender, age and educational level. Section B dealt with on implementation of internal quality policy. Student gave views on whether they evaluate the teaching of courses, receive visitors in class to check their learning and are given freedom to choose subjects of study. Section C examined the IQA on quality and quantity of academic staff regarding whether they were adequate, attend class and give students course outlines among others.

Section D Solicited information IQA on student recruitment and admission concerning whether students are checked thoroughly when they enter university, teachers are available to guide them on courses to take and get orientation among others. Section E addressed on teaching and learning particularly on various methods of teachings teachers use in their classes. Section F contained items on IQA on infrastructure and teaching leaning resources. It also captured on challenges the faculty of education face in ensuring the quality and adequacy of facilities and ways of curbing them. Students' questionnaires can be found at appendix III

### 3.6.4 Interview Guide

The interview guide was used to obtain the qualitative data. Interviews are face to face verbal conversation between the researcher and the respondent; it is a research instrument that enables the researcher to get in-depth information around the topic understudy (Kang' ethe, 2013). Interview guides ensures that some areas of information are collected from each interviewee; it enable the interviewer to remain focus. Interviews were conducted with the various categories of the respondents (IQAO, Deans, and HODs) on the given dates:

March 23/2021, March 25th/ 2021, march 26th/ 2021, April 4th/ 2021, April 7th/ 2021, April 13th, 2021, April 14th/ 2021, April 19th/ 2021, April 22nd/ 2021,and April 29-30/ 2021. The interview guide form appendix IV and V

Interview guide was deemed suitable for this study because, it enabled a face to face contact with the respondents and in a way facilitated in-depth exploration of the phenomenon. The interviews made it possible to obtain the required data to answer the research questions and also guided against confusing the questions since the interviewer can explain the questions hence the participants provided appropriate responses (Mugenda, & Mugenda 2019).

The interview guide was employed for obtaining information from QA officers, Deans of faculty and Heads of Departments. It helped the researcher to obtain information regarding the implementation of IQAP in programmes for quality teaching, quality and quantity of academic staff, Students recruitment and admission, teaching and assessment of students and on how infrastructure and resources of the public universities are being utilized and maintained. The researcher also obtained data regarding the challenges faced in process of the implementation of IQAP and seek some solution to curb the challenges.

**3.6.5 Observation Guide**

Observation guide is a technique of obtaining data through direct contact with the problem. It is a technique which helps the researchers to observe the phenomenon in its natural setting (Kang'ethe, 2013). An observation guide was used to obtain information regarding the utilization of infrastructure and facilities for enhancement of quality teaching and learning. The observation guide enabled comparison of the information obtained through questionnaires and those obtained through the use of interview guide, since the researcher observed physically the condition of the infrastructure and the teaching resources (e.g. Policy

documents, Classes, Library, course outline, Schemes of work, ICT Lab, Science Lab, environment etc…) in public universities in South Sudan. Observation guide is appendix VII

### 3.6.6 Document Analysis Guide

Document analysis is one of the strategies that are utilized in educational research for gathering data. This implied collection of qualitative documents such as policy documents, official reports, meeting/ minutes just to cite few (Creswell, 2014). In the current study the document analysis was used to gather information regarding the recruitment procedures, the academic staff employment criteria in order to ascertain quality, Students assessment criteria, policy on development of public university infrastructure and purchases of teaching resources. The document analysis helped the researcher to verify the authenticity of the information provided by questionnaires and interviews, since documents are concretely written and the researcher can review the content and compare with the other information obtained. The document analysis guide is at appendix VIII

## 3.7 Validity and Reliability of Research Instruments

At this level the researcher discussed the strategies of how the validity and reliability of the research instruments were measured in order to ensure that the study is valid. The content, face validity of the research instruments and the consistency were all ensured, through going into the details of how each measurement was carried out.

### 3.7.1 Validity

Validity of research instrument is the extent to which the tools accurately measured the research questions. Validity is the degree to which an instrument measures what it purports to measure (Mugenda & Mugenda, 2019). Neuman (2013) argued that there are many types of techniques for guarantying the validity of research instruments, these are: the criterion validity, concurrent validity, face validity and content validity. All these technique are very important in research, depending on the kind of problem one is studying. The

content validity of the questionnaire is the degree to which a questionnaire actually measures what it is purported to measure (Oso, 2016). Oso explained further that content validity assess the representativeness of the items in an instrument as they relate to the complete area of the questions being asked. Content validity measures the suitability, the depth and the adequacy of the content of the tools used in a study.

Face validity on the other hand is concerned about the language use, operationalization of terms and see whether "on its face value" it seems like a good translation of the construct (William, 2020). The validity of the research instruments was first scrutinized at the Catholic University of Eastern Africa, by giving the instruments to be examined by an expert in the field, for content and face validity. The experts were asked to look determine whether the question items covered adequately the content of the concept under investigation. They asked to add any omissions or delete vague statements, also commented on the clarity of items. Their observations were incorporated into the questionnaire to validate it prior to their use in the actual field study. The same was applied to the other research instruments and all the suggestions were incorporated prior to actual field study thus validating them.

Validity of the research instruments was also improved due to the usage of more than one research instrument (Creswell, 2014). In this study the researcher used several research instruments; these included the questionnaire, interview guide, observation guide and document analysis guide for triangulation purposes. The triangulation is very important because it enabled researcher to ascertain similarity in the results obtained.

### 3.7.2 Pilot Testing

Pilot testing involves trying out the research instrument on a small number of samples. Pilot testing of research tools gives the researcher an opportunity to identify the loop holes in the research instruments and improve on them (Kombo & Tromp, 2018). Creswell

(2014) argues that pilot testing ensures content validity and the reliability of the instruments since it will enable the researcher to improve any ambiguity of the questionnaires' content.

After designing the questionnaire, interview guide, observation guide and the document analysis guide and after it had been validated, the researcher administered them to seven students and seven lecturers in one of the Universities in South Sudan that was not included in the real study for the purposes of testing reliability and validity of the instruments. These participants were meant for counter checking if the questions adequately covered the content of quality policy under study. The study participants were encouraged to make genuine comments and suggestions concerning clarity of specific items, clarity of instructions, and spaces for writing answers. The researcher also interviewed five lecturers to verify the accuracy of the interview guide. As per the argument of Creswell (2014), pilot testing is very significant in identifying the researchers' omissions in process of designing the instruments. The Statistics Package for Social Sciences (SPSS) version 23 was employed for analyzing the data obtained from the pilot test. In this case after obtaining the pilot tests outcomes the researcher used the findings for restructuring the real instruments to be used in the field.

The pilot test interviews were also transcribed in order to test for consistencies answering to the interviews and to also see if it was possible to come up with salient statements, formulated meanings and themes from the five people interviewed.

### 3.7.3 Reliability of Research Instruments

The reliability on the other hand is the degree to which an instrument constantly measures the element of researcher's interest (Mertens, 2010). Oso (2016) argues that reliability is the measurement of consistency with which research participants understand, interpret and respond to the items in a questionnaire.

In the current study, the researcher utilized the Cronbach Alpha to determine the reliability of the research instruments. Cronbach Alph provides a measure of reliability from a single administration of the research instrument (questionnaire). It is technique that was designed by Lee Cronbach in 1951( Bhattacherjee, 2012). It is used to estimate the proportion of variance that is systematic or consistency in a set of test scores, it ranges from 00.0 (if no variance is consistent) to 1.0 (if all variance are consistent) as explained by Brown (2002).

Cronbach Alpha is an appropriate technique for measurement of reliability for a survey research and other studies that involves questionnaires which have more than two options, such as in a Likert scale (Kothari & Garg, 2014). Computation of the reliability coefficient for this study was done using the statistical package for social sciences (SPSS) version 23. The reliability coefficient value from the lecturers' questionnaire was 0.9 for question number 10 in section c and coefficient value 0.7 for question number 16 in section D. respectfully. In other hand the reliability coefficient value for the students questionnaire was 0.8 for question number 7 in section C and 0.6 for question number 10 in section D. According to Ursachi, Horodnic, and Zait (2015) the acceptable level of reliability coefficient is 0.6 to 0.7 while the higher coefficient is 0.8 and above. Therefore the study has satisfied the acceptable level of reliability. Seven students were chosen at random from Catholic University of South Sudan which in not one of the universities, that was included in the real study.

### 3.7.4 Trustworthiness of Qualitative Research Instruments

Trustworthiness in qualitative research is the process of establishing and measuring four critical things that is credibility, transferability, dependability and conformability. All these were elaborated one by one in the following paragraphs. Trustworthiness in qualitative research is equivalent to validity and reliability in quantitative research (Korstjens & Moser, 2018).

According to Probyn, Howarth and Maz (2016) credibility refers to the extent to which the findings of a research represents reality and the participants' viewpoints rather than the researchers'. Credibility in qualitative research is equivalent to testing validity in quantitative research. The current study ensured credibility by adopting well established research methods that are appropriate to answer the research questions. The qualitative research tools were verified making sure that there is no inaccuracy. When transcribing the interviews the researcher paid much attention in order to get the right expression and views. The coding level was also done with a lot of diligence to avoid misrepresentation of views, perceptions and divergence from the point.

Dependability in qualitative research could be equivalent to reliability used in Quantitative research (Probyn et al., 2016).The aim of dependability is to investigate if several researchers were to carry out a research using particular qualitative research tool such as interview guide or observation guide, would the findings be similar or whether if it was repeated would still give similar observation? This study measured dependability of the qualitative instrument by member checking. The researcher cross checked with the informant to verify that the information got was correct. Creswell (2014) contend that the use of more than one qualitative research instruments such as interview guides, observation guide and document analysis provides for triangulation which increased the authenticity of the information gained.

Transferability in the qualitative research refers to the extent to which the findings of a particular qualitative study can be applied to other situations (Probyn et al., 2016). This implied proper purposive sampling techniques that can ensure the range of factors relating to phenomena are well explored. In the current study the researcher endeavored to ensure that participants are selected diligently so that I can get relevant information that can be comfortably generalized to the other two universities that were not part of the study.

Confirmability refers to the steps that a researcher implements to ensure as far as possible that the findings represent the thoughts and ideas of the informants rather than of the researcher (Probyn et al., 2016). Korstjens & Moser, (2018) contend that confirmability is the level of how much the researcher remains neutral from the research in put by the respondents. Confirmability in the current study was measured by member checking so as to establish the intensity of correspondence between the researcher and the respondents, and also to verify if what is transcribed is the correct information given by the respondents.

### 3.8 Description of Data Collection Procedures

Data collection is a process of gathering systematic information that addresses the research questions that the researcher has already prepared (Kangéthe, 2013). There are many data collection strategies but the researcher employed the most appropriate strategy that enabled the collection of relevant information to answer the research questions. The data collection procedure was well planned to avoid inconvenience of not meeting the target of the research data collection. The data collection techniques that were employed pertained to collection of both quantitative and qualitative information since the researcher was dealing with a mixed method research.

Formal procedure was followed; the researcher sought permission from CUEA faculty of education, the university provided a permission letter which was taken to the Ministry of Higher Education Science and Technology in South Sudan. The Ministry in turn gave permission for the researcher to access the field. The researcher then sought permission again from the gatekeepers of each public university as per the schedule prepared for carrying out research in the three various public universities.

When the gatekeepers allowed the researcher to meet their members, the first thing done was to meet the respondents,  talk to them about the motive of my visit to them, there after the questionnaires were administered to the lecturers and the students. The researcher

did it personally and in some instances with a help of an assistant. The respondents were given a duration of one week to fill in the items. Concurrently, the second research instrument was also administered. That is the researcher organized for interviews with the sampled Deans and Heads of Departments. The timing for interviews was determined by the researcher of 30 minutes to 1hour depending on the consent of the interviewee. In the course of the interview the researcher in process of interaction asked to be allowed to carry out observation of the classrooms, the library, computer laboratories and Internet communication technology centers plus the environment in general.

Lastly after all other data had been collected; the researcher then sought to be allowed to analyze documents pertaining to quality running of the higher education institutions. Documents such as: the quality assurance reports after audit of the institution, the university strategic plan which facilitates the following of what is to be done and how is to be done in the university, Checking the list of academic staff and their qualification to establish the quantity and the quality, analyzing the document for student recruitment and admissions, the students' assessment methods and finally policy document on how infrastructure and other resources of the university are acquired and maintained.

**3.9 Description of Data Analysis Procedure**

Data analysis refers to process of organizing the obtained data from the field into meaningful state in order to provide useful information. The data must be cleaned and coded before keying in to computer in case of quantitative data or in case of the qualitative data before the researcher forms themes (Mugenda & Mugenda 2019). The quantitative and qualitative data was analyzed separately. All analysis was done according the themes driven from the research questions.

### 3.9.1 Analysis of Quantitative Data

Quantitative data analysis involves transforming the responses on the questionnaire into a form that can be manipulated to produce statistics (Chatterjee & Hadi, 2015). The technique for quantitative data analysis was employed for the quantitative data. The quantitative data obtained from the close ended questionnaire were cleaned, coded and categorized. Then it was keyed into the computer and summarized by the use of the statistical package for social sciences (SPSS) version 23. It offers extensive data analysis capacity and many statistical duties that can handle both small and large data analysis( Kombo & Tromp, 2018). The generated statistics from current study included descriptive and inferential statistics. The descriptive statistic included the used of frequencies and percentages to summarize data and was presented in frequency distribution tables. Inferential statistic on the other hand was used in testing the hypotheses. Pearson Product Moment Correlation was utilized to test the hypotheses establishing the relationship that existed among the variables. The result was then presented in a table to show the correlations and the product moment (P) values followed by the interpretation and discussion of the findings.

### 3.9.2 Analysis of Qualitative Data

The Process of Qualitative data analysis consists of segmentation of the data and reassembling them with the aim of transforming the data into findings. The findings can consist of descriptions that are more or less theoretical as well as interpretive explanations of the research problem (Boeije, 2010). Boeije elaborated further saying that at the initial stages of the analysis, data are sorted, named, categorized and connected, and all these processes entail interpretation.

According to Creswell (2011), data analysis in qualitative research proceed hand –in-hand with other parts of the developing qualitative study, such as the data collection and the write-up of findings. The researcher in this study followed Creswell's and Boeije's methods

of analyzing the qualitative data systematically following all the six steps of (Creswell, 2014). In the current study, the researcher had three qualitative data collection instruments, in-depth interview guide, observation guide and document analysis guide. After collecting the data the researcher applied the first step that is sort and organizes data by grouping the data according to the type of instrument used in data collection, and also reading and organizing them according to the questions since the analysis was done according to the order of questions.

The next step was to transcribe the data obtained from the interviews, listening keenly to all the recorded voices to understand the content and write up correctly. Then the transcribed notes were read again carefully in order to enable the researcher to comprehend holistically what the participants had provided. After that, in the second step the researcher coded the transcribed data, by segmenting them into paragraphs, assigning specific words or phrases in order to generate meaning from the data. Step three is verifying the codes through inter-coder agreement check. The codes were then used in step four to develop themes by combing similar codes together. Since the researcher was using a phenomenological design, in step five the researcher connected the interrelating themes. In step six the researcher stated the salient statement, formulating meanings and came up with themes which were discussed later in chapter four of the research study. The findings of the qualitative data it was compared with the findings from the quantitative data in order to draw conclusion based on the findings from the two approaches.

### 3.10 Ethical Considerations

Ethical consideration in research refers to the principles and guidelines that help the researcher to value the people he/she is going to interact with, in handling the various behaviors and relationships (Akaaranga & Makau, 2016). Oso and Onen (2016) argue that ethical issues are very significant in research because despite the high value of knowledge

achieved through research, knowledge cannot be pursued at the expense of human dignity. Therefore, it makes the informed consent to be a major ethical subject of concern.

The researcher ensured that ethical considerations were adhered to by first, seeking permission from all the rightful authorities to carry out the research. First the consent of the CUEA faculty of education was sought to allow the study to proceed. Then next the Ministry of Education Science and Technology in South Sudan was also asked to allow the researcher collect data from the public universities. The Deans of the faculties of education in the universities that were studied were required to give their consent for the research to take place. The study was not begun until all the right procedures and permissions were acquired from the gatekeepers who then allowed the researcher to access the field. Since the researcher as a professional has an obligation to protect the participants, she worked to build trust among the people she was going to gather data from and made sure they were comfortable to participate in the study freely without any force.

The researcher explained the purpose of the study to the participants, and made them know that they were free to participate or not. And if they consented to participate and for one reason or another want to withdraw in the course of the study, they were free to do so. These explanations were given to the participants before the questionnaires or the interview sessions began.

Confidentiality and privacy of the participants was upheld. The researcher assured the participants that whatsoever information they were going to provide would be used only for the purposes of the study. They would also be assured that they were not required to identify themselves, they can respond to the research instruments without identifying themselves. Their consent was sought before they responded to participate in the research data collection process.

In the course of the data collection and most especially at the interview sessions, the researcher made sure not to ask some sensitive questions or probe participants to give sensitive information against their will. The researcher also made sure not to show some body language that may discourage participants from being free in their responses. It is very significant to build some cordial relationship or show some kind of friendly attitude in order to make the participants open up to give the required information, so that was the spirit that the researcher showed in the field.

In the process of data analysis, the principle of authenticity was adhered to. The researcher made sure that whatsoever, data was recorded was done accurately and genuinely without any biasness or misconception of the information provided. In order to avoid plagiarism, the researcher ensured that all sources of information are correctly acknowledged and cited correctly (Mugenda, & Mugenda, 2019). The identity of the informants was concealed and they were assured of the confidentiality and that information provided would be used only for the study and not for any other work.The researchers instead used serial numbers to refer to the participants throughout the study as recommended by Babbie (2010). The researcher also ensured that informant were not forced to provide information but were assured that they should do it deliberately out of their own freedom to do it.

# CHAPTER FOUR

# PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

## 4.1 Introduction

The chapter presents, discusses and interpret the findings of the study. All the findings are based on research questions. The chapter is organized under the following sub heading: rate of return of the research instruments, demographic information of the participants, implementation of internal quality assurance, quality and quantity of academic staff, students' recruitment and admission, teaching and assessment methods, infrastructure and teaching resources. It also presents challenges encountered in implementing internal quality assurance and suggested solutions to curb the challenges.

### 4.1.1 Return Rate of Instruments

The research instruments were sent to various categories of participants; Quality Assurance Officers, Deans, Heads of Departments, Lecturers and Students. The questionnaires were sent to lecturers and students only, whereas the interview guide was employed to collection of data from Quality Assurance Officers, Deans and Heads of Departments. Document analysis and observation guide were also used in the process of data collection. Table 3 shows the rate of return of the research instruments.

Table 3

*Rate of Return of the Research Instruments*

| **Categories** | **Expected Instruments** | **Actual Instruments** | **Return Rate %** |
|---|---|---|---|
| Quality Assurance officers | 6 | 5 | 83 |
| Deans | 3 | 3 | 100 |
| Heads of Departments | 7 | 7 | 100 |
| Lecturers | 75 | 54 | 72 |
| Students | 150 | 127 | 85 |
| **Total** | **241** | **196** | **81** |

**Source:** *Field data 2021*

Table 3, shows the rate of return of the questionnaires and the interviews that were conducted for the study. For meaningful qualitative data, the researcher valued face to face interviews consequently the researcher booked time for meeting with participants from the three public universities who were involved in the study. Six quality assurance officers were expected to participate but only five (5) were available for the study constituting 83%. The missing quality assurance officer was reported to have travelled for medical attention. As expected, all the three deans from the faculties of education of the three universities took part in the research (100% participation). Similarly all the seven Heads of Departments participated in the study making 100% participation. The expected number of lecturers was 75 but only 54 were available for the study making 72%, and lastly, 150 students were expected to participate but only127 (85%) took part in the research. According to Mugenda and Mugenda (2019) a higher return rate is preferable, 60% is marginal, 70% is good, 80% is better and 90% is best, so for the current research the return rates were acceptable. The COVID-19 pandemic affected the data collection process very much, some participants remained at home because of lockdowns within the country; others traveled out of the country for medical attention, so the expected number could not be fully realized.

## 4.2 Demographic Information of the Participants

The background of the respondents is very significant because it defines their characteristics. It provides the circumstances which form the differences in the responses provided by the different categories of participants. It shows personal information regarding their birth, educational background, and their work experiences which can be core influential factors in an individual work performance and most especially when establishing the implementation of the quality assurance policy in the publish universities in South Sudan.

### 4.2.1 Demographic Information of University Administration and Teaching Participants

Table 5 showed the demographic information of Quality Assurance Officers (QAO), the Deans of Faculty of Education, Heads of Departments (HODs) and Lecturers. The demographic information is included in study to help in investigation the core elements that determines quality assurance in an educational institution. Sex was included to determine if there was gender balance in the public universities because in the modern world quality is also determined in that terms of an institutions observing the issues of gender balance. The other aspect why sex was included was also to establish in the practice of internal quality assurance which gender was incline to practice the implements the quality assurance policy. Age was included because helps the researcher to establish in which age groups are various categories of the staff. Work experience also helps the researcher to establish the elements of quality performance and competency of the academic staff.

Table 4

*Demographic information of QAO, Deans, HODs, and Lecturers*

*QAO, n = 5, Deans, n = 3, HOD, n = 7, Lecturers, n = 54*

| **Demographic Information** | | **QAO** | | **DEANS** | | **HODs** | | **LECTURERS** | |
|---|---|---|---|---|---|---|---|---|---|
| | | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| **Sex** | Male | 5 | 100 | 3 | 100 | 7 | 100 | 45 | 83 |
| | Female | | | | | | | 9 | 17 |
| **Age** | 30-39 | | | | | | | 17 | 32 |
| | 40-49 | 2 | 40 | 1 | 33 | 4 | 57 | 18 | 33 |
| | 50-59 | | | 1 | 33 | 1 | 14 | 15 | 28 |
| | 60 & above | 3 | 60 | 1 | 33 | 2 | 29 | 4 | 7 |
| **Education** | Bachelors | | | | | | | 3 | 6 |
| **Level** | Masters | | | 1 | 33 | 1 | 14 | 40 | 74 |
| | Doctorate | 5 | 100 | 2 | 67 | 6 | 86 | 11 | 20 |
| **Work** | 11-15 | | | | | | | 4 | 7 |
| **Experience** | 16-20 | | | | | 2 | 28.6 | 40 | 74 |
| | 21-25 | 1 | 20 | 1 | 33 | 5 | 71.4 | 10 | 19 |
| | 26 & above | 4 | 80 | 2 | 67 | | | | |

**Source:** Field Data 2021

Findings in Table 4 indicate that of the three categories of participants: QAO, Deans, and HODs, are all male. This is a clear sign of very serious gender disparities between male and female staff in the public universities in South Sudan. This scenario is attributed to relative few female students accessing higher institutions of learning in the past as compared to the male counterparts. The scenario could also be attributed to the long time culture whereby girls were left behind in the homes while boys were allowed to attend school thus it has left a gap up to this day as reflected in the distribution of participants. Kapur (2019) argues that gender inequality in education has created a gap between the female and their male counterpart that infringe to denial of girls' rights to education and such is what is

witnessed in the case of the universities in South Sudan. Quality education is consequently affected because for education to be of quality the issues of gender equity and equality must be up held. This has been affirmed by UNESCO (2018), being concerned that many African countries have lower participation and learning achievement of girls.

The findings in Table 5 also indicate that most (60%) of the Quality Assurance Officers (QAO) fall under the age group of 50-59. The rest of QAO 2(40%) belongs to age group of 60 and above. The Deans of Education Faculties are evenly distributed among the age groups; they fall under the three categories, 40-49 (33%), 50-59 (33%), and 60 and above 1(33%). On the other hand most 4 (57%) of Heads of Departments fall in the age group 40-49. It is an indicator that all those involved in management of public universities are mature people who are able to handle the issues related to quality teaching and learning, especially the implementation of the quality assurance policy in the university.

The findings also show that all the QAO are PhD holders, while majority of the Deans 2(67%) were PhD holders and rest 1(33) Masters Holders. Among HODs, majority 6 (86%) was PhD holders and the rest 1(14%) were masters' holders. This is an indicator that academically all the university staff were qualified and capable of implementing the quality assurance policy in their universities. Therefore, the findings suggest that the failure in implementation of quality assurance in the universities could be attributed to other factors and not to academic qualification of the QAOs, Deans, and HODs who are the immediate academic administrators in charge of quality issues in the public universities. The findings are in agreement with quality assurance policy by the Ministry of Higher Education Science and Technology (2012) which requires the immediate supervisors of the quality of teaching and learning to be the HODs and Dean

According to Table 5, majority of public university administrators have vast working experience of over 15 years. The work experience of the QAOs is distributed as: 21-25

(20%), and above26 years (80%). The work experiences of Deans are grouped as: 21-25 (33.3%), and above 26 years (67%), whereas the HODs' work experience range from 16-20 years (29%), and 21-25years (71%). The long working experience should help them to perfect their work most especially in the area of implementation of the policy for internal quality assurance in the university. This is in agreement with Ochonma, Nwodoh, Ani, Dyages and Ingwu (2018) who opine that an increase in the number of years of work experience also increases the skills of programming, planning and delivery in job performance.

The findings in Table 5 also indicate that majority 3(60%) of the Quality Assurance Officers (QAO) fall under the age group of between50-59. The rest of QAOs 2(40%) belongs to age group of 60 and above. The Deans of Education Faculties are evenly distributed among the age groups; they fall under the three categories, 40-49 (33%), 50-59 (33%), and 60 and above 1(33%). On the other hand most 4 (57%) of Heads of Departments fall in the age group 40-49. It is an indicator that all those involved in management of public universities are mature people who are able to handle the issues to do with quality teaching and learning, most especially the implementation of the quality assurance policy in the university.

The findings also show that all the QAO were PhD holders, while majority of the Deans 2(67%) were PhD holders and rest 1(33) Masters Holders. Among HODs, majority 6(86%) was PhD holders and rest 1(14%) was masters' holders. This is an indicator that academically all the university staff were qualified and capable of implementing the quality assurance policy in their universities. Therefore, the findings suggest that the failure in implementation of quality assurance in the universities could be attributed to other factors and not to academic qualification of the QAOs, Deans, and HODs who are the immediate academic administrators in charge of quality issues in the public universities. The findings are in agreement with quality assurance policy by Ministry of Higher Education Science and

Technology (2012) which requires the immediate supervisors of the quality of teaching and learning to be the HODs and Deans.

According to the analysis on table 5, majority of public university administrators have vast working experience of over 15 years. The work experience of the QAOs is distributed as: 21-25 (20%), and above 26 years 4(80%). The work experiences of Deans were grouped as: 21-25 (33%), and above 26 years 2(67%), whereas the HODs' work experience range as follow: 16-20 years 2(29%), and 21-25years 5(71%). The long working experience should help them to perfect their work most especially in the area of implementation of the policy for internal quality assurance in the university. This is in agreement with Ochonma, Nwodoh, Ani, Dyages and Ingwu (2018) who emphasizes that an increase in the number of years of work experience also increases the skills of programming, planning and delivery in job performance.

The findings on the demographic data of the participants' indicate that the faculties of Education in the public universities in South Sudan have the required knowledge, qualifications and experience for effective implementation of the internal quality assurance policy to enhance quality teaching and learning. Research has shown that the task of quality implementation partly falls on the administrators but the effectiveness heavily depends on the lecturers who are entrusted with the tasks of actual teaching and learning, and their interactions with students, transmit the policies into actions (Randhaln & Niedermeier, 2017). For instance, quality of teaching depends on the interactive teaching methods employed by the lecturer cognizant of the nature and capabilities of the students. Similarly the quality of different forms assessment and the quality of test administration, the time lecturers devote to attend to students' specific learning challenges enhance learner's internalization of the acquired knowledge and application in real life situations. Lecturers are therefore, known to be the wheel drivers and very important when talking about implementation of internal

quality assurance. This is because they are actually the implementers of the policies of the institution in the process of teaching and learning that they handle in the university (Nagoba, 2015). The researcher sought demographic information of the lecturers to obtain prevalent characteristics that would support quality assurance policy implementation. The lecturer characteristics are based on sex, age, educational level and work experience.

In terms of gender of participants, the findings indicate that a majority 45(83.3%) were male while female constituted 9(16%) implying a huge gender gap. It shows that the number of the female workers in the public universities is very small. The same scenario was noticeable for the leadership positions of Deans and HODs, occupied by males. The previous traditional practices of preference to educate the boy child to girl child have had an impact on the job position in the public universities in South Sudan. The findings concur with Jakiela and Hares (2019) who observed that in the current century gender equality in education is very much cherished. However, many countries are still far from achieving gender equality in education that also impacts on equality in job opportunities. Quality education involves equity and equality to both males and females in all aspects especially the quality of teaching and learning in the public universities in South Sudan which has not been realized.

The age group distribution of lecturers is relatively even with most being in the 40-49 category 18(33%) while the rest lie in 30-39, 17(33%), 50-59  15(27.8%) and only 7 % reported in the above 60 years age group. This is an indicator that most of the lecturers are mature people who are capable of handling a serious sector like the university education. These are age groups whereby the human person is very active, full of vision and energy to do work with creativity and brings about effective accomplishment in terms of quality; in this case the quality of teaching and learning in the public universities should be satisfactory because the lecturers were perceived capable of handing the teaching and the learners.

Regarding their education levels and qualifications, the findings in Table 5 show that majority 4(74%) of the lecturers had attained masters' level while 11(20%) had doctoral level, and a minority 3(6%) were bachelors' degree holders. Qualitative exploration indicated that bachelor's degree holders mainly worked as tutorial fellows. The regulations of the National Council for Higher Education section 6(a.vii) determines the qualification of those who are to teach at the universities as those holding Masters and PhD but the Bachelors should be teaching assistants who would have had a first class honors. However, considering the high enrolments in universities and shortage of qualified staff in South Sudan, even the teaching assistants are assumed qualified university lecturers. This scenario leaves a question about the implementation of the internal quality assurance policy in the universities when teaching assistants are allowed to teach without supervision. According to National Council of Higher Education (2012), the tutorial fellows are supposed to work under the supervision of a qualified Staff (Doctor/ Professor).

The researcher investigated the working experience of the lecturers with assumption that the longer period one takes repeating doing one thing the more he/she perfects the performance. According to table 5, Majority of lecturers 40(74%) had served in the universities for 16-20 years, while 19% served for 21-25 years and only a small percentage 4(7%) served for 11-15 years. Generally the lecturers' longer services in the universities could determine the quality of the work they offer to the students. Therefore, in this case the majority of the lecturers have served long enough hence quality services in teaching and learning should be expected of them. They should be able to help the students in both academic and social issues that impact on their academic performance. Lecturers' long experience is positively coupled with the students' achievement gain throughout a lecturer's professional deliverance. As a lecturer gains experience, their students are more likely to do better on measures of success (Klnl, & Podolsky, 2016). Teaching constitutes the act of

imparting knowledge to the learner and learning is the process of gaining the knowledge imparted. When lecturers teach well using the correct methods as stipulated in quality assurance guide book, learners will automatically gain the required knowledge and be able to fit in their jobs well.

### 4.2.2 Demographic Information of Student Participants

The study shows the demographic information of students from the three universities that participated in this research. Table 6 demonstrates the distribution of the participants based on their sex and age groups. The students' demographic information is very important because it enabled the researcher to know the age level and the characteristic of the people the study was investigating. The demographic information not students was investigated to find out the variation between the male and female students, whether there were more male than female or more female than male. The age groups were also investigated to find out which age categories were the students at the public universities.

Table 5

*Demographic Information of Students*

*Students n=127*

| **Demographic information** | | **Frequencies (F)** | **Percentage (%)** |
|---|---|---|---|
| **Sex (gender)** | Male | 71 | 56 |
| | Female | 56 | 44 |
| | **Total** | **127** | **100** |
| **Age group** | 20-29 | 74 | 58 |
| | 30-39 | 45 | 35 |
| | 40-49 | 8 | 6 |
| | **Total** | **127** | **100** |

**Source:** Field Data 2021

The findings in Table 5 indicate that most students 71(56%) were males while the rest 56(44%) were females. The ratio of male students to that of the female students is relatively close, which means there was relative balance of gender in enrolment to the university. It was a good indicator showing an improvement in enrolment of the girl child to the university. This information was confirmed by one of the deans during the interview, who said "the enrolment of female to the university has improved compared to the previous years' "2017-2018." The informant showed optimism for the improvement of female competition for job opportunities. It was hoped that certain positions that were occupied by men only would be occupied by women in future.

The researcher also established the age group of the students, the age range 20-29 was 74(58%), the age group 30-39 was 45(35%) and the age groups 40-49 were only 8(6%). Most of the students were of the age group 20-29. It was a good indicator that many young people were accessing the university studies and which would also lead to improvement in the quality of life since many would have acquired values that were needed in society. According to Pellizzari and Billari (2014), the younger the age the better performance in academics at the university education, these researchers argue that the younger the person the higher the IQ and better concentration to conceptualize the concepts. In the case of the university student in South Sudan, it is an appropriate mature age whereby one can concentrate on studies and acquire deep insight on what quality education is all about.

### 4.3 Implementation Internal Quality Assurance Policy in Enhancing Quality Teaching and learning in Undergraduate Education

The first research question sought to establish how internal quality assurance policy was being implemented on programmes for quality teaching and learning in the public universities. Lecturers and students were asked to indicate ways IQAP was implemented in

their institution and how in enhanced the quality of teaching and learning. Their findings are expounded in the sections that follow.

### 4.3.1 Lecturers and Students Responses on the Existence of Internal Quality Assurance Policy

The study sought the views of the sampled students and lecturers from the three universities that participated in the study pertaining to the existence of the practices of internal quality assurance policy in their institutions. Their views are presented in Table 7.

Table 6

*Responses of Lecturers and Students on existence of internal quality Assurance*

*Lecturers n=54, students n=127*

| **Respondents** | **Statements** | **Agree** | | **Disagree** | |
|---|---|---|---|---|---|
| | | **F** | **%** | **F** | **(%)** |
| Lecturers | Internal quality assurance is practiced in my university | 42 | 78 | 12 | 22 |
| | There is Quality Assurance unit in My university | 38 | 70 | 16 | 30 |
| | I participate in the practice of internal quality assurance | 31 | 57 | 23 | 43 |
| Students | We are sometimes asked to evaluate the teaching of courses | 87 | 69 | 40 | 32 |
| | We are given freedom to choose courses of study | 91 | 72 | 36 | 28 |
| | We sometimes receive visitors in class who come to check on our learning | 90 | 71 | 37 | 29 |

**Source:** Field Data 2021

Findings in Table 6 indicates that a majority 42(78%) of lecturers agreed to the existence and practice of internal quality assurance in their universities whereas 12(22%) disagreed with the statement. Similarly majority of 38(70%) acknowledged the existence of a quality assurance unit in their university while 16(30%) did not. Also more lecturers 31(57%) acknowledged participating in the internal quality assurance practices. These included

moderation of examinations, auditing activities, supervision, departmental meetings, recruitment of qualified academic staff, through monitoring and evaluation,

On the part of students 87(69%) acknowledged to have participated in evaluating the teaching of courses while the remaining 40(32%) disagreed. Similarly, the majority 91(71.7%) appreciated the freedom given to choose their own courses while 36(29%) did not. About 90(71%) of students acknowledged receiving quality assurance visitors in their classes to check on teaching and learning while 37(29%) did not.

From the findings the majority of both lecturers and students agreed that internal quality assurance was practiced in the universities, only a small group did not confirm the practices. Although these findings shows that internal quality assurance was being implemented in the universities, some participants raised concerns and pointed out factors that undermine the positive picture of practice. Some mentioned that administrators were not keen on the practices, others contented that the programme was not actively practiced; others noted the lack of resources for implementing quality assurance. Similarly, students pointed out the irregularity of internal assurance practices. Therefore the researcher affirmed that in as much as quality assurance is being practiced, it is not satisfactorily done.

The significance of having internal quality assurance in universities was that it would help the institutional administrators to monitor and evaluate the performance of their staff and students, the key stakeholders of the university. Quality assurance was also perceived as a means of enabling public universities to be accountable to Ministry of Higher Education, the chief employer of all the staff working in public universities. UNESCO (2018) stated that, internal quality assurance has become a most important way of monitoring and managing the quality of the higher educational institutions because of the rapid global expansion and diversification which in most cases impacts on the quality of teaching and learning.

Interviews with the quality assurance officers, Deans and Heads of Departments confirmed that all the public universities were instructed by Ministry of Higher Education to establish internal quality assurance unit to cater for monitoring and evaluation of the institutions, and provide report for the external quality assurance officers at the Ministry of Higher Education. However, one of the officers' view on IQA practices differed with that of lecturers and students when said:

> The internal quality assurance office was established when we were still part of the Khartoum government, when the country was still one. We had documented policies to be followed, but when we came to Juba the practice has not been as vivid as we did in Khartoum. That is why I say yes and no because as quality assurance officers we do not have frequent audits, supervision, and even monitoring and evaluation of the institution. Much of the quality practices are now being implemented somehow by the faculty Dean and HODs because we do not have the resources for the practice of the activities (Personal communication, March 23, 2021).

Another officer added;

> In our university here internal quality assurance was established in 2007, when we were still in Sudan, we have policies guiding every activity of the university but our policies have not been reviewed since then. For example the university students' handbook containing the policies that guide the university activities was published since 2006-2008; we still use it without reviewing. So we still practice what we had which may not match the current needs.

The above discussion implies that internal quality assurance was established in the universities earlier than the current South Sudan. Initially, it was implemented well but the

policies have not been reviewed. This implies the curriculum currently offered in public universities is obsolete; it does not prepare the student to meet the needs of the society. This could be the reason why graduates from these public universities are incompetent to fit in the job market.

The Deans of the three faculties of education who participated in the study acceded to have internal quality assurance mechanisms and practices. For instance, the presence of departmental academic boards, the deans' board, curriculum board, and examination boards. These bodies work together to ensure that quality practices are adhered to at the faculty level .One of the Deans elaborated on the internal quality assurance practices saying:

> Issues of quality assurance are very crucial but we face a lot of challenges in implementing them in as much as we try. We who had been working in Khartoum had an opportunity to be trained in the issues of quality observation in the process of teaching and learning. The people whom we are recruiting now have problems because the university directorate for quality is not providing training for the new staff, so in as much as we try to practice, those who did not get the training may not do it well (Personal communication, March 23, 2021).

The deans noted that universities were not providing mentorship or workshops on the practice of quality assurance in the processes of teaching and learning, Lack of mentorship, workshops and seminars on the practice of quality assurance impacts negatively on the overall quality of teaching and learning particularly for the new lecturer. The finding is in line with Banja, (2019) who argues that one of the most important challenges that can impact on the quality of teaching and learning was lack of mentorship in pedagogical skills. Hence it is very important that new lecturers are given the essential skill on how to deliver quality in teaching and learning. The use of an outdated academic programme of study that has never

been reviewed may not be meeting the real needs of the current society. This also was an indicator that it has an impact on the quality of the education that was offered at the public universities currently; because education is dynamic it changes with the changes in society. It implies that the public universities need to review their programmes at least every three to five years so that the needs of the society may be catered for by the graduate from those universities.

The seven Heads of Departments views on quality assurance practices resonated with those of deans and internal quality assurance officers. One of the Heads of Department expressed how the practice of quality assurance was being practiced:

> We have our Departmental board that ensures that we practice quality assurance. For instance we moderate our examinations after the individual lecturers have set them to ensure that they are of quality standard. We provide the course outlines to the lecturers, theirs is only to implement it. We ensure that the examination board works to safe guard the examination until they are done, and we evaluate the process and activities that we do at the departmental level. I can say yes, we are trying but not perfect; there are a lot of challenges (Personal communication, March 23, 2021).

Information provided by the HODs indicated that there were some efforts put in place to enable the practice of internal quality assurance police in the Departments by asking the academic staff to set bring the examination for moderation.

The researcher also analyzed documents and found that all the three universities which participated in the study had a guide book containing the policy for all the academic activities. These included regulations for teaching, the course outline provision, examination policy, recruitment and admission policy, human resource management and infrastructure

among others. The universities have one main examination and continuous assessment tests which are administered by lecturers. However, these do not meet the dictates of the quality policy that stipulates that lecturers should give students at least three continuous assessments to prepare them for the main examination. The only examination that is moderated is the main examination, but the continuous assessment tests are not moderated and this undermines quality since most errors might have not corrected.

The task of examination moderation is undertaken by the Heads of Departments who organize a panel of specialist in the given disciplines that are offered in the department to moderate the examinations which are set by the individual lecturers who taught the course. The procedure is that all lecturers submit their examination to the Head of Department, and once they are moderated, the examination drafts are returned to the individual lecturers to correct the items that the specialists identified. After the correction they are return back to Head of Department to cross check if all corrections were made and forward them to the examination committee for safe custody till the scheduled time it will be administered to students.

The mode of setting examinations is also a challenge in that some lecturers were trained in Sudan and so have different format than those trained in East Africa and elsewhere. The lecturers who trained in Sudan set direct questions whereas those from East Africa set both knowledge and application questions. In most instance the harmonization of the two modes pause a challenge for the moderators. However, some of the deans expressed that they follow the Bloom Taxonomy in setting which helps both categories of lecturers to set standard examinations.

### 4.3.2 Lecturers Responses on the Practices of Internal Quality Assurance Policy

The lecturers were asked whether they practice internal quality assurance in their teaching process whereby 31 (57%) agreed. This was appropriate since quality of teaching

and learning depends on lecturers 'participation in practices of quality teaching because they are at the center of the educational management and improvement. The finding concur with Askerc (2016) who emphasizes that teaching excellence and quality practices by academic staff is paramount in the context of higher education institutions because it determines the standard of performance of the students that they graduate. Quality of practices was confirmed by one of the Heads of Department during the interview when he said:

> As a head of department, I ensure that I have given the course outline to every lecturer and I follow it up to see that the given lecturer is implementing the course outline correctly. And in case they happen to add some information on it they have to bring to the office for me to review and I approve if it is suitable (Personal communication, March 25, 2021).

Information from the head of department indicates that implementation of IQA enhanced quality teaching services put into practice. On the other hand 23 (42%) of lecturers disagreed practicing quality in their teaching services with the following reasons. Those classes were too large to follow up on what students were doing and they lacked teaching resources that could facilitate the teaching of large classes of over 100 students. In addition, the large numbers of students do not allow the lecturers to give continuous assessment frequently to facilitate the formative evaluation of students. Confirming the incident one of the Deans in the universities said reiterated that:

> In my university most of our qualified academic staff left the teaching profession for other better paying jobs. Most of our staff now are teaching assistants, but according to our policies teaching assistants are supposed to be tutorial persons who work under a professor or a doctor in order to be given guideline on how to handle the class. In such a situation we are really facing serious problems when we talk of quality teaching because the teaching assistants are now working on their own without guidance (Personal communication, March 23, 2021).

The deans response imply that implementation of internal quality assurance policy on quality teaching is not adhered to in some universities. Although the demographic information of lecturers, indicated that majority 74% were Master's Degree holders, they lacked experience as most of them had just graduated. They had less experience on how to handle university students. Although the HoDs gave teaching assistants course outlines, to implement on their own, but it impact negatively on the quality of teaching and learning in the classrooms. This is because they lack pedagogical skills for implementing the course outline content deliver effectively as required from university lecturers.

The mass exodus of qualified lecturers from universities cut across all public universities in South Sudan and poses a challenge to quality of teaching and learning. The universities use of teaching assistance to bridge the gap may not fill in the gap adequately because of lack of skills of quality teaching and learning. The quality assurance guidelines emphasized that one who is to teaching in the university must be a Masters holder or a PhD holder (NCHE, 2012)

### 4.3.3 Auditing of Programmes

Auditing is one of the significant processes in implementation of internal quality assurance in the public universities; it is an instrument that enables the authentication of the

quality of the universities programmes. Lecturers were asked to respond on the type of audits and how often audits are done in public universities of South Sudan Their responses are presented in Table 7

Table 7

*Responses of Lecturers on how often the university programmes are audited*

*Lecturer n=54*

| Responses | Lecturers F | Percentages |
|---|---|---|
| Once every semester | 17 | 32 |
| Once a year | 17 | 32 |
| Twice a year | 3 | 6 |
| Sometimes | 15 | 28 |
| Never | 2 | 4 |

**Source:** Field Data 2021

The responses of lecturers in Table 7 indicated the times auditing was done in the public universities in South Sudan. Equal numbers of respondents 17(32%) of lecturers indicated that audit was done once every semester and once a year. Another 3(6%) of lecturers said twice a year, 15(28%) said sometimes while 2(4%) said never. The responses imply that auditing is done in three different public universities. The 2(4%) lecturers who said auditing is never done imply that those universities violated this aspect of quality assurance practice. According to Quality Assurance for Institutions of Higher Education provided by South Sudan Ministry of Education (2012), auditing is one of the significant activities that must be conducted periodically checking and scrutinizing the processes of teaching and learning and systems in an institution to ensure that there was institutional compliance with quality assurance procedures, integrity, standard and output. The major problem in this area is only that the university staff who are responsible for auditing do not implement the statutes as required by the Ministry of Higher Education

### 4.4 Relevancy of Internal Quality Assurance Policy in Ensuring Quality and Quantity of Academic staff

The second research question sought views from the sampled lecturers and students on the quality and quantity of academic staff in the public universities in South Sudan. Academic staff are the back bone to every quality process of teaching and learning, as every quality education is dependent on the quality of academic staff (Wike & Cahyasari, 2019). The main consideration in the accreditation of higher educational institutions is the quality and quantity of the academic staff. This is because teaching and learning can only be effective if an institution has competent and qualified teaching staff who were capable of preparing the learners into competent future professionals. Table 9 presents their responses.

Table 8

*Responses of Lecturers and Students on Quality and Quantity of Academic Staff*

*Students n=127 Lecturers n=54*

| **Responses of Lecturers (L) and Students (S)** | **L** | **SD** | | **D** | | **UND** | | **A** | | **SA** | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **S** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| All the academic staff exhibit competence in their class delivery | L | 7 | 13 | 11 | 20 | 6 | 11 | 17 | 32 | 13 | 24 |
| | S | 29 | 23 | 23 | 18 | 4 | 3 | 38 | 30 | 33 | 26 |
| They Prepare for their classes well | L | 4 | 7 | 5 | 9 | 8 | 15 | 26 | 48 | 11 | 20 |
| | S | 8 | 6 | 8 | 6 | 18 | 14 | 64 | 50 | 29 | 23 |
| Academic staff are not enough for the large number of students | L | 4 | 7 | 11 | 20 | 6 | 11 | 16 | 30 | 17 | 32 |
| | S | 13 | 10 | 23 | 18 | 14 | 11 | 35 | 28 | 42 | 33 |
| Academic staff provide comprehensive course outline to students in time | L | 9 | 17 | 6 | 11 | 6 | 11 | 17 | 32.5 | 16 | 30 |
| | S | 11 | 9 | 14 | 11 | 11 | 9 | 36 | 28 | 55 | 43 |
| They prepare intelligible assessment test frequently | L | 4 | 7 | 12 | 22 | 6 | 11 | 19 | 35 | 13 | 24 |
| | S | 13 | 10 | 13 | 10 | 10 | 8 | 55 | 43 | 36 | 28 |
| Academic staff are always available for consultancy with students | L | 6 | 11 | 10 | 19 | 5 | 9 | 20 | 37 | 13 | 24 |
| | S | 7 | 6 | 27 | 21 | 10 | 8 | 44 | 34 | 39 | 30 |
| Encourage group discussions and team work among students | L | 4 | 7 | 4 | 7 | 8 | 15 | 23 | 43 | 15 | 28 |
| | S | 8 | 6 | 9 | 7 | 9 | 7 | 45 | 35 | 56 | 44 |
| Guide students in their research work | L | 14 | 26 | 17 | 32 | 4 | 7 | 11 | 20 | 8 | 15 |
| | S | 10 | 8 | 5 | 4 | 7 | 6 | 48 | 38 | 57 | 45 |
| Use relevant teaching and learning resources | L | 4 | 7 | 3 | 6 | 3 | 6 | 27 | 50 | 17 | 32 |
| | S | 7 | 6 | 21 | 17 | 17 | 13 | 42 | 33 | 40 | 32 |
| Set quality examinations for students | L | 3 | 6 | 6 | 11 | 4 | 7 | 25 | 46 | 16 | 30 |
| Give regular feedback to students | L | 2 | 4 | 6 | 11 | 14 | 26 | 21 | 39 | 11 | 20 |

***Key:*** *Strongly Disagree (SA), Disagree (D), Undecided (UND), Agree (A) and Strongly Agree (SA). Lecturers (L) and Students (S)*

**Source:** Field Data, 2021

Table 8 shows that 30 (56%) of lecturers and 71(56%) of students agreed that the academic staff demonstrate competence in their class delivery and in the subject matter. The

subject matter mastery of lecturers is a very significant element of the processes of quality teaching and learning, it helps the lecturer to summarize the concepts and also corrects the students' misunderstandings about the topic under discussion. The findings confirms that of Kamamia, Ngugi and Thinguri (2014) who maintains that the mastery of subject matter is an essential skill that a lecturer requires in teaching and learning process as it has a direct impact on the quality of teaching and learning process. This implies that for lecturers to deliver quality they must possess competence in pedagogical skills in all areas of teaching face to face in classroom set up or online teaching. They should be equipped with the knowledge and skills of setting standardized examinations for students.

Among the study participants 18(33%) of the lecturers and 52(59%) of the students disagreed that the academic staff demonstrate competence in their class delivery and in the subject matter with similar statement. Only a minimal number of 6(11%) of lecturers and 4(3%) of students were undecided. During interviews, heads of departments concurred that some of their teaching staff do not have mastery of the subject matter that they teach. This could be attributed to several factors as expressed by one of the heads of departments:

> In my department most of the teachers are just teaching assistants because the qualified lecturers have gone after greener pastures, somewhere either within the country or abroad. We have educated many of the teaching assistant with the mind that they would come back to help us in teaching but after finishing they never come back to the university. The ones we have now are not yet trained they are waiting to be sent for further studies.

Another head of department reiterated and said that:

> Some of the lecturers we have do not teach relevant subject matter because they only go to areas that they know better but then skip some areas which they might not have mastered. In this case you find that students are not given the full content of the subject matter they are supposed to know and it impacts on the quality of the teaching we give to our students. In some instances it is not the fault of students that they come out of the university and are not able to express themselves or defend the certificate that they have gotten from the university (Personal communication, March 25, 2021).

Information obtained from both heads of departments are a pointer to the dire need of qualified lecturers to improve the quality teaching and learning in public universities. Good teaching does not just happen; it needs thorough preparation on the part of the lecturer to prior gathering of the required content from various learning resources. When participants were asked to indicate whether the academic staff prepared their class well, 37(69%) of lecturers and 93(73%) students agreed with the statement. Quality teaching and learning can only come as a result of thorough preparation of the lesson to be taught and including research for new subject matter in order to make the lesson applicable and relevant to the needs of the learners. The finding is supported by Ko, Sammons, and Bukkum (2016) who attest that preparation is key in quality assurance. That an effective teacher dedicates time to preparation and practices that enrich and clarify the content of the subject matter. He/she is knowledgeable about his/her students', adapting instruction to their needs and anticipating misconceptions in their existing knowledge. The preparation of a class is, therefore, what determines the quality of class delivery and level of students' understanding of the subject matter.

It is important to note that not all participants spoke favorably of lecturers lesson preparation as pointed out by 9(17%) of lecturers as well as 16(13%) of the students who disagreed with the statement. This indicates that in South Sudanese public universities, lesson preparation is a challenge to some lecturers. The delivery of the teaching services for such lecturers their classroom is worrisome of the quality that is delivered to students. Probably that is why at times lecturers only read the text book to the students without much explanation and question to students and leaves the classroom without questions from either students of from the lecturer. Through observation of the teaching activity, the researcher noted that some lecturers only walked into a class with a textbook without a preparation book and started lecturing for the whole time without giving students time for asking questions. Some interview participants confirmed that some lecturers have no time for preparation of classes because they do part-time duties in more than one university. The comments from some of the Deans and Heads of departments are confirmed the findings. One Dean stated:

> Our lecturers are not well remunerated, the salaries are very irregular. For instance, they have stayed without salaries for nine months, and in order to survive, they have to go part timing in some of the private universities in order to make ends meet. This practice lowers the quality of the teaching that these lecturers offer in their classes. Thus, students in both the public and private universities that they teach do not get quality teaching because of less time spent in preparation of the classes (Personal communication, March 25, 2021).
>
> .

And one departmental head added:

> Some of the lecturers do not take time to prepare their classes but go to the older lecturers to ask for notes on the subject they teach. In this way I question the level of understanding of such lecturers because if I give them my notes do they have time to read and conceptualize? This is one of the challenges that we face from the lecturers not getting committed to the preparation of the classes' (Personal communication, March 25, 2021).

In the same discussions from the open ended questions one of the student participants highlighted the fact that lecturers do not take time to prepare their classes well: "our lecturer are always in a hurry, they don't prepare classes well because they always have a lot to do outside our school." Another student added "our lecturers always come to class to read notes from the textbook for us and go without explaining it well to us." These highlights send a message that some of the academic staff do not take much time to prepare their classes and also do not give themselves time to deliver it well, hence lowers the quality of not only teaching services but affects the content delivered as well. All these views point to the fact that Implementation of internal quality assurance was not done well and so did not enhance quality teaching and learning.

Adequate academic staff with expertise in pedagogical skills is key to maintaining quality delivery of teaching services. On whether lecturers in public universities in South Sudan are not enough for the large number of students, 33(69%) participating lecturers and 93(73%) agreed. The researcher noted the fact that lecturers not being enough cuts across all the universities that participated in the study. The outcry of shortage of academic staff was echoed by all participants in the study. One of the requirements of the South Sudan Ministry of Higher Education's regulation for accreditation of a university in South Sudan is that the

university must have adequate teaching staff (South Sudan Ministry of Higher Education, 2012). However, the situation on the ground is different, for instance, information obtained from interviews with the Quality Assurance Officers confirmed the complaint about shortage of academic staff when he said:

> We experience a lot of challenges in all our universities regarding the shortage of qualified academic staff. Most of our qualified staff have left the teaching profession and gone abroad. Some staff were sent for training but never came back. In our National quality assurance policy regulations, for one to teach in the university; one must have a doctoral degree or a Master's degree. Today our universities have resorted to recruiting tutorial fellows as teaching assistants ideally, but the truth is that teaching assistants work alone without guidance, which is against quality assurance regulations for South Sudan (Personal communication, March 25, 2021).

In interviews with the Deans of faculty too expressed that the major challenge in their duties was about shortage of lecturers to teach the courses that are offered in the faculty. They recalled that initially the Ministry of Education did not allow a Bachelors' degree holder to teach, but mentored to handle such a task. Instead, only Masters and PhD holders were allowed to teach in the universities. Currently, because of the challenges facing institutions, even the teaching assistants handle classes alone without a mentor. The heads of Department also reported that shortage of academic staff at the universities led to suspension of some courses because they had no lecturers with such specialization. Students who took such courses were affected and forced to take other courses that they did not opt to study. This fact has also been repeatedly expressed by the students. As one of them said, "The university administration should consider recruiting more qualified academic staff because

we do not have enough, most of our lecturers teach us in many courses which is not good on our part".

The participant's responses indicate that shortage of academic staff is a serious obstacle for implementation of internal quality assurance for quality teaching and learning. When the number of student is higher than the number of lecturers by far, the few qualified lecturers get overloaded and experience burn out. Hence the educational administrators are forced to recruit teaching assistants who are not qualified for teaching activities. The findings concur with Njoroge (2019) who reiterated that some universities today are resorting to recruiting unqualified staff despite the quality assurance regulations issued by the Commission for University Education in their countries. Wike and Cahyasari, (2019) equally expressed the significance of having enough qualified staff, if the universities were to meet the world standards for quality assurance in teaching and learning.

Concerning whether lecturers provide comprehensive course outlines to students on time, 33(61.1%) of lecturers and 91(72 %) of students agreed. Although 15(28%) of the lecturers and 25(10%) of students disagreed, heads of departments during interviews, reported that they provide ready-made course outlines to the lecturers so they do not labor to make them. It makes it easier for lecturers to give students course outline at the beginning of the semester. The course outline is significant in that it provides a place for the lecturers to begin helping the students accept the characteristics of the course they are pursuing, and serve as road map for the students to follow what the lecturer is imparting (Center for teaching excellence, 2021).

Participants were asked whether academic staff prepare intelligible assessment tests, 32(59%) of lecturers 91(72) of students agreed. However, the heads of departments looked at it differently, they stressed that lecturers do not provide frequent and regular assessment and tests due to the larger number of students. Some lecturer may provide only one test per

semester and the final examination. The findings from policy documents analysis concerning continuous assessments expect a lecturer to provide two to three assessment tests in order to be able to follow up on the academic developments of the students. In this aspect the regulations are not followed as per the Students' Guide Book. It implies that the quality of teaching and learning has been hampered as well as quality of education impacted on negatively.

Regarding availability of academic staff for consultation with students, the responses indicate that, 33(61%) of lecturers and 83(65%) of students agreed with the statement while 16(30%) of lecturers and 34(27%) of students disagreed. It can be observed that the lecturers seem to be presenting a positive image of themselves while some students negated their availability for consultation. Students' regular interaction with academic staff at the university assist them obtain significant information about various issues concerning their education. For instance, lecturer-student interactions provide advice and support for emotional or physical concerns, academic intellectual difficulties in conceptualizing some subject matter among others. The staff- students' interaction is meant for students to gain information and the support they very much need (Guilfoile & Krimpelbein, 2017).

According to the National Council High Education (2012) regulations, academic staff availability to students is very important because one of their duties is to ensure that students' academic needs are catered for, in order to improve on students' performance and the quality of education being offered at the public universities. The students' responses have concurred with the responses from the Deans of faculties of Education of the three universities, during the interviews when they said;

> Our academic staffs are rotating among universities in order to be able to meet their needs. The government does not provide regular salaries for the lecturers, yet they also have their needs. The salaries can even stay for nine months, and when it comes, in most cases it is just for one month. Then we continue waiting for the one of the other months. This scenario does not encourage the staff to put effort on working to improve the quality of the university education. (Personal communication, March 26, 2021).

The deans responses on lecturers rotation among universities is of great concern since according to the regulations of quality assurance there is a work limit for a given lecturer so that he/she is not over whelmed by work to offer sub-standard service. Overworked lecturers do not work to the expected standards because they may not have enough time to prepare lessons well and rest as well. The researcher's observations also concurred with the students' responses, in that in many occasions during the research, many staff were not in their offices during certain times of the day. On inquiry, the researcher was informed that they could have gone for classes in the other universities.

The study also asked the lecturers and students to respond to statements as to whether academic staff encourages group discussion and team work among students. The responses showed that 38(70%) of lecturers and 101(80%) of students agreed. Burke (2011) alerts university communities to the fact that teaching and learning in the current century is changing. The world advocates for active learning, and research has proved group work to be good for students and lecturers in the higher educational institutions. Similarly, employers demand for graduates who are capable to perform team work. However, some participants 8(15%) and 17(31%) of students disagreed that the do group work. Students expressed concern that some lecturers only dictate notes and leave immediately after class time is over;

that do not involve learners in class or allow student to ask questions. This was confirmed by one of the student participant who said that "Our lecturers come hurrying to class and after lecturing the also go out hurrying to go somewhere else". The responses from interview with Heads of Departments confirmed that group discussion is not very much used in teaching because of some classes are very large and more over group discussion as a method take a lot of time to conduct. .

On whether lecturers guide the students in their research work, 19(35%) of the lecturers and 105(83%) of the students agreed that lecturers assist the students. Research has proved to be a very important component of the teaching at the universities (Hu & Rijst, 2014). During the interview with the Deans and Heads of Department, the criteria for academic staff promotion was stated that, one must research, publish a number of articles and books, and does community service, to qualify to be an associate professor. The emphasis on this point is that research is now a component of quality academic delivery not only in guiding students but also in staff academic self enhancement. In the National Council for Higher Education's regulations for quality assurances (2012) research was one of the things that were very much emphasized for the development of academic staff and for them to support students to have research oriented minds.

On the other hand, 31(57%) of lecturers and 15(128%) of students disagreed that that they assisted students in their researched work. Analysis of Lecturers response indicates that most of them have not assisted students in their research work. Similar sentiment was echoed by one head of department when he explained that that the lecturers in the department were teaching assistants who do not possess the knowledge of academic writing skills.

Regarding academic staff use of relevant teaching and learning resources, 44(82%) of the lecturers and 82(65%) of students disagreed with the statement. The finding was confirmed by all three categories of participants interviewed; the quality assurance officer, the dean and

the heads of departments talked of the scarcity of teaching resources. They all said a lecturer has only a text book to guide the students as they study. One of the Deans voiced his concerns;

> How can we talk of quality assurance when we do not have the resources for facilitating the quality of the teaching and learning? We do not have enough textbooks such that the learners could also read for themselves so as to facilitate the teaching interaction. We only have the chalk board and the chalk with the one book of the lecturer and that is it.

Teaching resources play a significant role in the process of teaching and learning. They make the teaching more active and enable the students to develop various skills and acquire desirable values and attitudes (Busljeta, 2013). It has been observed that shortage of teaching resources has great impact on the quality of the teaching and learning process and in the current era students learn best when the lessons are accompanied with visual and audio visual aids that they can see and try it out how it works. Adjei, Baffoe, Ansah and Baffoe (2015) argue that lecturers do not make their lesson delivery interesting and practical because they do not use teaching aids in their lesson delivery.

On matters of examinations, all the Heads of Department pointed out that individual lecturer set the examination and then submit to the Head of Department where they are moderated in order to improve the quality. The quality assurance officers also echoed that the regulations for quality assurance demand that all examination be moderated after the lecturers' setting. This was a commendable practice that can help in improving the implementation of internal quality assurance policy in the institutions of higher learning in the country.

Regarding regularly giving of students' feedback, 32(59%) % of lecturers agreed. However, views of the Heads of Department contradicted the teacher's responses they said,

“Classes are too large such that lecturers do not provide continuous assessment test regularly.” Some lecturers admitted they don’t provide regular tests because it is difficult to mark and give learners timely feedback. Students also affirmed. “We are given test only once and the second is the final examination. “Regular feedback to students’ continuous assessment is very important; it helps students improve their performance. Assessment is a keystone in quality academic practices; it helps the students to improve their academic performance as they progress in their studies. It also helps the lecturer to determine the level of understanding of their students. The National Council for Higher Education (NCHE, 2012) emphasized on giving formative continuous assessment to students and providing them feedback in order for them to improve areas of their academic weaknesses.

### 4.4.1 Testing Hypothesis

The study on implementation of internal quality assurance policy for quality teaching and learning in public universities in South Sudan set to test two hypotheses

**$Ho_1$**There is no significant relationship between internal quality assurance policy and quality and quantity of academic staff in public universities**.**

Pearson Product Moment Correlation was used to test the hypothesis. A correlation analysis helped to determine the directions as well as the magnitudes of relationships. Pearson product moment correlation coefficients can present either positive or negative values indicating a direct or inverse relationship respectively. The magnitude of correlation coefficient while range 0.90 - 1.00 = Very strong correlation (Schober, Boer & Schwarte, 2018).

The results follow the following scale: 0.00–0.10= Negligible correlation, range 0.10-0.39 = Weak correlation, range 0.40-0.69 = Moderate correlation, 0.70 - 0.89 = Strong correlation, in table 10 was used to test the first hypothesis $Ho_1$ of the study.

Table 9

*Correlation of Implementation Internal Quality Assurance Policy and Quality and Quantity of Academic Staff in Public Universities*

| | | Quality of Teaching and Learning | Clarity of Assessment | Quality of Infrastructure | Combined QAP Output |
|---|---|---|---|---|---|
| Quality and Quantity of Academic Staff reported by Lecturers | Pearson Correlation | .363** | .438** | .173 | .479** |
| | Sig(2-tailed) | .007 | .001 | .211 | .000 |
| | N | 54 | 54 | 54 | 54 |
| Quality and Quantity of Academic Staff reported by Students | Pearson Correlation | .162 | .202* | .060 | .206* |
| | Sig(2-tailed) | .071 | .022 | .500 | .020 |
| | N | 127 | 127 | 127 | 127 |

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

**Source:** Field Data, 2021

The findings in Table 9 show that lecturers reported positive relationships between quality and quantity of academic staff and the quality of policy implementation variables in the public universities: quality of teaching and learning ($\gamma$ = 0.363, weak), clarity of assessment ($\gamma$ = 0.438, moderate), and quality of infrastructure ($\gamma$ = 0.173, weak). The combined policy implementation variables output has a positive moderate correlate ($\gamma$ = 0.479) with quality and quantity of academic staff. The corresponding $\rho$ values are compared to alpha ($\alpha = 0.05$) and used to test the hypothesis. For the quality of teaching and learning $\rho$ = 0.007 less than alpha, therefore the study rejected $H0_1$ and adopted $Ha_1$ that there is a significant relationship between internal quality assurance policy and quality and quantity of academic staff. Similarly for the clarity of assessment variable reported $\rho$ = 0.001 less than alpha, thereby rejecting $Ho_1$ in favor of $Ha_1$.However, the quality of infrastructure had results

indicating ρ = 0.211greater than alpha, thereby the study failed to reject $Ho_1$ and instead adopted it.

Table 10, also presents the findings about students who reported positive relationships between quality and quantity of academic staff and the quality of policy implementation variables in the public universities given as: quality of teaching and learning (ɤ = 0.162, weak), clarity of assessment (ɤ = 0.202, weak), and quality of infrastructure (ɤ = 0.060, negligible). The combined policy implementation variables output reported by students has a positive weak correlate (ɤ = 0.206) with quality and quantity of academic staff. However, when the corresponding ρ values are were compared to alpha (α = 0.05) in order to test the hypothesis, the following was observed: for the quality of teaching and learning ρ = 0.071greater than alpha, therefore the study failed to reject $H0_1$, instead the clarity of assessment variable reported ρ = 0.022 less than alpha, thereby rejecting $Ho_1$ in favor of $Ha_1$, but quality of infrastructure had results indicated ρ = 0.500 greater than alpha, thereby the study failed to reject $Ho_1$ and instead adopted it.

With a mixed rejection and failure to reject the Ho1 observed in reference to the three Quality Assurance Policy outs put (quality of teaching and learning, clarity of assessment, and quality of infrastructure) the researcher investigated the relationship of quality and quantity of academic staff to the total outputs of the QAP implementation and found the following results: report by lecturers (ɤ = 0.479, ρ = 0.000) and students ((ɤ = 0.206, ρ = 0.020), in both cases ρ values are less than alpha (α= 0.05), therefore the study rejects Ho1 and adopts Ha1 that there is a significant relationship between internal quality assurance policy and quality and quantity of academic staff.

### 4.4.2 Strategies for Ensuring Employment of Qualified and Competent Academic Staff

Participants were asked to give their input on the strategies that were used to ensure employment of qualified academic staff. This is because academic staff are very important in the life any university in the world. Table 10 shows the lecturers and students responses.

Table 10

*Responses of Lecturers and Students on Strategies for Ensuring Competent and Qualified Academic Staff employment*

*Lecturers (L) n=54, Students (S) n=127*

| **Responses of Lecturers (L) & Students (S)** | **L-A** | | **L-DA** | | **S-A** | | **S-DA** | |
|---|---|---|---|---|---|---|---|---|
| | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| Advertisement on media | 34 | 63 | 20 | 37 | 69 | 54 | 57 | 45 |
| Examination and interview | 50 | 93 | 4 | 7 | 85 | 67 | 42 | 33 |
| 6 months' probation period | 22 | 41 | 31 | 57 | 52 | 41 | 75 | 59 |
| Offering workshops/seminars | 45 | 83 | 9 | 17 | 25 | 19 | 102 | 80 |

**Source:** Field Data, 2021

*Key, Agree (A), Disagree (DA), Frequencies (F) and Percentage (%)*

The Lecturers and Students were asked to respond to the statements that ensure quality and competent academic staff employment, 34( 63%) of lecturers and 69(54%) of students agreed that in order to employ a competent qualified academic staff the university should advertise in the public media so that the best can be selected. The responses from both lecturers and students confirmed what the Deans and HODs explained about employment of staff. The Deans explained the procedures that were supposed to be followed when employing a new academic staff. One of the Deans explained as follows:

> The university used to have a policy for academic staff employment; it used to be the HOD of the specific Department who presents his/her need to human resource officer who advertises the position. The applications are received by the HOD and together with the Dean and senior academic staff a panel is organized in order to conduct interview and only the best candidate would then be employed. Today things have changed, because it's the Vice Chancellor who now appoints people, sending them to the HODs to employ them. In this case it becomes difficult to determine the quality of the staff being employed (Personal communication, March 26, 2021).

The views from heads of departments imply that employment policy for the academic staff was not adhered to strictly as it had been when the policies were first established. This calls for something to done in order to ensure that the internal quality assurance are adhered to so as to improve the quality of the academic staff that are employed in the faculties of education in the public universities in South Sudan. HODs expressed similar complaints of being dictated upon and cannot choose the best for their departments. One commented:

> The quality assurance policy statutes from the National Council of Higher Education are very clear on employment of competent academic staff. In our university handbook we also have clear guidelines on employment of academic staff but of late the principle are not being observed.

Recruitment of academic staff requires the procedures and regulations of quality assurance policy provided by the South Sudan National Council of Higher Education to be followed so that the challenges faced in recruitment of academic staff may be sorted. The public universities need to adhere to the internal quality assurance policy and the universities

policies in the students guide book so that the challenges to recruitment may be reduced if not sorted out completely.

An option for employment of quality staff was to subject the job applicants to examination and interview. In response majority 50(93%) of lecturers and 85(67%) of students agreed that examination and interviewing of the candidates prospective academic staff can ensure that competent staff are recruited. Academic staff are the crucial players in the central activities of the higher educational institutions. In order for the university to obtain and maintain high quality services of teaching and learning the academic staff should be competent and selected with great care. Munyoro, Nyandoro, and Guti (2016) concur with the researcher's perception, that recruitment and selection of university academic staff is very critical for the maintenance of the educational standard, quality, and competitiveness.

The lecturers and students were also asked whether giving newly employed academic staff probation of six months could help the university select the best and competent staff, majority 31(57%) of lecturers and most 75(59%) of students disagreed with the view. participants argued that if the staff are given a long probation period he/she may not be settled in the work place because he would keep on thinking that at the end of time he/she may not be confirmed as a permanent staff.

Quality assurance officers suggested that the probation period be reduced to three months, six months is too long. It's part of the policy for quality assurance that a newly employed staff must be mentored, and observed for a period of time before being engaged fully. The Deans informed the study that it is normal university practice that newly employed staff are given a period of probation in order for them to learn the university ethos and job expectations. The probation period guarantee that the graduates we get from the universities are empowered and nurtured with skills and expertise from the academic staff in order for them to contribute to national development at various capacities (Otoo & Agyei, 2018).

Academic staff are formatters of the national work force or professionals, so if the academic staff are weak they will also produce weak work force.

On whether offering workshops/seminars is the best option to enable universities ensure competent academic staff are employed, 45(83%) of lecturers and 25(20%) of students agreed. During interviews, HODs too concurred with the lecturers views because in the process the newly employed lecturers are mentored. The findings agree with Akuegwu, Nwi-ue and Etudor-Eyo (2013) who expounded that lecturers' participation in workshop/seminars enable build their capacity and enhance their effectiveness in university quality deliverance. It transforms the role performance, abilities and skills of lecturers in such a way that they fit adequately into the challenges of the teaching job. The HoDs reiterated that in the past they used to have frequent formative workshops for the university teaching staff that are not organized currently. The students 102(80%) disagreed and expressed that workshops and seminars are too short formation programmes, for the lecturers. Instead students suggested that tutorial fellows need a serious course for them to grow academically.

### 4.4.3 Lecturers Suggestions on ways to Improve Academic Staff Recruitment Procedures

The lecturers expressed their views on the significance of the academic staff recruitment procedure, saying recruitment of academic staff is one the crucial university exercises which determines the quality of staff and the quality of teaching and learning. Therefore, it should be undertaken with great care and diligence because academic staff are the processors or formatters of the students. Whatsoever they impart to the students is what goes out to the public as graduates or human resource for the public. Lectures made the following suggestions:

The employment procedure for new faculty staff should start from the Department. The HOD should be the one to recommend the applicants for interview with a panel of

experienced and competent professional of the specific Department and faculty. This view was echoed by some of the lecturers. The vacant position should be advertised by the HOD, who knows the needs of the Department and the applications be sent to the Department. The university employment policy must be adhered to in order to avoid issues of corruption, nepotism and employment of incompetent candidates, since the policy is clear and advocated for transparency and adherence to quality procedure.

Another suggestion was that applicants should be subjected to practical class teaching, so that their teaching skills or abilities may be tested before they are entrusted with full-time teaching responsibilities.

All documents presented by the applicants must be scrutinized since there is so much forging of certificates in the ICT age, most especially those who study abroad. Concerning recruitment of teaching assistant tutorial fellows, the university handbook guidelines or policies must be followed. The HODs should ensure that the students whom they retain as teaching assistants should have obtained a first class honors degree, and be guided by senior staff for a period of at least two years, thereafter, be sent to upgrade their certificates. In the interview with the quality assurance officers, they too concurred with lecturers similar views emphasizing adherence to quality policy in order to be able to raise the standard of the universities. One of the officers said:

> We were so organized when we were in Khartoum; it was not a problem to follow all the policies regarding quality assurance in our faculties. We were able always to employ academic staffs who were capable of handling the class without any problem and that was because there was professional screening of the applicants.

The information above imply that the Quality assurance Office do acknowledge the practice of the quality policies the country was one. This therefore, calls for reawakening to revert to best practices to improve the quality assurance practices in the public universities in

South Sudan. The Deans on their part expressed the need to improve the mechanism, as one the Deans remarked:

Our system has become weak now, the screening of new academic staff to work in the faculty of education need to improvement. We need prior screening in order to choose the best candidates to serve in the faculty. We need to follow our statutes in the students' handbook regarding recruitment.

The findings are similar to those of Worku and Sime (2016) that stressed that in most cases universities do not follow their staff recruitment policy or document procedures and they end up recruiting sub-standard staff who were not competent enough to handle the university classes and students and it impact on quality and standard of the institution.

**4.4.4 Students Suggestions on Maintenance and Motivation of Academic Staff**

The participants were asked to suggest ways which could help in maintenance and motivation of academic staff. The first suggestion was that the government of South Sudan should improve the salaries of the staff and pays it regularly. The university should create a good cooperation spirit and communication in order to encourage the academic staff to have interest in their work. Another group of students said that the university should organize up grading workshops and seminars regularly in order to improve the quality of the academic staff, and enable them build confidence in their work. The university administration should also create good management system that would encourage the academic staff to stay. In addition, they should give scholarships for academic staff to upgrade their academic qualifications and make them feel that the university cares for their well fare. That the university administration should find other ways of motivating the academic staff, may be through good social communication, provision of all the resources that they need in their work, to make it interesting for them. Lastly the students said the university should provide other incentives, to boost the life of the lecturers, for instance transport allowance, health

allowance, house allowance and others that can make them find meaning in their work. From one open ended question, lecturers gave similar suggestions in order to retain academic staff and curb their leaving the teaching profession, for better paying jobs. For instance one of the lecturers put it as follows:

> Teaching is a noble profession, and it is also the backbone of all professions in the world so we cannot afford losing lecturers just like that. I think it is a high time our government wakes up to do something about this matter. The standard of education right from the basic schools up to university is deteriorating, it is seriously sinking.

The information obtained indicated that attrition of qualified lecturers is rampart. The universities need to do something not only to revert the situation to previous Sudan academic practices at the higher institution of learning but also introduce the modern skills and technology to assist lecturers' improve the quality of teaching and learning. Delayed salaries de-motivated the staff, hence the government needed to improve the regularity of salary payment as well as other services to support staff. This was supported by one of the Deans when he said:

> We need to improve our work communications, cooperation and transparency in dealing with each other so that we can encourage each other on what to do to change the situation.

Another Dean remarked:

> We as intellectuals at the university, we have a say to advice the government of what to do when it comes to remuneration of staff, in the face of the inflation that we are facing. What we lack is that there is no collaboration between the educational institutions and the political sector. Politicians impose things on educational sector and the consequence is a disaster in the running of the educational institutions. The example I can provide here is that the staff recruitment policy is not being observed, the same applies to other issues pertaining to the university system (Personal communication, March 26, 2021).

Foregoing something missing regarding the collaboration and communication among the various levels of the academic staff. The fact remains that it is very urgent to do something regarding communication and collaboration in work in order to improve the quality of work in the public universities and help retain the qualified university academic staff in the public universities.

**4.5 Quality of Students' Recruitment and Admission**

Students' recruitment and admission is one the important exercise that institutions of higher learning take great care to exercise in order ensure that right candidates are recruited. In South Sudan the exercise of students' recruitment and admission is undertaken by both the Ministry of Education and the public universities are guided by a policy. According to NCHE (2012) admission into the institutions of higher education (universities, technical colleges etc.) is undertaken annually through an open and transparent process by the Higher Education Admissions Committee of the NCHE. The minimum requirement is South Sudan Certificate of Education or its equivalent with at least

five credits. Table 11 show responses of lecturers and students on the recruitment and admission of students to the public universities.

Table 11

*Lecturers and students Responses on Quality of Student Recruitment and Admission in Public Universities*

*Lecturers (L) n=54, Students (S) n=127,*

| **Responses of Lecturers (L) and Students (S)** | **L S** | **VP F** | **%** | **P F** | **%** | **G F** | **%** | **VG F** | **%** | **E F** | **%** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| We have good recruitment and admission policy | L | 2 | 4 | 15 | 28 | 18 | 33 | 6 | 11 | 13 | 24 |
| | S | 6 | 5 | 6 | 5 | 24 | 19 | 28 | 22 | 63 | 50 |
| Academic staff handling recruitment of students are qualified &experienced | L | 1 | 2 | 7 | 13 | 14 | 26 | 23 | 43 | 9 | 17 |
| | S | 1 | 1 | 8 | 6 | 32 | 25 | 58 | 46 | 27 | 21 |
| Academic qualifications of students joining university checked & confirmed | L | 2 | 4 | 8 | 15 | 15 | 28 | 13 | 24 | 16 | 29 |
| | S | 2 | 2 | 5 | 4 | 17 | 13 | 22 | 17 | 81 | 64 |
| Recruitment procedures are always very transparent and fair | L | 4 | 9 | 15 | 28 | 14 | 26 | 13 | 24 | 7 | 13 |
| | S | 6 | 5 | 8 | 6 | 41 | 32 | 38 | 30 | 34 | 28 |
| Academic staff advise students to apply for relevant courses | L | 3 | 6 | 9 | 17 | 19 | 35 | 12 | 22 | 11 | 20 |
| | S | 25 | 20 | 22 | 17 | 32 | 25 | 25 | 20 | 23 | 18 |
| The university has good orientation programme and counseling services | L | 6 | 11 | 10 | 19 | 19 | 35 | 8 | 15 | 11 | 20 |
| | S | 6 | 5 | 14 | 11 | 24 | 19 | 37 | 29 | 46 | 36 |

Key: Very Poor (VP), Poor (P), Good (G), Very good (VG) and Excellent (E)

**Source:** Field Data 2021

The process of recruitment and admission is one of the important exercises that is undertaken in most cases by the institutions themselves to ensure that quality policy is adhered to, but in the case of South Sudan it is done by the Ministry of Education. The lecturers and students were asked to confirm the statement that said, “We have a good recruitment and admission policy”; 18(33%) lecturers responded that it is good while15

(28%) termed it poor. On hand a majority 63(50%) of the participating students saw the recruitment and admission policy as excellent; only a minimum 6(5% termed it poor. In the findings, most of the lecturers only said good but did not commit themselves to say excellent and the other group of lecturers felt the policy is poor. The students on their part felt the recruitment policy was excellent.

Information obtained from interviews with the quality assurance officers, showed that the country has a policy of recruitment, the process takes about three months to conduct and ensure that critical screening of those who passed genuinely is done and they are placed in right courses in universities. Despite the policy being in place, we have some loop holes that at times interferes with the policy. It was stated by one of the officers as:

> The weak point in our recruitment process is that we delay in advertising the new intakes. Such that we can accumulate groups of students up to three years and when it comes to recruit them we find that the number is too big for the universities to accommodate all such that some are left out. Another problem is every parent wants their child to join the public university. So, you find that there is high competition for students to join the university, such that at times those who genuinely deserve to join are left out. Other weaknesses such as corruption and nepotism also find their way into the system (Personal communication, April 4, 2021).

The expression implies that Quality Assurance Officers are aware of the weakness in the recruitments and admission system, but have no put strategies in place to curb the situation. It also implies that the Internal Quality Assurance policy on recruitment is not adhered to hence incapable students are recruited and admitted into universities and that affects the quality of student intake. The Ministry of Higher

Education need to do something improve some of these short fall in the recruitment system in order to get right number and quality of the students being admitted to the universities.

The findings from the interview with the Deans of faculty concurred with the lecturers that student recruitment system is good, but also noted it has some weaknesses. These include delay in advertising the intakes, and the other problem is the level of preparation of the candidates seems not to be very good because of the kind of students they get in their classes. Deans observed that a student could be having a clean certificate but is not able to perform at the university. This raised a concern on the credibility of those certificates, the screening and intake process as well as the preparation at the basic schools. On this issue one dean commented, “for instance one of the best students for medicine last year was not able to performance at the university yet the certificate reads that he passed very well”.

The Heads of departments on their part said that the recruitment policy was good in that they received students who were processed by the Ministry of Education though it has its short comings. For instance, they do not give their students placement test in order to test their capability before joining the university. The rationale being that the policy says whoever is sent to the university must be accepted as per the certificate he or she carries. Experience has shown that some of the students join but then drop out because they are not able to cope up with the university studies as one of the Head of department reiterated:

> I tend to think that the impact of the Arabic language is still on, so I feel that government should allow all the students who had their basic school in Arabic to continue in Arabic until we faze them out then we can continue in English. Such experience is hampering seriously the quality of our university education, and I feel that we must address it if we want to improve the quality and the standard of our university education. (Personal communication, April 4, 2021).

One of the statements asked whether academic staff who handled recruitment of students are qualified and experienced, both 23(43%) of the lecturers and 58(47%) of the students termed it very good. Recruitment of students is a significant exercise that the every university must pay attention to the procedure of conducting it because it's the source of clients to the university's mission. It is also important that it is carried on by experienced people because they have the values to impart right at the point of entry to the university. The findings agree with Graham (2013) who emphasizes that experienced educational staff contributes to their work performance positively, ensuring that behaviors, environment and processes are welcoming and efficient.

The question on whether academic qualifications of the students to join the university are always checked and confirmed, 16(30%) of the lecturers and 81(64%) of students consented that it was excellent. The findings from the interviews, however, disagree with what the lecturers and students said. The Heads of Departments particularly said there must be a lope hole in the screening because of the instances where a student is not able to perform at the university yet has been screened and posted to the university. One of the perplexed HODs said;

I always wonder when we receive students from the Ministry of Education who have under gone screening and are not able to perform in class. It leaves me wondering

whether student forged his/her way or it is the basic education at the secondary school which is not good in that it does not create a sound base for the students we receive at the university.

The Deans of faculties had similar complaints regarding the screening of the students joining the university. They noted that some students are not able to express themselves fluently in English implying that some of the quality problems are imported right from the secondary schools. The Deans expressed a need of reformation at the basic education level so that at the university level students may be able to cope with the studies. This was expounded by one of the Deans when he remarked:

> I think the government needs to check on the curriculum that is being implemented at the primary and secondary school, because it is not offering us the best at the university level. Our teachers training schools for sometimes have not been functioning, so even to get qualified primary teacher is a problem. We really need to do something to change the situation otherwise our educational level is deteriorating (Personal communication, April 4, 2021).

Information obtained from deans imply that quality assurance practice in the process of screening the students is very important hence the system needed a thorough check up, on whether recruitments procedures are always very transparent and fair, 14(26%) of lecturers and 41(32%) students termed procedures as good. According to the National Council of Higher Education regulations, Recruitment and admission of students to universities have to be done annually in an open and transparent process. The exercise was undertaken by the Higher Education Admission Committee guided by the National Council of Higher Education and universities only receive the list of students assigned to them (NCHE, 2012).

Information obtained from deans of the faculty of Education indicated that the public universities do not take part in the national recruitment and admission of students, the entire process is undertaken by the Ministry of Education. The universities only receive the list of names of students to be admitted. The only admission process undertaken by the universities is the admission of private sponsored students, that university's admissions office processes and screen before admission. The Deans express that, "what is lacking in our national admissions process is we do not have close communication whereby we could also give our views regarding the conduct of recruitments and admission. We feel that the ministry could also organize for placement tests before students are sent to the various universities, so that we can avoid the issue of students not being able to cope with the university standards".

Heads of Departments concurred with the lecturers and students that procedures are good, but pointed out the need for their improvement. They said the Ministry of Education is not prompt in undertaking the recruitments and admission; this is because there is a delay when students stay long at home before they are admitted to the university. The delay has negatively affected students in that they forget all that they had learnt before joining the university. Some of the HODs expressed the significance of the universities testing the candidates before accepting them in class so that the screening process of admission is complete. In one of the open ended questions, one of the HODs said, "Admission guidelines concerning faculties and their responsibilities is not well clarified for the applicants and it creates confusion for the learners to choose what is of his/her standard".

The quality assurance officers acceded that recruitment of students exercise lacked adherence to the quality assurance policy particularly of intakes annually. That the Directorate of Admissions at the Ministry of Education accumulates a large number of students and others are left out. When all are taken, the university classes are congested with a large number of students in a class that the lecturer is unable to control. This impact

negatively on the quality of teaching and learning as well. On whether academic staff advise students to apply for relevant courses, 19(35%) of the lecturers and 32(25%) of students rated it as good. This implies that the majority of the participants termed it as poor. It means then that if students are not guided properly on the selection of courses, they may take wrong courses which they do not enjoy learning. Confirming the incident one of the lecturers wrote in open ended questions as follows:

> We do not have enough access to new students; we only get them after they have already made their choices. It is true that parents should guide their children in their choices of courses they want to pursue at the university, but in most cases they are the ones who mislead them. For instance a parent will opt for his/her child to study medicine, yet the child does not have a capacity to study medicine. The best thing that the university could do is to allow students to change their choice in the first week of study if they find that the course they have chosen is a wrong one (Personal communication, April 7, 2021).

During interviews, Deans reiterated that academic staff advice to students is rare because by the time they get the students, the students have already made their choices. But they do remedy some when they come across cases and advise them to change although in most cases against the will of their parents. In South Sudan most parents would like their children to do courses like medicine, engineering, business and computer science, but not education. In most instances their children would not have qualified for such a course. This where the problem arises of wrong choice of courses which students are not able to pursue. The finding agreed with Ciodanu (2013) who observed that universities seem to have neglected students support services of advising and counseling. When designing the programmes that focus on the students, the institutions should take into consideration the fact

that they needed more guidance and counseling in order to find their individual academic paths in a more flexible educational environment. The lecturers' advice to students is very important most especially at the instances when students have to make a crucial decision regarding their academic life quality teaching and learning is to be achieved.

Regarding the universities' orientation programme and counseling services, 19(35%) of the lecturers rated it to be good while 46(36%) of the students rated services to be excellent. Orientation is one of the important exercises that universities undertake to enable the new candidate fit into the university system and life style. It is an activity that supports the transition from the secondary school into higher education, and it needs careful and diligent preparation. This is in line with Owusu, Tawiah, Cythia and Onyame (2014) who emphasizes that orientation programmes provides fresh students with good academic information regarding academic programmes, policies and regulation that enhances students learning and participation in orientation programmes impacts on students' performance.

Deans of faculty confirmed that orientation is an exercise that is stipulated in the university quality assurance regulations. It is done at the beginning of the new academic year, when new students are oriented into the university policy and regulations. Despite its significance, it is not properly done due to a number of challenges. These include lack of funds and time for academic staff to do the orientation programme as well as students not turning up for the orientation. The HODs also concurred with the Deans saying orientation is normally not taken serious by both the academic staff and students and one of the HODs said:

> For us here, we become serious on the day of the first lecture, most of our students do not take the orientation serious, and so they don't come for it. But we do have good orientation programmes that are very informative and can help them if they attend(Personal communication, April 7, 2021)..

Information from HoD indicates that orientation is significant to be adhered by students and lecturers. It is an eye open to enable them know all aspects of the university they are joining, its organization structure, the faculties there they are housed, academic policies and course on offer among others.

### 4.5.1 Internal Quality Assurance Policies on Recruitment and Admission of Students

The lecturer and students participants were asked to give their views on the impact of recruitment and admission of students to the university. Quality recruitment and admission policy result to good graduate produce from the university's quality teaching and learning. Table 12 shows their responses.

Table 12

*Responses of Lecturers and Students on influence of Recruitment and Admission of Students on teaching and Learning*

*Lecturers n=54 Students n=127*

| **Responses** | **Lecturers** | | **Students** | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Enable fast understanding | 52 | 96 | 71 | 56 |
| Enables teachers to use improved methods | 44 | 82 | 70 | 55 |
| Minimizes malpractices in examination | 48 | 89 | 68 | 54 |
| Improve the ability of students to learn | 44 | 82 | 68 | 54 |
| Improve quality of teaching and standard of learning | 43 | 80 | 53 | 42 |

**Source:** Field Data, 2021

Table 12 shows the responses of the lecturers on impact of recruitment and admission of students on teaching and learning, 52(96%) of the lecturers and 71(56%) of students said it facilitate fast understanding of the new concept taught by the lecturers. When student recruitment procedures are adhered to, the qualified students are selected and placed in the right courses they had selected. They pay attention and committed to learning the content

delivered by the lecturers thus enhancing their understanding. Appropriate recruitment also lead to improvement of teaching methodologies pointed out by 44(82%) of the lecturers and 70 (55%) of the students. University teaching requires lecturers to actively engage learners to create and disseminate knowledge. This implies that the course has to be intellectually stimulating to students. Appropriate recruitment of capable students enable lecturers to use active learning methods in universities. These include case studies, seminars, project methods and small group discussions that facilitate students search for knowledge as well as interpreting the results.

About 48(89%) of lecturers and 68(54%) of students, said that recruitment and admission minimizes level of malpractices in examination because students are capable of understanding and can respond to questions easily. Good examination items require students to not only to read and interpret new information, but also analyze and apply knowledge to new situations. Only those students with academic credentials can manage this mental exercise. This was confirmed by 43(80%) of lecturers and 53(42 %) of students who said that good recruitment and admission procedures improve quality of teaching and standard of learning.

Good recruitment and admission procedures improve the ability of the students to learn and understand. This was suggested by 44(82%) of lecturers and 68(54%) of students. Recruitment and admission is very important in many aspects of the university studies. It is not only undertaken for purposes of getting students to teach but for getting good quality students who are capable of the higher education. It is also through good recruitment strategies that the quality assurance policy is also exercised to market the university and its services. The findings concurs with Nwedu (2019) views that globally universities are actively seeking new strategies for recruiting and admitting students from across countries as

it was believed that effective student recruitment and admission provide great payback for universities and students.

The Deans of faculties of education expounded the significance of recruitment for the universities as well as for the individual who is being admitted to the university. However, deans raised concern that the quality assurance policy guidelines and required strategies in universities of South Sudan were not followed. One of them said "we in South Sudan, it is not that we do not have the policy but it is that we do not follow our policy and strategies as required. There is a lot of interference from people outside the educational sector, who impose their powers and do things out of context".

The quality assurance officers also said strategies are in place but the practice is not perfect. It is true that recruitment an admission of students, when well done it impacts on the quality of students that you get in your university classes are satisfying. But as of now our systems are not functioning well we need really to improve our systems just by following the regulations a little bit more seriously.

### 4.5.2 Hypothesis Testing

The study on implementation of internal quality assurance policy for quality teaching and learning in public universities in South Sudan set to test two hypotheses. **$Ho_2$:** There is no significant relationship between internal quality assurance policy and students' recruitment and admission in public universities in South Sudan.

A correlation analysis helped to determine the directions as well as the magnitudes of relationships. Pearson product moment correlation coefficients can present either positive or negative values indicating a direct or inverse relationship respectively. The magnitude of correlation coefficient while range 0.90 - 1.00 = Very strong correlation (Schober, Boer & Schwarte, 2018).

The results follow the following scale: 0.00–0.10= Negligible correlation, range 0.10-0.39 = Weak correlation, range 0.40-0.69 = Moderate correlation, 0.70 - 0.89 = Strong correlation, in Table 13 was used to test the first hypothesis $Ho_2$ of the study and also test the second hypothesis $Ho_2$: There is no significant relationship between internal quality assurance policy and students' recruitment and admission in public universities in South Sudan.

Table 13

*Correlation of Implementation Internal Quality Assurance Policy and Quality of Recruitment and Admission of Students in Public Universities*

| | | **Quality of Teaching and Learning** | **Clarity of Assessment** | **Quality of Infrastructure** | **Combined QAP Output** |
|---|---|---|---|---|---|
| Quality of Student Recruitment and Admission reported by Lecturers | Pearson Correlation | .396** | .351** | .083 | .403** |
| | Sig (2-tailed) | .003 | .009 | .550 | .003 |
| | N | 54 | 54 | 54 | 54 |
| Quality Student Recruitment and Admission reported by Students | Pearson Correlation | .235** | .391** | .405** | .501** |
| | Sig (2-tailed) | .008 | .000 | .000 | .000 |
| | N | 127 | 127 | 127 | 127 |

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

**Source:** Field Data 2021

Results from Table 13 showed that lecturers reported positive weak correlation for two policy implementation variables in the public universities, that is, quality of teaching and learning ($\gamma = 0.396$) and clarity of assessment ($\gamma = 0.351$), but the quality of infrastructure had a negligible correlation ($\gamma = 0.083$). The combined policy implementation variables output has a positive moderate correlate ($\gamma = 0.403$) with quality of student recruitment and admission in public universities. The corresponding $\rho$ values are compared to alpha ($\alpha = 0.05$) and used to test the hypothesis. For the quality of teaching and learning $\rho = 0.003$ less than alpha, therefore the study rejects $H0_2$ and adopts $Ha_2$ that there is a significant

relationship between internal quality assurance policy and students' recruitment and admission in public universities. Likewise, the clarity of assessment variable reported ρ = 0.009 less than alpha, thereby rejecting $Ho_2$ in favor of $Ha_2$. However, the quality of infrastructure had results indicating ρ = 0.550 greater than alpha, thereby the study failed to reject $Ho_2$ and instead adopted it.

The results about the students show all positive correlates for students' recruitment and admission and the quality of policy implementation variables in the public universities given as: quality of teaching and learning (ɤ = 0.235, weak), clarity of assessment (ɤ = 0.391, weak), and quality of infrastructure (ɤ = 0.405, moderate). The combined policy implementation variables output reported by students has a positive moderate correlate (ɤ = 0.501) with students' recruitment and admission in public universities. The corresponding ρ values were compared to alpha (α = 0.05) in order to test the hypothesis, the following was observed: for the quality of teaching and learning ρ = 0.008less than alpha, the clarity of assessment reported ρ = 0.000 less than alpha, and quality of infrastructure had results of ρ = 0.000 less than alpha. For the students' recruitment and admission, the study rejected the hypothesis $Ho_2$ and adopted the alternative $Ha_2$.

The researcher finally investigated the relationship of students' recruitment and admission with the total outputs of the QAP implementation and found the following results: report by lecturers (ɤ = 0.403, ρ = 0.003) and students ((ɤ = 0.501, ρ = 0.000), in both cases ρ values are less than alpha (α= 0.05), therefore the study rejected $Ho_2$ and adopts $Ha_2$ that there is a significant relationship between internal quality assurance policy and students' recruitment and admission in public universities in Southern Sudan.

### 4.5.3 Suggestions for Improvement of Students' Recruitment and Admission Process

The lecturers and students were asked to suggest ways of improving the process of recruitment and admission of students; and they came up with the following suggestions:

employ more lectures, 18 (33.3%) l suggested that; the Admissions office should blot out favor of students with low marks. It should employ some qualified staff to work with the Director of Admissions. The students constituting 29 (22.8%) opined that the government should employ more qualified people to work in the admission office to curb mistakes in admission of wrong people to the university.

Another 17 (32%) of lecturers was that there should be proper scrutiny of students, checking both their photo and their faces to verify whether they are really the ones to avoid forgery of certificates, since today everyone want to join the university even if they have not qualify. The students on their part, 17 (13%) said the government should devise a testing policy so that only qualified and quality students can be admitted to the university.

They suggested evaluation of foreign certificate, 15 (28%) lecturers and 22(17) Students said the foreign certificates should be verified by the foreign embassies and the bearer of those certificate be tested before accepting them to join the university.

The Directorate for admission should ensure that they admit students every year to avoid the problem of accumulating many groups of students who should join the university for three to four year before they join. It inconveniences students as they are young people who also grow and may lose interest in school due to the long stay at home. They should make sure that all the certificates are authenticated and strictly take average percentage required by the particular faculty; this was suggested by 4 (7%) lecturers and 24 (19%) students. Another suggestion by the students, 35 (28%) said let the universities be allowed to guide students' choices of courses, so that they don't choose courses that they cannot manage to pursue.

The quality assurance officers 5(83%) were also asked to suggest ways in which the system of recruitment and admission of students could be improved according the quality assurance policy, they said the policy is just good the only problem are the officials working

in those offices, who need to improve their way of observing the policy. They also said regarding the problem of delaying admission the government has to work out some modalities to ensure that students are recruited and admitted in time not overlapping to other years.

The Deans on their part Said, “what we lack in our ministries it the review of our policies and evaluation of the work of the officials who work on the admission of student”. One of the Deans pointed out that;

> It is true that around the admissions time many parents to do complain about the admission criteria, but in most case we as the education official we do not pay attention to them. We take it that all parents want their children admitted even when they did not qualify, but I think some of their complaints could be genuine and we need to look in to it.

It was clear from the findings that both Deans and Quality Assurance Officers do acknowledge the fact there were some weaknesses in the process of students recruitment and admission to the public universities in South Sudan.

The HODs when interviewed about students recruitment and admission, and asked if they would suggest what could be done to improve the process, they said “the best way is to always evaluate our performance so that we can be able to see our short falls.” They also said “we as educators should collaborate, the Admissions office should work closely with the universities that is when they can be successful.” Another suggestion was that the Ministry of Higher education should always organize educative workshops and seminars that bring universities together with the recruitment staff to share ideas on how we can improve our work.

### 4.6 Relevance of Internal Quality Assurance Policy on Teaching, Learning and Assessment Methods

The study sought to obtain views on the relevance of internal quality policy to teaching, learning and Assessment methods. This enabled the researcher to determine whether the recommended teaching methodologies are applied in public universities of South Sudan. Several statements regarding teaching methodologies were given to the sampled teachers and students and were requested to rate the extent to which they are applied in their universities. Their responses are presented in Table 14.

Table 14

*Lecturers and Students Responses on Quality of Teaching, Learning*

*Lecturers (L) n=54 Students (S) n=127*

| **Responses of Lecturers (L) and Students (S)** | **L & S** | **NVO** F | % | **NO** F | % | **NS** F | % | **O** F | % | **VO** F | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Lecture Method | L | 0 | 0 | 4 | 7 | 0 | 0 | 13 | 24 | 37 | 69 |
| | S | 6 | 5 | 20 | 16 | 10 | 8 | 37 | 29 | 54 | 43 |
| Group Discussion | L | 16 | 30 | 19 | 35 | 8 | 15 | 4 | 7 | 7 | 13 |
| | S | 50 | 39 | 31 | 24 | 7 | 6 | 37 | 29 | 2 | 2 |
| Simulation or Demonstration | L | 16 | 30 | 7 | 13 | 16 | 30 | 6 | 11 | 9 | 17 |
| | S | 25 | 10 | 47 | 39 | 26 | 20 | 19 | 15 | 10 | 8 |
| Question/ Answer Method | L | 6 | 11 | 19 | 35 | 8 | 15 | 14 | 26 | 7 | 13 |
| | S | 10 | 8 | 36 | 28 | 17 | 13 | 31 | 24 | 33 | 26 |
| Field Trip and Project | L | 12 | 22 | 15 | 28 | 15 | 28 | 8 | 15 | 4 | 8 |
| Writing | S | 33 | 26 | 29 | 22 | 30 | 23 | 25 | 20 | 10 | 8 |
| Drama and Role Modeling | L | 13 | 24 | 14 | 26 | 13 | 24 | 11 | 20 | 3 | 6 |
| | S | 57 | 45 | 27 | 21 | 27 | 21 | 11 | 9 | 5 | 4 |
| Reading and Comprehension | L | 6 | 11 | 21 | 39 | 8 | 15 | 9 | 17 | 10 | 19 |
| | S | 18 | 14 | 34 | 27 | 18 | 14 | 30 | 24 | 27 | 21 |
| Experiments | L | 4 | 7 | 21 | 39 | 8 | 15 | 17 | 32 | 4 | 7 |
| | S | 38 | 30 | 14 | 11 | 27 | 21 | 33 | 26 | 15 | 12 |

***Key:*** *Not very often (NVO), Not often (NO), Not sure (NS), Often (O) and Very Often (VO)*

**Source:** Field Data, 2021

Table 14 shows various teaching methodologies used in universities. Regarding lecture method, a majority of 50(93%) of lecturers and 91(72%) of students rated it as often used in teaching. Only 4(5%) of lecturers and 26(21%) of students mentioned lecture method is not often used. This implies teaching in public universities of South Sudan is usually one way, from the lecturer to the student. Although it enables the lecturer to cover voluminous work, it does not assist learners to internalize what is taught since it involves rote learning. All the sampled deans and HoDs confirmed that lecturer method was commonly used in their universities lecturers. The rationale being that the universities lack adequate course books. Only lecturers have a single book. This was confirmed by one of the Deans when he said:

> Our lecturers here only use lecture method which is teacher centered. I know you will ask me why, because today the world is advocating for learner centered methods of teaching. But we cannot afford it because we have no books. It is just one book for the lecturers and the students follow dictated notes which do not offer much to be sincere.

The findings also illustrate that group discussion which is one of the interactive methods of teaching in universities is not often used in as indicated by a majority of 35(64.8%) of lecturers and 81(64%) of students. Only a few lecturers 11(20%) and 39(31%) of students indicated group discussion are used often. The findings are worrisome as students are not equipped with skills for creating knowledge through discussions and sharing of information and that is likely to affect the future application knowledge in the workplace. Simulation or demonstration method was rated not often used as indicated by 23(43%) of the sampled lecturers and 72(57%) of the students. Only a few 15(28%) of the lecturers and 29(23%) of students indicated simulation method of teaching was often used.

Question and answer is another interactive method of teaching used in universities. About 25(46%) of lecturers and 46(36%) of students indicated it as not often used by

mentors. The finding show that only  a small proportion lecturers employ it for teaching in public universities of South Sudan as pointed out by 21(39%) of the sampled lecturers and 64(50%) of students.  When used effectively, higher order questions enable learners to create new knowledge. These questions neither have a single correct answer nor can they be obtained by recalling what one has learnt. Instead the questions require a student to organize one's thoughts, look for evidence to interpret or make generalizations. Commenting on teaching methodologies, one of the Deans added:

> The other teaching methods like group discussions, question answer methods are not so much used in our universities because some of the classes are too large up to one hundred plus students. Those methods like group discussion require much time and follow up of the lecturer with every group in order to able to be effective. The question answer method somehow is used but with again few students participating because we also have problem of some students not being fluent in English (Personal communication, April 13, 2021).

Field trip as a method of teaching involved students going out to the field to collect data in order to achieve specific objectives. It involves a scientific observation, recording, analysis and interpretation of various geographical phenomena and how human beings relate to them. This is advantageous because it enables the learner to apply knowledge gained in class to a real life situation. Despite its merits, the study found that 27(50%) of lecturers and 62(49 %) of students rated field trip and project writing methods as not often used. This deprives students to use their observation skills to reason logically and make objective judgments. Only a few 12(22%) of lecturers and 35(28%) of students rated it as often used. That enabled the learner to be familiar with the environment in which they live by acquiring

appropriate attitudes and skills with which to interpret and improve the environment. Regarding drama and role modeling, 27(50%) of lecturers and 84(66%) of students rated it as not often while 16(30%) rated it as often used. Reading and Comprehension was not used often as stated by 27(50%) of sampled lecturers as well as 52(41%) of students whereas 57(45%) rated it often used. On the other hand experiments which enable learner to do practical on science subjects to test specimens are not often used .This was pointed out by 25(46%) of lecturers and 52(41%)of students. The finding, however, indicated that at times experiments were used as a method of teaching as indicated by 21(39%) of sampled lecturers as well as 48(38%) of the participating students. Commenting on the same teaching methodology, another HOD remarked:

> The use of the other teaching methods like field trip requires funds to organize a trip for students, and in our situation now the university has no money to for such. In the past yes we use to go across the country to other counties with students. These methods field trip is not being practice not even drama and role modeling. Personally as a professional teacher, I feel that we as lecturers are losing our professional teaching skills (Personal communication, April 13, 2021).

Generally, information obtained from the study show that the teaching methodologies stipulated in the Universities' guide books and Internals Quality Assurance Policies are not correctly adhered. For instance, Universities' guide books stipulates that lecturers have to diversify their teaching methods and use creativity in the mode of delivery in the classroom so as to enable students to actively participate and easily understand the new concepts put across for them. It was also emphasized in the quality assurance policy for higher education statutes (2012), that lecturer and all who teach in the higher education classes have to use

simple but effective methods of helping learners to understand the lessons taught clearly. They have to create interest in the students in order for them to be eager to investigate more of the subject matter.

Observation of classrooms in the universities studied indicated lecture was the most commonly teaching method universities and a sparingly question answer method. This implies students were passive reduced to listening, copying notes that leads to superficial learning. In all science laboratories, no teaching charts were displayed on the walls. In other words they lacked all modern teaching materials like overhead projectors; computers etc. The studied universities were not networked hence lacked internet services and do not even have regular electricity in the university. Absence of interactive methods of teaching like the group discussion, drama, role modeling affect the provision of the quality of teaching and learning process in public universities in South Sudan.

### 4.6.1 Challenges Faced in the Process of Teaching and Learning

Lecturers and students were asked highlight the challenges that are encountered in process of teaching and learning. The internal quality assurance policy can only be implemented when there are no obstacles to the practices of teaching and learning, and when both students and lecturers have good environment for work and study. Their responses are shown in Table 15.

Table 15

*Lecturers and Students' Responses on the Challenges Faced in Process of Teaching*

Lecturers n=54 Students n=127

| **Responses** | **Lecturers** | | **Students** | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Lack of teaching materials e.g. text books | 27 | 50 | 45 | 35 |
| Lack of internet services | 21 | 39 | 34 | 26.8 |
| Irregular salary payment | 17 | 32 | 25 | 20 |
| Large crowded classes | 29 | 30 | 23 | 18 |

**Source:** Field Data, 2021

Table 15 showed the responses of lecturer and students on the challenges encountered in the process of teaching in the public universities, 27( 50%) of the lecturers and 45(35%) of students said one of the challenges is lack of teaching materials like the text book, charts, Flip papers and the like. The other challenge was lack of internet services at the campus, 21(39%) of lecturers and 34(27) students highlighted on that since today a lot is learnt from the internet. Irregular salary payment was also pointed out as a challenge by, 17(32%) lecturers and 25(20%) students were saying lecturers were sometimes reluctant to work because their salaries are always delayed for several months. The large crowded classes were also cited by 29(54%) lecturers and 23(18%) students as challenges. Students were not able to learn comfortably in crowded classes; only those near the teacher will understand, those far may not get much of the lesson.

The findings from the interviews with the quality assurance officer, Deans and HODs concur with the findings from the lecturers and the students. Lack of teaching resources was mentioned practically by all the participants in the study. As one of the Quality assurance officers expressed:

> How can we even emphasize issues of quality assurance to the faculties when they don't have money to purchase the teaching resources? The government needs to provide the universities first then we can now talk of the supervision of the quality of teaching and learning and the environment in which learning is taking place (Personal communication, April 13, 2021).

From the responses it is clear lack of provision of the teaching resources impedes the practice of internal quality assurance. The Deans concurred about lack of teaching resources and added delay of lecturers' salary as well. These demoralize lecturers to an extend that some do not also turn up for classes regularly because they engage themselves elsewhere to earn their living.

Overcrowding in classes was another challenge that negated quality teaching since lecturers could not interact effectively with the entire class. Some universities lack electricity services hence cannot be provide internet services. The use modern devices as alternative are quite expensive. The researcher confirmed from observation, that all three sampled universities lack key facilities that would facilitate quality work. For instance, one university did not have a library and relied on the neighboring university for reading resources. Universities with libraries were not equipped with adequate textbooks, other books were outdated.

Observation of the facilities revealed further that computer laboratories were also not well equipped. Only 29 were available for use with a student population of 6000. Science laboratories were not stocked with specimens and reagents for conducting experiments. There was a major flaw for students doing science subjects. At times lecturers would send their students to do their experiments in a nearby laboratory for veterinary science. Internet communication technology centers were not yet installed in those universities. Lack of these

key facilities negatively affected the quality of teaching and learning services. It means the internal quality assurance policy on facilities was not adequately implemented in public universities in South Sudan

### 4.6.2 Assessment Methods used in Public Universities

The study sought the views from lecturers and students on assessments used in the public universities. Assessment methods are important as they enable lecturers to get feedback on the level of learners' understanding. The students also get to know how best they are performing and if they find that they are weak, they get a chance to improve their work. Table 16 presents the responses.

Table 16

*Lecturers and Students Responses on Assessment Method used in Universities*

| **Responses** | **Lectures** | | **Students** | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Continuous assessment | 35 | 65 | 73 | 58 |
| Final examinations only | 11 | 20 | 18 | 14 |
| Both final examination and continuous assessment | 51 | 94 | 110 | 87 |
| Research project writing | 46 | 85 | 68 | 54 |

**Source:** Field Data, 2021

Table 16 shows the findings from the responses of lecturers and students on assessment methods used in the public universities in South Sudan, 35(65%) lecturers and 73(58%) students responded that continuous assessment was one of the methods used in the universities. Another 11(20%) lecturers and 18(14%) students said final examination only. Regarding the assessments still, 51(94%) lecturers and 110(87%) students said both final examinations and continuous assessment test were used in assessing students at the university. Lastly, 46(85%) lecturers and 68(54%) students said research project writing was also a part of the assessment that was undertaken at the university.

The findings from the open ended questions Students expressed the significance of assessment to their academic endeavors saying, “Continuous assessment tests help me to know at which level I am in my learning, so when I see that I am far from my target I try improve my reading skill”. Assessments do not only help the students alone as one of lecturer also commented say, “We give continuous assessment test to students not only to know how they were performing but how we were capable of imparting the knowledge in such a way that students can understand and conceptualize”.

Assessment is very important educational activities it lays a foundation for all that is undertaken in the educational institution although it is not an end by itself. Stancescu and Draghicescu (2017) argued that assessment is not a final summit in the educational process, but it has become a central part of the process, providing both teacher and students with the fundamental critic for enhancement their educational activities. The findings from the interviews with Dean and HODs, provided an insight on how significant assessment is as part of the educational activities, as one of the Deans put it saying;

> Assessment is not the teaching itself but a means to enable us understand how much we are imparting in the student and how much the student is getting from us in our university, we have continuous assessment test, which serve as formative evaluation and it is marked out of 20% and the final examination which also serve as summative evaluation is marked out of 80% to make the student get a final marks is 100%, we always cherish continuous assessment because it helps our students to improve academic learning status(Personal communication, April 14, 2021).

One of the HODs remarked that;

> Education without assessment is not education, because the learner does not get the knowledge, skills and attitude at one go it is a gradual process activity. In our university we have the continuous assessment tests and final examination. We mark the continuous assessment out of 20% and the final examination out of 80%. My experience of teaching has given me insight to value continuous assessment in that students who in the beginning cannot perform after a number of assessments are now able to perform better(Personal communication, April 14, 2021)..

As per the findings the we would say that quality in teaching and learning can only be achieved when continuous assessment are employed alongside the final examination for students to perform better in their educational activities. And that educational administrators need to emphasize to their academic staff the significance of continuous assessment as well as all other assessment that improve the process of learning for without assessment it not possible to measure the quality to teaching and learning.

### 4.6.3 Students' awareness of the Assessment Policy

Lecturers and Students were asked to state means used by university management to make them aware of the assessment policy. Knowledge of the policies enable those in charge of their implementation to be transparent and committed to do it accurately. Table 17 gives their responses.

Table 17

*Lecturers and Students' Responses on How Students are made to know the Assessment Policy*

*Lecturers (L) n=54, Students (S) n=127*

| **Responses of lectures (L) and Students (S)** | **L A** | | **L DisA** | | **S A** | | **S DisA** | |
|---|---|---|---|---|---|---|---|---|
| | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| Though orientation | 33 | 61 | 21 | 39 | 81 | 64 | 46 | 36 |
| Through reading Students handbook | 17 | 32 | 37 | 69 | 55 | 43 | 73 | 57 |
| Policy posted on notice board | 20 | 37.0 | 34 | 63 | 55 | 43 | 72 | 57 |
| Through general assembly reminder /in course outline | 23 | 43 | 31 | 57 | 24 | 19 | 103 | 811 |

Key*: Agree (A) and Disagree (DisA)*

**Source:** Field Data, 2021

Table 17 showed the responses of lecturers and students on how the policy guiding the conduct of assessment is made known to students, 33(61%) of the lecturers and 81(63.8%) students said it made known at the orientation at the point of entry to the university. While 23(43%) lecturers said through the students general assembly meetings, but the students 103(81%) on the other end disagree on the point. The lecturers, 37(69%) and students 73(57%) disagreed on the point of knowing the policy through reading the students'. They were also asked whether student were made to know the policy through posting the policy on the notice board, 34(63%) of the lecturers and 72(57%) students disagreed with the statement.

The findings from the interviews with the Deans and HODs, agreed with what the lecturers and students agreed and disagreed upon. The assessment policy is made known to students at the orientation when the students have just joined the university. A Dean remarked on the fact that the policies are introduced to students at the entry point and are not later reminded as it should be. He said:

> At the orientation we read for the new students the university policy about various academic activities that students should undertake, but later on we do not follow up as it should be. We have the students' handbook yes but of late we are not even printing it, since the universities have no money for many academic activities, so there is a break in the chain of communication that is why at times things are not done the way they should be. The quality conduct of assessment and observation of regulations guiding it is very important to the students as well as to the academic staff also(Personal communication, April 14, 2021).

The HODs on the other hand said they introduce the university policy to students at the time of orientation, but sometimes during the students' general assembly which is very rare these days, so mostly at orientation time. It is very important for us to make the policy known to the students if we really want quality learning in our university. All deans students, lecturers, HODs acceded that the public universities have policy guiding the conduct of assessment. But students are not very well sensitized about the policy since it is only done at orientation. It implies then that those who missed the orientation at the beginning of the school year will have missed the knowledge of all the policy.

### 4.6.4 Clarity of Assessment Policy

Policies are very important in an institution such as university, and for a policy to be effective, it must be known to the implementers. Therefore, lecturers and students were interrogated on the clarity of the assessment policy used at their university. Several policies were given to the study participants and asked to state the degree to which they were clear. The responses are presented in Table 18.

Table 18

*Lecturers and students Responses on Clarity of Assessment Elements in Public Universities*

*Lecturers (L) n=54 and Students (S) n=127*

| **Responses of Lecturers (L)and Students (S)** | **L & S** | **NVC** F | % | **NC** F | % | **NS** F | % | **C** F | % | **VC** F | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Class Presentation | L | 3 | 6 | 7 | 13 | 3 | 6 | 24 | 44 | 17 | 32 |
| | S | 0 | 0 | 10 | 8 | 2 | 2 | 44 | 35 | 58 | 46 |
| Examination Regulations | L | 2 | 4 | 0 | 0 | 2 | 4 | 22 | 41 | 28 | 52 |
| | S | 1 | 1 | 11 | 9 | 7 | 6 | 31 | 24 | 77 | 61 |
| Examination Administration Procedures | L | 2 | 4 | 0 | 0 | 5 | 9 | 28 | 52 | 19 | 35 |
| | S | 4 | 3 | 16 | 13 | 10 | 8 | 45 | 35 | 52 | 41 |
| Re-Sitting for Examinations | L | 0 | 0 | 6 | 11 | 5 | 9 | 21 | 39 | 22 | 41 |
| | S | 1 | 9 | 16 | 13 | 17 | 13 | 37 | 29 | 46 | 36 |
| Penalties for Irregularities | L | 6 | 11 | 2 | 4 | 7 | 13 | 9 | 17 | 30 | 56 |
| | S | 18 | 14 | 18 | 14 | 22 | 17 | 24 | 19 | 45 | 35 |

***Key**: Not very clear (NVC), Not Clear (NC), Not Sure (NS), Clear (C) and Very Clear (VC)*

**Source:** Field Data 2021

Table 18 showed the responses of the lecturers and students on the clarity of the assessment elements. Most of the lecturers 24(44%) said the class presentations were clear, whereas most of the students 58(46%) also said they were very clear. Both lecturers and students said that that there are procedures for doing the class presentations. The lecturers give the topic a month earlier for the students to prepare before it is presented in class. In the part of examination regulations, majority 28(51.9%) of the lecturers said they were very clear and majority of the students 77(61%) concurred on the same. They explained that every examination is prepared following the directive for the conduct of examination in the students' handbook. The students are notified a month to the period of examination through notices on the notice board, the examination timetable is displayed so that every student may prepare the examination for the specific day. The regulations are also displayed as a reminder for students to refrain from malpractices. In conducting examination, the sealed envelope is

brought to class and invigilators open the envelope in front of the students. One of the students and the invigilators are supposed to sign to prove the authenticity of the examination.

Regarding the re-sitting of examination most of the lecturers 22(41%) rated it as very clear and the students, 46(36%) also rated it as very clear. They said re-sitting of examination is done when a student failed a course, and is done in most cases at the beginning of the next semester so that the student may clear the failed course and move to the next class. Lastly regarding the penalties for irregularities were rated by majority of the lecturers, 30(56%) as very clear and the students, 45(35%) also said they were very clear. The participants expressed that penalties are given when student cheat in examination, it is either suspension for a semester, a year of dismissal in case of a student is caught several times heating in examinations.

During interview with Deans and HODs regarding the assessment elements used concurred with lecturers and the students responses. They said all the regulations regarding the assessment and its elements have been clearly stipulated in the students' guide book. One of the HODs expressed that:

> When we do things not the right way, it is not that we do not have the regulations to guide us. It is sometimes out of negligence or just we want to do things our way. Despite the presence of the regulations there are still some short fall with students following the regulation for example when it comes to examination, we still find some malpractices being practiced by students. Others would not like to re-sit even if they fail but these are just the short falls that we have in the observation of the regulations (Personal communication, April 19, 2021).

A Dean also remarked that:

> We have very clear regulations in our books formally, but in the practice we have some short comings. At times it was due to large classes so lecturers become reluctant to follow what has been put for them and partly the main issue which is derailing our activities is the issues of the salaries which make lecturers become reluctant to do many things they are supposed to do(Personal communication, April 14, 2021).

There are clear regulations for assessment but the obstacle to its perfect use are the large classes and the lack of remuneration which make lecturers reluctant to give their time fully to the teaching and learning process as it should be. In this case it also impact on the practice of internal quality assurance in the classroom teaching and learning.

### 4.6.5 Rating of the Quality of Assessment System in Public universities

The lecturers and students were asked to rate the quality of the assessment system used in the universities in South Sudan. Assessment has a very significant role in the practices of quality teaching and learning and in the educational practices as a whole. The idea is to understand the perception of the participant about the assessment system used in the universities.

The rating of the assessment system, 20(37%) of the lecturers rated it as effective, 15(27.8%) rated it as very effective, but there was also a significant figure of lecturers who rated it as ineffective, 16(30%). On the other hand, 49(39%) of students rated it as very effective while 38(30%) rated it as very ineffective. Comparing the responses of lecturers with the one of Students we find that the student rated the system to be very effective and also a significant number of students rated it to be very ineffective. Whereas the lecturers rated it moderately, that is 20(37%) just said, it is effective not very and again the16 (30%) said it is ineffective not very ineffective. Since the lecturers are knowledgeable of what

actually is happening in the university about the quality of teaching, learning and assessment so they could not rate it higher. It also shows that the students are not knowledgeable about the quality of assessment system so they just rated as they imagine it to be.

The QAO, Deans and HODs were also interviewed on the quality of the assessment system, and they said formally it should be effective but still the actual practice may not be as expected due to many other factors. One of the Deans enumerated the factors as follows:

> First for the assessment to be effective, the lecturer must be competent, secondly for the assessment to effective, lesson must be taught well, thirdly, there must be all the teaching resources require. And lastly the class size must be 40 to 50 students maximally but in our case we have classes of 100 and more students, so the assessment may not be that very effective to some(Personal communication, April 14, 2021).

The Quality Assurance Officer also expressed that:

> Our quality assurance policy is very clear, but us as a university in most cases we go against the regulation, when we talk in terms of the class size, when we take of staff ratio to students, when we look at the teaching resources, then you find that even the assessment may not be effective because many things were missing that according to the policy must be there in order for effective quality teaching and learning to take place as well as the assessment system(Personal communication, April 14, 2021).

The findings from the interview gave the researcher a light on what actually is take place regarding assessment of the student at the university. The quality of assessment and the number of tests given to student may not be sufficient due to the obstacles that were narrated by the Dean and the Quality assurance officer. Therefore, there is need for the government to

revisit the policy on internal quality assurance how it is being implement in the various schools in the country.

### 4.6.6 Mechanism used by the Faculty of Education to Ensure Quality Teaching and Learning

The study investigated the mechanisms used by the Faculty of education to ensure that quality teaching and learning is taking place in the public universities in South Sudan. Lecturers were asked give their views of the mechanisms and their responses are as shown in Table 19 on the various modes used by the administrators to ensure quality teaching and learning.

Table 19

*Responses of lecturer on mechanism for ensuring quality teaching and learning*

*Lecturers n=54*

| **Responses of Lecturer** | **F** | **%** |
|---|---|---|
| Mentoring newly employed lecturers | 25 | 46 |
| Classroom supervision by HOD/ Dean | 17 | 32 |
| Inter-active teaching | 8 | 15 |
| Workshops for lecturers | 2 | 4 |
| Frequent evaluation meetings | 1 | 2 |

**Source:** Field Data 2021

From the finding in table 19 the responses of the lecturers to the mechanism of ensuring quality teaching and learning, shows that most lecturers, 25(46%) said mentoring of the newly employed lecturers is mostly done. Others said classroom supervision by the HOD and Dean and these were 17(32%), another group yet said inter-active teaching and this was by 8(15%) of lecturers, then 2(4%) said offering workshops for the lecturers and the last group said having frequent evaluation meeting would help in ensuring quality of teaching and learning and these were 1(2%).

The finding from the above responses shows that the most used or accepted mechanism is mentoring. The other mechanisms or strategies such as the frequent evaluation meetings, earned a least percentage yet in ensuring quality of teaching and learning it is the most needed mechanism. Workshops for new lecturers are very important as it acts as an induction programme to fit them into the modern new system of the higher education. Ismail (2018) emphasized that educational supervision is crucial in support for educators' professional development and helping them to use the modern interactive method of instruction, for effective quality teaching and learning. Workshops are also very important in the life of new lecturers, since it has many values such as helping them to build self-confidence, stimulates creativity in lecturers and enables sharing of ideas with other lecturers which will enrich their teaching in the classroom (Louw, 2015).

In the process of the interview with the Deans and HODs, they too were asked about the mechanism for ensuring quality teaching and learning. The Deans reaction to this was that the mechanisms are in place, but the major constrain to all these is the issue of not having the finance to facilitate the provision of teaching resources and even for facilitating the workshops for the lecturers. One the Deans had this to say:

> We try to mentor our newly employed teaching assistance and lecturers, but when they get to class they get a demoralizing situation, congested classes with no microphones, no computers and projectors, for use of power point that could at least help to reach the students, then finally they to relax remain with lecturer only(Personal communication, April 22, 2021).

In the modern world quality of teaching and learning can only be acquired through serious observance of the internal quality assurance policy. The quality and high standard of the university teaching and learning need modern mechanism of improved and interactive

method of teaching to be employed which require skilled professional and resources. The training of highly qualified specialist must meet strict requirements of a high level professional competence (Kutbiddinova, Eromasova, and Romanova, 2016).

### 4.6.7 Moderation of Examinations as a Mechanism for Ensuring Quality Teaching and Learning

Moderation of examination is an important exercise that is under taken prior to administration of examination to students. The exercise is done by either internal examiner or external examiners, depending on the quality assurance policy of each university. Ombasa (2017) says that, the reason for the moderation of examination is to determine its quality and standard, and partly because each lecturer need to lean on each other to be able to see clearly their own short falls. The lecturers were asked whether they moderate examination before it is administered to the students. Majority of the lecturers, 50(92.6%) agree that they do moderate the examinations before it is administered to the students, while 4(7.4%) disagree that they do not moderate the examinations. For those universities who do not moderate examinations, is already an issue not observing the quality assurance policy (2012) that stated that all examination must be moderated by expert lecturers. Table 20 reflects the responses of the lecturer on who moderates the examinations.

Table 20

*Lecturers' Responses on Who Moderates the Examinations*

| **Responses of Lecturers** | **Agree** | | **Disagree** | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| Departmental academic committee | 29 | 54 | 25 | 46 |
| Faculty academic committee | 25 | 46 | 29 | 54 |
| External examiners | 7 | 13 | 47 | 87 |
| Heads of Department | 44 | 82 | 10 | 19 |
| Deans of Faculty | 25 | 46 | 29 | 54 |

**Source:** Field Data 2021

Results in Table 20 shows that lecturers gave various committees responsible for moderating examination drafts. About 29(54%) agreed that examinations are moderated by the Departmental academic committee; while 25(46%) disagree with the statement. Another group of lecturers 25(46%) agreed that moderation is done by Faculty Academic Committee, whereas 29(54%) disagree on the statement. About 47(87%) of lecturers disagreed on the statement that examinations were moderated by external examiners while 7(13%) agree on the statement. Another group of lecturers yet, 44(82%) agree that examination are moderated by the HOD whereas, 10(19%) disagreed. There were 29(54%) of lecturers who agree that examination were moderated by the dean of faculty and 25(46%) agree on the statement that examinations are moderated by the dean of the faculty.

Lecturers responses indicate that 47(87%) disagreed that examinations are not moderated by external examiners. Quality Assurance of institutions require supervisors who are not part of the play so as to be able to see clearly where the mistakes are. That is why the Ministry of Higher education has a section of Quality Assurance Department equipped with special staff who work is to supervise the work of the institutions and provide feedback on the findings. In the universities the directorate of quality assurance members must be part of the moderation team since they checking for quality standard. The findings show that it is the Head of Department who is responsible for the moderation of the examination as 44(82%) of the lecturers agreed on that option.

Information from interviews with the Quality Assurance Officers, Dean and HODs have shaded light on how moderation of examination are done in the three sampled universities. Quality Assurance Officers (QAO) said examinations are some of the crucial exercises that are undertaken by the universities, so the internal quality assurance officer join with the HODs to ensure that all examinations that are set are of high quality. One of the QAO Said:

> We used to involve external examiner in our moderation of examinations because we want quality and to maintain the standard of our university. The procedure was that we in Juba give our examination to be moderated by our colleagues in Bahr Algazal and when we get back the feedback we incorporate the corrections before we administer the examination to our students. It was very good our standard was high but of late that practice is no longer there and moderation of examination is now done within the Department. (Personal communication, April 22, 2021).

One of the Deans also had this to say:

> Moderation of examination is an important part of the preparation for examinations, we as Deans work together with the HODs to ensure that lecturers set examinations and give them to the HODs so that a panel of specialists in all the set disciplines sit together to moderate the examination. The reason for this is we want to ensure that the examinations that we give to our students are of quality. The Deans also repeated what Quality Assurance Officers had said what was done in the past, about universities collaborating in moderation of examinations(Personal communication, April 22, 2021).

The Dean did acknowledge the fact that moderation of examination by external examiners was very significant and it adds a lot of value to examination items. They also echoed the fact the practice is no longer there, but this does not rule out the chances of making it work again as it was in the past. Heads of Departments also explained how moderation of examination takes place. They said we have a policy regarding examination preparation, moderation and administration. When we prepare examination we make sure that

the policy is followed as stipulated in our guide book. One of the HODs explained how they moderate examination:

> We normally tell our academic staff to prepare examinations according to the covered course outline and prepare them in time so that we as HODs prepare a panel of senior lecturers who are specialist in the various field of the examinations that we are going to moderate. Once they have moderated, we give them back to the individual staffs to put in the corrections and send it back to the HODs for cross checking before they are passed to the examination committee who works on processing them. The thing that we always think about is the quality in the examination moderation. Now we still moderate examinations in the Department but I feel that the old practice of having an external eye was better(Personal communication, April 22, 2021)..

All these views show that internal quality assurances practices did impact positively on setting examinations. The researcher found that moderation of examination is crucial and it takes place in all the universities as per policy and procedure guiding the exercise However, information obtained from QAO, Deans and HODs indicate that external examiners were not involved which is a great omission. The involvement of the external examiners in a university setting is one of the requirements by the Ministry of Higher Education's National Council, (2012) that external examiners be involved in the process to ensure quality standard of examination setting. It also one of things touches on the implementation of the internal quality policy, about in ensuring quality setting of examination and moderating them. Therefore, there is a need that the public universities improve their practices in the preparation of examinations and moderation.

**4.7 Infrastructure and Teaching Resources Available at the University.**

The fifth research question sought views from lecturers and students to indicate the status of their universities' infrastructure and the teaching resources. Infrastructure serves as fundamental catalyst to that enable institutions to function. The teaching resources on the other hand act as driver to enable students understand and conceptualize the teaching.

Infrastructure and teaching resources are, therefore, the stimulators of academic endeavors. Infrastructure has a significant role in development of an educational institution. As used in this study, the term infrastructure encompasses library facilities, science laboratory, and computer laboratory among others. In order for an educational institution to be successful in its programmes and in management of internal quality of the institution, it must be well equipped with the entire good and necessary infrastructure (Kapur, 2019). NCHE (2012) provide regulations such as; all universities and technical colleges whether public or private, must be located on a sizeable piece of land and developments there on including buildings, roads farms/garden sand playing fields. The institution master plan must have the following: Land area not less than 250 sq meters, space for lecture halls and seminar rooms, libraries, laboratories/workshops, ICT/ computer and internet services, Administrative space, academic staff offices and recreational facilities, students' union and recreational space, assembly and mass meeting areas, students' accommodation and staff accommodations and dining halls. In the current study the lecturer and student were asked to give their views regarding the infrastructure available in their universities the responses are illustrate on Table 21.

Table 21

*Lecturers and students Responses on Quality of Infrastructure and Teaching Resources in Public Universities*

*Lecturers (L) n=54, Students (L) n=127*

| **Responses of Lecturers (L) and Students (S)** | **L S** | **VIA** F | % | **IA** F | % | **FA** F | % | **A** F | % | **VA** F | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Library | L | 17 | 32 | 17 | 32 | 11 | 20 | 5 | 9 | 4 | 7 |
| | S | 50 | 39 | 21 | 17 | 32 | 25 | 11 | 9 | 13 | 10 |
| Text Books | L | 15 | 28 | 17 | 32 | 12 | 22 | 9 | 17 | 1 | 2 |
| | S | 18 | 14 | 36 | 28 | 30 | 24 | 27 | 21 | 16 | 13 |
| Lecture Halls | L | 7 | 13 | 18 | 33 | 14 | 26 | 10 | 19 | 5 | 9 |
| | S | 20 | 16 | 13 | 10 | 34 | 27 | 30 | 24 | 30 | 24 |
| Computer Laboratories | L | 17 | 32 | 13 | 24 | 18 | 33 | 5 | 9 | 1 | 2 |
| | S | 47 | 37 | 23 | 18 | 30 | 24 | 15 | 12 | 12 | 9 |
| Furniture | L | 11 | 20 | 18 | 33 | 15 | 28 | 8 | 15 | 2 | 4 |
| | S | 32 | 25 | 30 | 24 | 32 | 25 | 12 | 9 | 21 | 17 |
| ICT Services | L | 17 | 32 | 16 | 30 | 17 | 32 | 3 | 6 | 1 | 2 |
| | S | 60 | 47 | 31 | 24 | 15 | 12 | 10 | 8 | 11 | 9 |
| Clinic | L | 20 | 37 | 17 | 32 | 10 | 19 | 5 | 9 | 2 | 4 |
| | S | 86 | 68 | 15 | 12 | 11 | 9 | 8 | 6 | 7 | 6 |

**Key:** Very inadequate (VIA), Inadequate (IA), fairly adequate (FA), Adequate (A) and Very adequate (VA)
**Source:** Field Data 2021

From the finding in Table 21 it indicates that, 18(33%) lecturers rated the library as very inadequate whereas 4(7%) said it very adequate. The students 50(39%) said the library is very inadequate and only 13(10%) said it was very adequate. When it comes to the textbooks, 17(32%) lecturers said it was inadequate and 1(2%) rated it as very adequate. The students 36(28%) said the textbooks were inadequate and only 16(13%) said it is very adequate. The lecturers 18(33%) said the lecture halls were inadequate whereas, 5(9%) said they were very adequate. Lecturers 17(32%) said the computer laboratory was very

inadequate whereas 1(2%) said it was very adequate. In the side of the students, 47(37%) rated it as very inadequate and 12(9%) said it very adequate. When looking at the furniture, 18(33.3%) of the lecturers said they were inadequate and 2(4) said they were very adequate. The students on the other side 32(25%) said the furniture is very inadequate and only 21(16.5%) said the furniture is very adequate. The internet services were rated by the lecturers, 17(32%) to be inadequate and 1(2) said it was very adequate. In the side of the students, 60(47%) said it is very inadequate and only 11(9) said it was very adequate. The clinic also was rated by 20(37%) lecturers to be very inadequate and only 2(4%) said it was very adequate. The students 86(68%) said the clinic is very inadequate and 7(6%) said it is very adequate.

The general findings from responses in Table 21 indicate that the infrastructure is inadequate in terms of space and also in terms of equipment's. The library building without books of diverse disciplines is not of much help to neither students nor teachers, the lecture halls are nothing with having the resources for teaching in those halls and all the others like the computer laboratory, furniture, ICT and the Clinic are all very essential services that must be well deliver if quality teaching and learning is to take in the universities.

In the interviews finding from the QAO, Deans and HODs, all of them have concurred with the finding from the lecturers and the students. The quality assurance officers who were interviewed said our public universities were established look time ago when the number of students was still small so now the space is no longer enough for the number of the students we have. In terms of books the all our libraries are not well equipped the books are now out dated.

The Deans also acceded that the library space not being enough, and in all the three public universities that participate in the study, their students' population has grown triple

time as from the time of establishment. One of the Deans gave the approximate student population in all the three universities saying:

> In the first place most of our universities were established not in their own premises; they occupied the premises of secondary schools by then. But up to date they have not yet constructed the real campus in its own place. In terms of population the oldest among the public universities have a population of about 21,000 students, the others have 6,000 students and the number is increasing every year but the infrastructure has remained the same (Personal communication, April 29, 2021).

Another Dean added saying:

> We are living in the era of computers where the universities should have enough computers for office work and for teaching. Like in my office here I am a Dean but I don't have a computer in my office. I use my personal lap top and when I am away from office then nothing can be done in terms of typing something that might be urgent. Our classes are big we would need computers so that we can also use power point with a projector but event that is impossible, then you can see when we talk in terms of offering quality education in the 21st century without all these, is it possible? (Personal communication, April 29, 2021).

Still in the interviews with the Deans one of them commented that:

> I feel that we in South Sudan need a lot to be done in order to get in line with the current world universities' requirements. In a university like ours we do not have constant power supply, and if we have to research we need the electricity to be able to use the computers. The Wi-Fi services are not even there, we rely on telephone bundles which cannot do heavy duty work. There are no efficient internet services in the university; we have to go out of here if we want to use such services, so when we talk in terms of quality we are still far from that. It is possible to get there if the government put effort to improve the public universities' infrastructure and also the quality of academic staff. (Personal communication, April 29, 2021).

The HODs interviews concurred with the deans views regarding university infrastructure. The expressed that faculty of education is the mother faculty for all other faculties because we deal with training of people who will have to go out there and also train others. The faculties of education need to have the best services so that we can deliver the correct things that are required out there, in the secondary schools and even in the basic school, take for instance our curriculum specialist, at time they are used by the Ministry of general education to help in development of the curriculum the basic schools. One of the HODs expressed:

> We teach science students, but we teach them only the theory our laboratories are not equipped with all the reagents that we need for the science experiments. Now in our case in our university here, the only laboratory which is functional is the physics laboratory. The Chemistry and Biology laboratories are not functional. The chemistry laboratory has no chemicals and the biology one both the building and equipment are not in order, the build is collapsing, the microscopes are stolen and the chemicals for the experiments are all not there. Now even for our medical students we have to send them to do practical at hospitals because we do not have all the equipment need for the practical or the experimental work (Personal communication, April 29, 2021).

The findings interviews with librarians of the three universities that participated in the study, is in agreement with what the other participants have presented. One university had no library and not even a computer laboratory because this particular university was displaced from its original campus due to the 2016 conflict that was in the country. We cannot talk of quality teaching and learning when there is no library. This implies students in these public universities were not exposed to high quality reference materials from peer reviewed and referred journals. Hence cannot be innovatively explore ideas and gather new knowledge. The other university had only one computer in its library without library data. Without computer, the learner's cannot engage with credible digital resources that cover various disciplines and do extensive reading. The third oldest library had also one computer but at least this one the librarian had a proper catalogue in the computer. In all the three universities the books were outdated no new books have been provided yet. One of the librarians had this to say:

> Our university was established in 1976 and that was when this library was also established we had few students, we started with only three colleges, and by 1989 we had to move to Khartoum where the university grow both in number of colleges and student were now up to 6,000. When we came back here the facility that we left was now not enough but no development have been made yet. As of now we host 21,000 but with this limited facilities. Now the university administration is trying to bring in Wi-Fi so that we can also access E-books but still it is in process (Personal communication, April 29, 2021).

Observation of the infrastructure showed that space in the three libraries visited was small compared to the population of students. One university had 6,000 studies, another with 5,000 and the oldest had 21,000 students. The issue of internet connectivity was a problem and students relied on mobile data search information from internet. The computer laboratory was not also well equipped the biggest university had only 29 computers in the laboratory for the computer science students. In the other universities only one computer so in terms of modern technological equipment the universities are all not well equipped. The science laboratories also were not equipped to the extent that teachers were only teaching the theory because they could not carry out experiment due to lack of resources. This implies that students taking science subjects were deprived of benefits accrued from engaging in a laboratory. These include development of skills of conducting experiments, observation, recording, analyzing and presentation of results scientifically. The findings indicate that quality policy was minimally implemented hence no quality learning took place.

Over enrolment of students in universities affected the provision of quality teaching and learning requirement. The researcher observed that during class time, classrooms were

overcrowded, some students stand outside the window to attend the class, meaning they learn little of what is being taught. The teachers had a single textbook and not any other teaching aids no charts, overhead projectors and computers for use to facilitate quality teaching in those large classes. All the three universities did not have facility for a clinic, so when a student could fall sick, he/she was taken to public hospital which though not very far away but is quite a distance from the campus, so in case of emergencies may not be so helpful.

### 4.8 Challenges Facing Implementation of Internal Quality Assurance Policy in Universities

The sixth research question sought views from students, lecturers, HODs, Deans and QAO on challenges that impede the implementation of the internal quality assurance in public universities. The findings are presented as per the various categories' views on the various challenges experienced by the three public universities that participated in the study. The table 22 presents the views of Students.

Table 22

*Students Responses on Challenges face in Process of Quality Teaching and Learning*

*Students n=127*

| **Students Responses** | **F** | **%** |
|---|---|---|
| Shortage of teaching resources, E.g. Textbook, Charts, projectors, computers and internet services for research work | **32** | **25** |
| Lack on modern teaching methods (students' centered methods) | **15** | **12** |
| Shortage of qualified teaching staff | **44** | **35** |
| Lack of commitment from lecturers | **21** | **17** |
| Lack of well-equipped Library | **15** | **12** |

**Source:** Field Data, 2021

The findings in table 22 indicated the responses of the students on the challenges that they meet in the process of the studies, 32(25%) of the Students highlighted shortage of

teaching resources to be one of the challenges. Quality teaching cannot take place without resources, in the case of the public universities in South Sudan, no textbooks for effective learning to take place. A lecturer may have one textbook and that is it, he/she goes to class and lecturers. Today lecture method of teaching is said not to be enabling learners to gain much from the teaching. Visual aids like charts very much help the learners to understand the concepts put across. The visual aids arouse the interest of the learner and help the teacher to explain the concept better (Shabiralyani, Hasan, Hamad, and Iqbal, 2015).

Lack of modern teaching methods which are student centered, was said to be one of the challenges by 15(12%) of the students. In the 21st century, the world advocates for innovative techniques of teaching which put the students at the centre of the instructional activities to enable them not only to understand the concept but be able to manipulate the equipment like computers and apply the concept to real life. When such methods are missing in a university setting like in South Sudan then the Quality of teaching and learning is questionable. Gover, Loukkola, and Peterbauer (2019) have concurred with this point in their argument that student centered learning is considered to be having many benefits, that is it improves teaching and students' learning. It enhances transversal skills, critical thinking and active interaction; it is considered the best way of teaching in the modern society and in maintenance of internal quality assurance in educational institutions.

The students 44(35%) said shortage of qualified academic staff was one of the challenges; Academic staff are always in the centre of any academic activity. Quality teaching and learning cannot take place without the teaching staff in place. Askerc (2016) contend that quality education is a combination of factors such as teaching, research, community out research and the most significant is the teachers' performance, in teaching and coordinating the teaching and learning activities.

Lack of commitment from the lecturers was one of the challenges cited by 21(17%) of the students. Commitment in every activity is central to a successful work achievement. If lecturers are not committed to their duties of teaching then definitely the quality of teaching and learning will also be affected. Students performance will also be poor because they need the guidance of the teacher to guide them in as much as they could also researching and learn own their own still the lecturer plays a very significant role in the learning life of the student.

Lack of well-equipped library was also cited by students as a challenge. A few of them 15(12%) said that their libraries lack shortage of books, no computers for searching for information online. The South Sudan Ministry of Higher Education, Science and Technology Policy Frame Work (2017), put it that there is a very marked lack of library equipment and the student-book ratio is 1:35.

### 4.8.1: Lecturers' Responses on the Challenges that Face in Implementation Internal Quality Assurance

The researcher asked the lecturers to state the challenges they face in the process of implementing internal quality assurance policy in their various universities. The findings show various challenges that encountered in the process of trying to ensure that teaching and learning are of the required quality. Table 23 indicates the lecturers' responses.

Table 23

*Lecturers' Responses on Challenges*

*Lecturers n=54*

| **Lecturers Responses** | **F** | **%** |
|---|---|---|
| Low and irregular salary payment | 40 | 74 |
| Lack of teaching resources | 35 | 65 |
| Large Class size | 33 | 61 |
| Lack of maintenance and improvement of infrastructure | 31 | 57 |
| Rare audit service | 30 | 56 |
| Lack of frequent review of teaching/learning programmes and Policy | 29 | 54 |
| Government interference in Implementation of IQAP | 28 | 52 |
| Lack of collaboration between management and academic staff | 26 | 48 |
| Students' poor secondary school background | 23 | 43 |
| Lack of collaboration with the stakeholders e.g. parents, students, donors etc. | 22 | 41 |
| Lack of research and Publication exercise | 19 | 35 |

**Source:** Field Data, 2021

As shown in Table 23, 40(74%) lecturers said the salaries of the university academic staff was low compared to high market prices, and not paid regularly. For instance, lecturers can stay for about nine months without salaries. This is a long duration; lecturers have to meet their basic needs. University administration cannot expect hungry lecturers to deliver quality teaching services to the students. One of the Deans put it clearly saying:

Our country is experiencing a severe inflation rate, and now our salaries are low and again do not even come regularly. We also have families to take care of and what can we do with the kind of salaries we get. But we are expected to provide quality services, how can we do that when we are not settled? We have to run here and there to do other things to let ends meet.

The finding confirms the Ministry of Higher Education Science and Technology policy Framework (2017) that highlighted financing higher educational institution as one of the challenges the government of South Sudan is facing. Lack of

teaching resources was cited by 35(65%) of the lecturers as one of the challenges that hinders the provision of quality teaching and learning in the Faculty of Education. One of the HODs illustrated the point by saying:

> Our libraries have only outdated textbooks, we do not have enough books in our courses and the government is not thinking of equipping our universities. Since we came back from Khartoum I have not seen new purchase of books at least for our faculty. We do not have e-material as we do not have internet yet in the university, so it makes things very difficult for both the students and the lecturers (Personal communication, April 30, 2021).

From the expression of the HODs it imply that there was a dire need for improvement of the library if quality is to be achieved. The lecturers, 33(61%) said large classes is another challenge they face when trying to implement internal quality assurance policy. The Ideal class should comprise of 40 to 50 students but due to over enrolment, the policy does not hold. This point was well illustrated by one of the Deans saying:

> Our large classes accommodate 700 students and the small ones accommodate 60 students and in most cases the classes are always full. We do not have microphones that could help in amplifying the lecturer's voice, so you see that most students are left out of the real class. The situation is opposite in other universities the lecture halls are very small and students stand by the window to follow the lecture. In this way how can we talk of implementing internal quality assurance? (Personal communication, April 30, 2021)

The researchers' observation of the lecture halls of the three universities confirmed the small halls that could not accommodate the number of the students they had enrolled. One of

the universities was displaced from its original campus and is now situated in an improvised campus that does not fulfill the terms and policy of internal quality assurance. Another one is occupying a premise of a secondary school since its establishment in 1991 up to date; although it has large classes they are not well equipped with teaching resources.

Lack of maintenance and improvement of the infrastructure was mentioned by 31(57%) lecturers that the students' population has out grown the capacity of the universities because by the time they were established the number of students was small and now it has grown. Other equipment like the library resource are now out dated and few compared to the number of the students, computers are not enough for instance a university that accommodates 6000 students has only one computer in its library and nothing in what is supposed to be a computer laboratory, the science laboratory is also not equipped, no reagents for the students' experiment, no means of transport for both students and lecturers and yet others come from a far.

The point on maintenance of infrastructure has been attested by South Sudan Ministry of Education, Science and Technology policy framework (2017), when they said there is no marked improvement in the infrastructure in most of the existing Higher Educational Institutions in South Sudan. There is shortage of office space, lecture halls, and laboratories are an indicator that the learning environment is not conducive.

Auditing is one of the internal quality assurance tools for evaluation of the situation of the institution, but majority of the lecturers 30(56%) said audits are very rare in their universities current. They said the situation had been good when they were in Khartoum, but since they moved to South Sudan, the audit service deteriorated. One of the HODs had this to say:

> When we were in Khartoum the auditors used to come frequently to audit the academic activities and even the finances also and provide a feedback to the academic staff and the quality observance was good. Now we only see them come to the office but not reach the lecture halls, do not check with individual lecturers what they are doing. Lecturers are now relaxed in their way of preparation for classes because they know no seriousness in supervision and audit(Personal communication, April 30, 2021).

There is lack of review of teaching and learning programmes and the internal quality assurance policy. This statement was said by most of the lecturers 29(54%), yet Quality assurance imply constant supervision, evaluation and change of the various parts in the system to find out whether it is satisfying the clients (Mohammed, Tibek, &Endot, 2012). It is very crucial in higher education institution that the programmes, curriculum and policies that guide the process of academic activities are reviewed and improved if quality teaching and learning is to be achieved.

The Deans confirmed the lectures' sentiments about the policy book review, as revealed by the findings from the interviews. They said the policy that is guiding the universities what was used before the separation of the country from the north. One of the Deans explained:

> Our university guide book has not been reviewed since we separated from Khartoum. What we are doing now is as we implement the policies where it is written Sudan we change and say South Sudan. Take for instance the students handbook, was published since 2006-2008 but we are still using without any changes or review. The problem is that it may not be answering the today's need adequately because new things have come up. This scenario is the same across South Sudanese public universities, no changes mad(Personal communication, April 30, 2021)e.

The Quality Assurance officers reiterated that little changes have occurred in institutions of higher learning since independence. The reason being since soon after independence instead of embarking on development people went back to war. As one office remarked:

> In the higher education policy framework 2017, the challenges face the institutions of higher learning have been clearly identified and the Ministry of Higher Education made a strategic plan saying by this time we will have accomplish the priority need of the universities but it did not materialized up to date, for example the development of the academic staff and the infrastructure of the universities is still the same (Personal communication, April 30, 2021).

It is very important for public universities to review the programmes and policy if quality teaching and learning is to be achieved in South Sudan. Therefore, it implies that, there is an urgent need for the universities' management to work on reviewing their programmes to fit the world and South Sudanese needs. Government interference in implementation of internal quality assurance policy was a challenge that was pinpointed by most of the lecturers, 28(52%), said universities are supposed to be autonomous but our

government at times dictates on the universities some policies to be implemented, for instance in the recruitment of students and selection. The students' enrolment rate does not tally with the lecturers' employment rate at the university, the number of students is very high compared to the number of lecturers. One of the HODs commented:

> Our government is deficient of its obligation to help the public universities implement the internal quality assurance policy by not providing the necessary requirements. For instance, if the government was allocating enough money for payment of salaries and provision of teaching resources we would have better standard quality education in our universities. The reason for attrition of qualified lecturers is because poor working conditions and lack of regular salaries. So it is very difficult to implement internal quality assurance effectively without resources.

The Deans added saying that the government is not planning for the accommodation of the large number of students at the university. The rapid expansion of the university student population must be well planned in terms of infrastructure and teaching resource. This point is illustrated well by one of the deans:

> You cannot maintain internal quality assurance when you are teaching one hundred students in one class with only chalk and black board. The first twenty of forty students near you will follow the lesson but those sited behind may not see and hear what is going on. The government is not providing efficiently for the universities(Personal communication, April 30, 2021).

All the narrations indicate that it is not easy to maintain quality services the government and all the stakeholder commit themselves to improvement of the quality of our public

universities. The finding is in line with Mensah (2016) observation that internal quality assurance has been embraced by many world governments and the only way to let it be realized is to let the government commit themselves absolutely to development of quality assurance awareness and provide for the facilities that can enhance quality of teaching and learning and in all other services in the higher institutions of learning.

Lack of collaboration indecision making between the management and the academic staff was a challenge echoed by 26(48%) of the lecturers. That there are no forums where they could express their views to the top management of the university regarding the real need of the university in term of the teaching resource, the infrastructure, staff development needs and even our salaries' regularities. One of the Deans expressed that:

> It is very important if we would have frequent administrative meetings with our top management, so that together we can decide on what to do in terms of the challenges that are facing the university. Such forums can help us to voice ideas that may help the university move on despite the inflation and other difficulties that the higher educational institution is facing. Our lecturers at times have very bright ideas but they are not given opportunities to meet and share their views for the development of the institution(Personal communication, April 30, 2021).

Another Dean added:

> We used to have a policy in recruitment of staff for instance, it is the HODs who identify the needs of the department and report to Dean and to staff recruitment office, as he proceeds to advertise and organize for interviews of the applicants. But of late the top management just dictates on the Departments by sending them a person to work in the Department. This leaves them with no option of screening who is to teach at the university or not. It is one of the sources of getting unqualified staff to teach at the university (Personal communication, April 30, 2021).

It is very significant that public university administrators devise a strategy of collaborating with the academic staff in discussing the issues that face the universities so that a solution can be found for it together. It is very important for the university top management to collaborate with the academic staff since they are the key players in the university academic activities and the implementers of the university programmes and quality policy. The study concludes that there need for the public university administrators to devise a forum whereby the can meet with the academic staff and discuss issues that hinder the implementation of the internal quality assurance as well as other issues that hinders the effective functioning of the university.

Students' poor secondary school background was a challenge that was cited by 23(43%) of the lecturers. The lecturers argued that the Ministry of Education screen the students and send them to the universities but some of the students not qualified enough for the university standard. This affects the quality standards of the university. One of the HODs explained:

> It is true that we have a process of students recruitment but these days the students that join the university are not capable of expressing themselves in English and so it making the process of teaching difficult. There are students who have Arabic background are not able to cope up with the lectures in English but yet the government forces them to join the university and be taught in English. The university policy does not comply with a student being sent out because of not being able to fit to the university study system. Besides secondary schools these days are not offering good foundation to the students in that they too do not have enough qualified teachers teaching them. The grade that the students get is not reflected in their performance at the university which implies that the secondary school system does not offer much for the learners (Personal communication, May 3, 2021).

In order for the university to offer quality and fit graduates to the world market it requires them to have good command in language and communication skills. The employers today look for people who have command in communication skill and can market their organization well. The achievement of quality teaching and learning at the university requires the lecturers to be competent in both subject matter and communication skills as well as the students. Iksan et al. (2012) attests to this fact saying Communication skill is one of the important generic skills that are essential among university students. It facilitates their learning at the university as well as it lays good foundation for their future employment, because the employers today require graduates with such skills.

Lack of collaboration with stakeholders, was highlighted as one of the challenges faced in the process of implementing internal quality assurance policy. Most of the lecturers 22(41%) said the public universities do not have a forum where meet with the stakeholders,

to discuss some of the problems facing the effective and quality running of the universities. The stakeholders could be in position to help the university in solving some of the problems.

The Students as stakeholders, their parents, employers, and alumni if involved in process of working to attain effectiveness and quality in the university they may provide bright ideas that may help the university function well, and satisfy the clients. Ulewicz (2017) agree with this view by arguing that, internal stakeholders (students) and external stakeholders (parents, employers and alumni) have an extensive impact on the efficiency of the university's functioning. They can provide the university with the correct information for improvement of the quality of teaching and learning.

In the interview with the Deans of faculty the researcher asked whether they have forums in which they meet with students and their parents in order to listen to their views regarding the university function and management. The Deans said these forums are not there; even the students' assembly is not frequent. One of the Deans expressed that:

> Probably why we in the public universities have strikes always is because we do not have such forums where we listen and work on the weak point that will have been highlighted by our stakeholders. Strike is usually a result of one saying I am fed up of this situation so I must react to so that they may do something. The situation is the same for us staff at times we go to strike because we feel we are not listened to (Personal communication, May 3, 2021).

In order for internal quality assurance policy to function well the public universities in South Sudan need to create a forum whereby they can come together with both the internal and external stakeholder and share views on how to improve or solve some of the problems that the universities are going through, most especially the most urgent ones that impact on the teaching and learning of the students.

### 4.9 Solutions to Curb Challenges

The study also asked the participants to provide solutions to the challenges that they have highlighted. All the various categories suggested diverse solutions to problems experienced in the public universities in South Sudan regarding the implementation of the internal quality assurance. Their suggestions are presented in Table 24

Table 24

*Students Suggestions on how to Curb the Challenges on Implementation of Internal Quality Assurance Policy*

| Students Suggestions | F | % |
|---|---|---|
| The university management should collaborate with the key stakeholder in soliciting ways of providing teaching/ learning resources | **70** | **551** |
| The government should improve the lecturers salaries and make it regular so that they can offer quality services | **64** | **50** |
| The university management should provide new books to improve the Library | **51** | **40** |
| The university management should consider telling the Ministry of Higher education to equip the universities with internet services | **45** | **35** |
| Both lecturers and students should develop a team work spirit | **42** | **33** |
| We need to develop commitment to our work as students so that lecturers may also be committed | **35** | **28** |
| Lecturers should be evaluated on quality assurance policy practice | **30** | **24** |

**Source:** Field Data 2021

Results in Table 24 indicate suggestions given by students to curb the challenges to implementation of internal quality assurance. Majority of the students, 70(55%) said the government should collaborate with the key stakeholders to solicit and provide the public universities with teaching and learning resources. These will enable students to read extensively, to conduct research and write good academic papers. They will also read and prepare for examinations. Another 64(50%) of students suggested that the government should

pay lecturers' salaries regularly. This will minimize lecturers' part timing elsewhere and stay within the University for Consultation and assist the weak students.

The university management should work together with Ministry of Higher Education to provide new books to stock the library. This was proposed by 51(40%) of the students. Although the libraries are very important for running of the universities, the findings indicate they were not well equipped in the sampled universities. Internet services are poor all over our universities; this was pointed out by 45(35%) of the students. Since the public universities belong to the government the university administration should inform the Ministry of Higher Education to install Wi-Fi in all public universities. The internet facilities will enable the students be connected to other worldwide universities. They can do research or get in touch with new ideas generated in other parts of the world. Both lecturers and students should develop team work spirit as suggested by 42(33%) of the students. They emphasized that if there is collaboration between lecturers and student they will be able to find a solution to some of the problems affecting implementation of internal quality assurance. They gave example of students and lecturer working out some modalities to come up with an income generating project that can solve some of the minor issues of the university and leave the big ones for the Ministry of Higher Education to solve.

Development of commitment by students was voiced by 35(28%) of the students. When students are committed to their studies, it will compel lecturers to be faithful to their duties, thus improving the quality of both teaching and learning in our universities. Regarding evaluation of lecturers, 30(24%) students said lecturer should be evaluated on quality assurance policy practice constantly. It like the practice of evaluation of lecturers at the end of every semester is no more being practiced. It is very important to monitor the practices in order to maintain and sustain quality education in our universities.

### 4.9.1 Strategies for curbing the challenges to improve Implementation of Internal Quality Assurance Public Universities

Lecturers were asked to give suggestions on how to solve the challenges to implementation of internal quality assurance policy. Table 25 demonstrates the suggestions provided by the lecturers.

Table 25

*Suggestions of Lecturers as Solutions to Curb the Challenges*

| Suggestions by Lecturers | F | % |
|---|---|---|
| Salaries of academic staff | 30 | 56 |
| Improve the infrastructure | 26 | 48 |
| Introduce constant review of academic programmes | 25 | 46 |
| Review the students recruitment and admission policy | 23 | 43 |
| Improve the audit system in the university | 20 | 37 |
| Solicit fund from partners for academic staff development | 18 | 33 |
| Split the large classes in to small size | 16 | 30 |
| Employ more qualified academic staff | 15 | 28 |

**Source:** Field Data, 2021

In Table 25 the suggestion of the lecturers on the solution to challenges in implementation of internal quality assurance policy have been shown. The first solution was improvement of the salaries of the academic staff, echoed by majority of 30(56%) of lecturers. They said by paying the lecturers regularly and fairly would attract more qualified people to come to work at the university. They were arguing that even their colleagues who left the university can opt to come back if the salaries are improved.

Improvement of the infrastructure of the public universities was suggested by 26(48%) of the lecturers. That the Ministry of Higher Education should present universities' infrastructural challenges to the government so that, buildings, Libraries, Laboratories and internet services may be improve in the public universities. The infrastructure is a key

element in the running of the university without it; we cannot talk of quality services or quality teaching and learning in the university. Another 25(46%) of lecturers suggested constant review of academic programmes. They argued that the world is dynamic things keep on changing and if the universities do not constantly research and review their academic programmes, they will become obsolete. The lecturers raised concern that, since the universities were curved from Khartoum in 2010 up to date their academic programmes have never been reviewed. This could be the reason why graduates from public universities have flooded the job market in South Sudan but cannot get employment due to their incompetence. The Deans and HODs concurred with the lecturers sentiments regarding university programmes but added that the committees concerned with the review of the programmes should be encouraged by the university leadership to organize for the review of the programmes so that the public universities can be in equal footing with the world universities in terms of quality and excellence.

Review of students' recruitment and admission policy was advocated as a way of improving Internal Quality Assurance Policy. This was suggested by 23(43%) of the lecturers. The process of screening candidates for admission into university is flawed hence wrong student find their way into the university. For instance, the students' certificate would read a good pass but the same student is not able to cope with university studies. The lecturers added that the government should also review the secondary school system so that only those candidates who qualify are admitted to university and fit to the university standard. It is only when reforms are made in the school system that the university quality assurance would also improve.

Lecturers acknowledged the fact that internal quality assurance can only be achieved in the university when the audit system is working well. Any feedbacks should be given the lecturers to know how they are performing their work. About 20(37%) of the lecturers said

the university audit should be given special courses on quality assurance and supervision so that they can performance their work effectively. Soliciting funds from partners for academic staff development suggested by 18(33%) of the lecturers. That the implementation of quality assurance can only be possible in the university when the key players, the lecturers are qualified and are constantly up dated on the new methods of teaching, so that they can impart quality services to the students.

Lastly the lecturers, 16(30%) said the large classes at the university should be split into smaller sizes to enable lecturers to teach and interact with students effectively. Finally the university should employ more qualified lecturers so that when the classes fit to the student- teacher ratio. The Deans and HODs concurred with the lecturers but added that the university administration should exercise good planning system for other activities to move in the same direction. That the top university management needed to work closely with Deans and HODs so that internal quality assurance can be effectively practiced. That the top management should allow the HODs be the ones to identify the needs of the departments and employ suitable people for the available vacancies.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents the summary of the entire study; conclusions are drawn from the study findings. The chapter highlights recommendations based on the study findings and are addressed to various stakeholders. Finally, this study proposes areas for further research.

## 5.2 Summary

The purpose of the study was to examine the implementation of Internal Quality Assurance Policy for Quality Teaching and Learning in Public Universities in South Sudan. The research was directed by seven research questions: How has IQAP being implemented in undergraduate education programme for quality teaching and learning in public universities in South Sudan? How relevant is IQAP in ensuring quality and quantity of academic staff in public universities in South Sudan? How do Public Universities employ IQAP in Students recruitment and admission in South Sudan? What is the relevance of IQAP to teaching, and assessment methods used in public universities in South Sudan? What infrastructure and teaching resources do public universities have for effective implementation of IQAP in South Sudan? What are the challenges encountered in implementation of IQAP in public universities in South Sudan? What strategies can be put in place to curb the challenges in order to enhance implementation of IQAP in public universities in South Sudan?

The study was guided by Total Quality Management Theory which is a management theory that promotes adherence to practice of quality assurance in organizations and in institutions of higher learning like the universities and other tertiary institutions.

Literature reviewed found that most studies in the area of quality assurance established effectiveness of external quality assurance, but limited studies focused on

implementation internal quality assurance policy in South Sudan. Other knowledge gaps identified included methodology whereby previous studies either used qualitative or quantitative approach.

The current study used mixed methods research paradigm specifically the triangulation design (convergence model). For the quantitative approach, Cross-section survey design was utilized and for the qualitative phenomenological design was used. Target population for study comprised of quality assurance officers, deans, heads of departments, lecturers and students from the public universities in South Sudan. Both probability and non-probability sampling techniques were used to select the sample size. Data collection instruments were questionnaires, interview guide, document analysis guide and observation guide. The research tools were subjected to both content and face validity. Cronbach Alpha technique determined the reliability for quantitative data whereas those of qualitative items were determined in terms of their trustworthiness. Research ethics of informed consent, confidentiality, anonymity, plagiarism among others were observed throughout the entire research process. Descriptive Statistics analyzed quantitative data while that of qualitative data was analyzed using content analysis.

The findings of the first research question showed that all the studied public universities had internal quality assurance policy. The practice is exhibited in activities such as; recruitment of qualified academic staff, auditing of the academic activities of teaching and learning, monitoring and evaluation. However, the practice of internal quality assurance was not vivid; the universities' management was not keen in supervision of the practices. The internal quality assurance officers were not active in doing the roles as required by the university. Activities such as audits were not frequent and if done feedback were not provided to the academic staff. There was shortage of both physical and human resources to

conduct the internal quality assurance required activities such as trainings for staff, auditing, evaluation and monitoring.

Regarding the relevance of internal quality assurance policy in ensuring quality and quantity of academic staff, the finding indicated a serious shortage of academic staff. The PhD holders were very few, those who participated in the study were Masters' degree holders, and some departments have many teaching assistants who lack mastery of the subjects they teach. The number of students was very high compared to the academic staff. There were no upgrading courses or trainings being offered for the development of the academic staff yet they lack the modern methods of teaching which are interactive.

In the employment of quality assurance policy in students' recruitment, the findings revealed that students' recruitment was being done by Ministry of Higher Education, and that it was done by qualified officials. The study also revealed that despite the exercise being performed by qualified officials, there were some weaknesses, in the policy. They delayed the new students' intake over years, the screening process of students for the university was not effective such that some students were admitted to university but could not cope up with the university studies. There is a serious mismatch between the results of students and their performance at the university.

Regarding the relevance of internal quality assurance policy to teaching and assessment, the findings revealed that lecturers do not use the other interactive methods of teaching like the group discussion method, simulation and the others due to the large classes and the demanding nature of the methods. Yet if quality teaching and learning is to prevail the learner centered methods which are interactive would be needed.

The commonly used methods of assessment in the three public universities comprised of continuous assessment tests and the final examination. However, they was a weakness of inadequate assessment tests due to large classes and lack of resources to conduct assessment.

The dictates of the quality policy of 3 assessments were not followed, instead one assignment was given.

The study found out that all the three sampled universities lacked well equipped infrastructure. The laboratories lacked specimens or reagents for carrying out the experiments. Some universities do not have a library at all and other that had a library facility, it was not well equipped with adequate modern appliances such as computers, no teaching facilities like the overhead projectors among others. The researcher observed the ratio of books to students in those universities was small and books are out dated. No internet services in all the three universities, and power supply is very poor. Both lecturers and students depended on mobile phone bundles for internet. Generally, there was lack of teaching resources in all the three public universities studied. The major constrain that was highlighted by all participants is lack of funds for purchases of the teaching resources, remuneration of staff and maintenance of the facilities.

The findings revealed that the major challenges in implementation of internal quality assurance policy as follows: lack of funds for facilitating internal quality assurance in the teaching and learning processes, and lack of frequent audit activities in faculties of education. Sometimes auditors conduct auditing but never provide feedback to academic staff. The universities use outdated students hand books, whereby the policies need to be reviewed.

Other challenges include lack of commitment of the academic staff to their duties due to irregular salaries hence they have to look for other jobs outside the university. This implies that the university management does not motivate the academic staff. The academic staff lack skills of modern teaching methods for instance use of power point in teaching of large classes, computers etc. There is no collaboration between the university management and the key stakeholder of the university for instance the parents, students and lecturers in decision

making for activities in the university. Lack of well-equipped library and laboratories, non-communication between the university top management and the academic staff de-motivates.

The study found that effective implementation of internal quality assurance policy requires the faculties of education to review their management policy in the students' handbook to discard irrelevant information as well as the programmes. The government has to set a budget for running of the public universities in order to raise the deteriorating quality assurance and standard of the university education. The universities top managements should organize courses or training on quality assurance policy implementation, in order to help the internal quality assurance officers and the academic staff at large to acquire knowledge on how to make internal quality assurance more vibrant and implement the internal quality assurance in the public universities. The faculties leadership should create a forum in which the academic staff, the parents and university top management come together to find solutions for some of the universities' constraints for example on provision of facilities. The faculties of education to find ways of motivating the academic staff in order to encourage them to be committed to their duties, by offering some allowances, care and concern for their social problems.

**5.3 Conclusions**

The conclusions were based on the research study findings. All public universities that participated in the study have internal quality assurance policy although their practice on education academic programmes for quality teaching and learning was rather weak. Some of education academic programmes have not been reviewed for a very long time and are thus outdated. The university's system was not keen in observing the practice of internal quality assurance policy in the activities of teaching, learning and assessment. Activities that would reinforced by internal quality assurance such as audits, evaluation and monitoring were very seldom and no feedback was provided to academic staff after the audits.

Shortage of qualified academic staff was serious in all the three public universities. Hence rely heavily on teaching assistance who lack pedagogical strategies supplement the shortage of the qualified staff. There were no developmental courses or training for academic staff to update or upgrade themselves on modern skills of teaching which are interactive and learner centered. In addition there are no planned programmes set for academic staff development and up grading strategies. The IQAP services on students' recruitment and admission exercise was not appropriate. The screening mechanism of students was not effective whereby unqualified students were admitted university but were not able to cope with university life. The enrolment rate was very high because of delayed intake of students to the university.

The teaching and assessment policies were not adequately adhered to in the public universities and hence absence of proper adherence to quality policies. Most lecturers were using teacher centered methods rather than interactive teaching methods. There was serious shortage of teaching resources in the universities that negatively affected the quality of services. The policy on how to conduct assessment was also not fully followed by some lecturers. The infrastructure was inadequate as well. The facilities like the lecture halls could not accommodate the large number of students. The Library and the Laboratories were not well equipped with the needed facilities.

**5.4 Recommendations**

Based on the research findings, the researcher recommended the following:

The public university administrators should ensure that the education academic programmes are reviewed constantly in order to capture the current societal needs. Internal quality assurance policy should be reviewed and the office for quality assurance within each public universities should be made vibrant so as to safe guard quality and standard of the public universities in the country. The public university administrators should create mechanisms for

benchmarking with the best universities in the region once in a year during the summer holiday so as to improve quality of education in the country.

The government should consider employing more qualified lecturers in order to improve the quality of teaching and learning, by reducing the class size and creating more classes to reduce the students' number per class. The academic staff programme for development should be revived and courses and workshops for academic staff up grading and maintenance be organized at least once every semester. Every year the administrators should send at least three academic staff for upgrading courses in order to improve the quality of the teaching staff. They should be sent to study in Europe, America or to the best universities within the African region.

The government should improve the salaries of the academic staff and also make it regular so that the public universities may not continue losing the qualified academic staff. It should budget well for maintenance of academic staff every year so that more people may be attracted to work at the universities. They should train the academic staff on modern methods of teaching which are learner centered and how to manipulate the modern electronic gadgets for teaching for instance the use of computers for power point presentations, use of over head projectors, fillip charts, videos and the like. This can be done by inviting experts in the technology to come to teach the staff during the university holiday of in between the semesters by organizing lecturer into groups and train them by turns.

The Deans and Heads of Department of the Faculty of education should organize training for academic staff on assessment methods and preparations of the significant teaching documents such as the course outlines, schemes of work; marking schemes and lesson plan to keep them updated. This should be done at least once in a year in treat meetings to refresh the staff.

Academic should organize forums for public lectures so as to keep themselves updates on academic issues and also improve their research and academic potentiality and encourage each other to research and publish so as improve the quality of their work as university staff. They should organize such forums within the university so that the students may learn how to present paper in public and also how to research.

The Directorate for students' recruitment and admissions should consider reviewing the policy on recruitment of students so that the loop halls that exist may be curbed. They should consider working in collaboration with the universities so that the processes of screening of students may be improved; to march the student and the results he/she obtained to enter the university.

The public university administrator should consider stocking their libraries with new text books and other modern facilities that will enable students to access E- resources online. This should be done every academic year so that there is a constant updating of university libraries. The universities' science laboratories should also be furnished with all the needed equipment and chemicals to enhance practical learning. They should also install internet services so that the staff and students can access the ICT services at ease. The public universities' administrators should ensure that they have adequate infrastructure. The facilities like the classes, library, science laboratory, Computer laboratories and the ICT services should be improved ad maintained. There should be a policy for public universities facilities purchases and maintenance so that university's equipment may be carefully maintained.

Universities administrators should ensure that they create a forum in which they can come together with the key stakeholders of the universities to discuss issues that hamper the smooth running and of the universities. They should find areas of collaboration so that there can be a cordial relationship between the universities and the stakeholders. The stakeholders

in turn should collaborate in providing useful ideas on how some problems pertaining to IQA could be solved promptly. Organize a day once a year whereby the university administrators and staff come together to discuss significant issues of the university.

**5.5 Suggestion of Areas for Further Studies**

i. The current study is not conclusive in itself because it covered a limited area; hence there is need for a more elaborate study in the area of internal quality assurance on the other aspects such as the support staff service delivery in public universities.

ii. There is need to conduct a research on the stakeholders' perception on internal quality assurance practices in public universities in South Sudan.

iii. Another area to be researched on could be assessment of external quality assurance officers' role in enhancement of public universities quality services to the local community.

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# APPENDICES

**APPENDIX I:** Research Consent Letter

**Dear Respondent,**

I am Sr. Kiden Christine Janet a student at the Catholic University of Eastern Africa (CUEA). I'm pursuing a postgraduate studies in the faculty of education. According to the regulation of CUEA, every study culminates with a research report writing, so now I am researching on **Implementation of Internal Quality Assurance Policy for Quality Teaching and Learning in Public Universities in South Sudan.** I would like to request you to kindly participate in this study.

Your participation in this study will involve answering a questionnaire or attending an interview conducted by the researcher. The duration of the interview will approximately last for about thirty to one hour only. Your participation is voluntary and if for one reason or another you feel to withdraw from participation you are free to do so. All the information that you will provide will be employed for the purposes of the study only. Information obtained will be treated with great confidentiality. In the process of filling in the questionnaire you don't have to identify yourself. The interviews will be tape recorded and will be available strictly for the researcher's use only.

**Participant's Consent**

I understand the nature of the study and I have accepted to participate in the study.

**Participant's Signature----------Date----------**

**Researcher's Signature----------Date----------**

**APPENDIX II: Questionnaires for Lecturers**

**Dear Respondent,**

I am a student at the Catholic University of Eastern Africa, pursuing post graduate studies in the faculty of education. In fulfillment of the requirements of Doctor of Philosophy in Education, I am required to carry out a research and the research topic is :

**Implementation of Internal Quality Assurance for Quality Teaching and Learning in Public Universities in South Sudan.**

I kindly request you to participate in my research study. Your cooperation by answering this questionnaire will add great value to the course of my study. All the information you will provide will be treated with confidentiality and will be used for the purposes of this academic research only. Your participation in this research is greatly appreciated and valued.

Thanks in advance,

Yours, Sincerely

Sr. Kiden Christine Janet

**SECTION A: Demographic Information**

**1. Instruction:** please do not identify yourself while answering the questionnaire. Indicate the choice of your answers by ticking (✓) the most appropriate alternative.

**a) Male ( ) b) Female ( )**

**2.** What is your age group?

a) 20 ----29 ( )

b) 30----39 ( )

c) 40---- 49 ( )

d) 50----59 ( )

e) 60----and above years ( )

3 What is your Educational level?

a) Bachelors' degree ( )

b) Masters' degree ( )

c) Doctoral degree ( )

d) Any other Specify

---

4 What is your working experience?

a) 1---5 years

b) 6---10 years

c) 11---15 years

d) 16---20 years

e) 21---25 years

f) 26---and above years

5 What is your administrative level?

a) Tutorial assistant ( )

b) Assistant Lecturer ( )

c) Lecturer ( )

d) Senior Lecturer ( )

e) Assistant Professor ( )

f) Professor ( )

g) Any other specify

_____

_____

**SECTION B: Implementation of internal quality assurance on programmes.**

6. a) Is internal quality assurance being practiced in your school?

i) Yes ( ) ii) No ( )

b) (i). If yes, through which ways?

_____

_____

b) (ii) If no, explain why

_____

_____

7. a) Do you have Quality Assurance unit in your school?

i) Yes ( ) No ( )

7. b) If yes, what services do they offer to the lecturers?

_____

_____

7. c) If no, do you think it is important to have one? Why?

_____

_____

8a) Do you participate in the practice of internal quality assurance as a lecturer in the university?

i) Yes ( ) ii) No ( )

8b) If Yes how?

_____

_____

8c) If No why? Explain

_____

_____

9 (i) How often is your university programmes audited?

a) Once every semester ( )

b) Once a year ( )

c) Twice a year ( )

d) Sometime not so often ( )

e) Never ( )

9ii) Do the auditor give you feedback on their audits of institution?

a) Yes ( ) b) No ( )

i) If yes how do they do it explain.

_____

_____

ii) If no what could be reason for not reporting, explain.

_____

_____

**SECTION C: Internal Quality Assurance on quality and quantity of academic staff**

10 a). This section provides formal characteristics of qualified academic staff. Please indicate your level of agreement or disagreement by ticking (✓) the most appropriate answer provided in the Likert scale.

Key: 1. Strongly Disagree, 2. Disagree 3. Not decided 4. Agree 5. Strongly Agree

| **Academic Staff** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| All the academic staff exhibit competence in their class delivery | | | | | |
| They prepare for their classes well | | | | | |
| Academic staff are not enough for the large number of students | | | | | |
| Academic staff provide comprehensive course outline to students in time | | | | | |
| They prepare intelligible assessment test frequently | | | | | |
| Academic staff are always available for consultancy with students | | | | | |
| Encourage group discussion and team work among students | | | | | |
| Set Quality Examinations for students | | | | | |
| Guide students in their research work | | | | | |

10b) Specify any other answer not included in (a) above.

_____

_____

—

11. (a) what strategies are used in the faculty of education to ensure that qualified and competent academic staff are employed? (You may provide more than one answer please)

(b) Through advertisement on public media and on notice boards ( )

(c) Through examination and interview by panel of employment committee ( )

(d) Through giving them a trial period of six to one year before confirming them to lecture in the faculty ( )

(e) Any other option (specify)

_____

_____

12) What is your view regarding the staff recruitment procedure used in the faculty of Education?

_____

_____

13) Suggest some ways of improving the staff recruitment procedure in your faculty.

_____

_____

14) What strategies are used by the Faculty of Education to ensure continuous improvement of its academic staff? (You may tick more than one alternative)

a. Faculty seminars/workshops ( )

b. Inter-disciplinary sessions ( )

c. Up grading courses ( )

d. Any other (please specify)

_____

_____

15) Suggest four ways in which the academic staff could be maintained and motivated to improve the quality of teaching and learning in the faculty.

_____

_____

**SECTION D: Internal Quality Assurance on Students' recruitment and admission**

**16a)** Express your opinion regarding students' recruitment and admission procedure in your university by ticking the most appropriate answer in the Likert Scale.

Key: 1. Very poor, 2. Poor, 3. Good, 4. Very good, 5. Excellent

| **Students' Recruitment** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| We have good recruitment/ admission policy | | | | | |
| Academic staff handling recruitment of students are qualified and experienced | | | | | |
| Academic qualification of students to join the university are always checked and confirmed | | | | | |
| Recruitment procedures are always very transparent and fair | | | | | |
| Academic staff advice students to apply for relevant courses | | | | | |
| The university has good orientation programme and counseling services | | | | | |

16 (b) Add any other answer which is not included in (a) above.

_____

_____

_____

_____

17. (a) Recruitment and admission of students has impact on the quality of teaching and learning.

1. Yes ( ) 2. No ( )

(b) i) If yes, what impact?

_____

_____

_____

ii) If no, why?

_____

_____

_____

18.) Suggest some five ways in which students' recruitment and admission process could be improved.

_____

_____

_____

**SECTION E::Internal Quality Assurance on Teaching, learning and assessment methods**

**19. (a)** Which of the following methods of teaching is often used by lecturers? Answer by ticking (✓) the most relevant answer.

**Key: 1. Not very often, 2. Not often, 3. Not sure, 4. Often, 5. Very often**

| **Teaching Methods** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Lecture method | | | | | |
| Group discussion | | | | | |
| Simulation/demonstration | | | | | |
| Question answer method | | | | | |
| Field trip and project writing | | | | | |
| Drama and role modeling | | | | | |
| Reading and Comprehension | | | | | |
| Students are well prepared for examinations always | | | | | |

20a). Are your classes interactive enough?

i) Yes ( ) ii. No ( )

b. i) If yes, how?

_____

_____

ii) If no, why?

_____

_____

21) Do practice self-evaluation in your school?

a) yes ( ) b) no ( )

b) If yes how is it done?

_____

_____

If no why? Explain.

_____

_____

22) Highlight some of the challenges faced in the process of teaching in your university.

_____

_____

23) Suggest some solutions for curbing the challenges.

_____

_____

24. a) What assessment methods do you employ in your university? (You can tick more than one answer.)

i) Continuous assessment tests ( )

ii) Final examination only ( )

iii) Both final examination and continuous assessment tests ( )

iv) Research project writing ( )

b) How are the assessment conducted in your school?

_____

_____

25. a) Are there policies guiding process of assessment in your university?

i) Yes ( ) ii. No. ( )

b) How are the students made to know the assessment policy?

i) Through orientation address admissions period ( )

ii) Through reading of student hand book ( )

iii) Policy posted on the notice board ( )

iv) Any other means (specify) ( )

26a) How clear are the following assessment elements?

Key: 1.Not very clear, 2.Not Clear, 3. Not sure, 4. clear and 5.Very clear

| **Assessment Element** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Class presentation term | | | | | |
| Examination regulations | | | | | |
| Examination administration procedure | | | | | |
| Re-sitting for Examination | | | | | |
| Penalties for irregularities | | | | | |

27 a) Is the content of the examinations satisfactorily covering the course outline content?

i. Yes ( ) ii. No ( )

(b) i) If yes explain

_____

_____

b) ii) If no explain

_____

_____

28) How do you rate the students' assessment system in your university?

a. Very effective ( )

b. Effective ( )

c. ineffective ( )

Very ineffective ( )

29) Is the period allocated for teach enough for you to cover the course outline adequately?

a) Yes ( ) b) No ( )

b) If yes explain.

_____

If No what should be done?

_____

_____

30) What are the challenges that you face in process of assessing students?

_____

_____

31) Suggest solution to curb the challenges.

_____

_____

32. Which of the following mechanisms is used by the faculty of education to ensure quality of teaching and learning in classroom?

a) Mentoring of newly employed lecturers ( )

b) Classroom supervision by heads of departments/dean of faculty ( )

c) Interactive-teaching ( )

d) Teaching workshops for teaching staff ( )

e) Any other means, please specify

_____

_____

33. What challenges does the faculty of education face in process of ensuring the quality of teaching and learning?

_____

_____

__

34. a). Do you moderate the examinations before they are administered to students?

i. Yes ( ) ii. No ( )

ii). If Yes who moderate them? (You may tick more than one option)

a. Departmental academic committee ( )

b. Faculty academic committee ( )

c. External examiner ( )

d. The Head of the department ( )

e. The Dean of faculty ( )

35. i) Are the examination answer sheets check by external examiner before the final examination results are released?

a. Yes ( )

b. No ( )

ii) If yes how is the feedback by external examiner given to the teaching staff?

a. Through the meeting between the external examiner and the individual lecturer teaching a particular unit

b. Through the meeting between the external examiner and members of the faculty

c. Through the meeting between the faculty dean and faculty teaching staff

**SECTION F: Infrastructure and Teaching Resources**

35a) give your opinion about the infrastructure in your university. Is it adequate?

**Key: 1. Very inadequate 2.Inadequate, 3. Fairly adequate, 4. Adequate, 5.Very Adequate**

| **Infrastructure/ teaching resources** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Library Space | | | | | |
| Text books | | | | | |
| Lecture halls | | | | | |
| Computer Laboratories | | | | | |
| Furniture | | | | | |
| ICT service | | | | | |
| Clinic | | | | | |

36b) add any other possible answer not mentioned in (a) above.

_____

_____

37.a) Is the Library well equipped?

i) Yes ( )

ii) No ( )

b. i) If yes, what resource do have in the library?

_____

_____

b. ii) if no, explain

_____

_____

38) What is the condition of the computers? Are they enough for all students?

_____

_____

39) What facilities do you have in the classrooms?

i. comfortable chairs ( )

ii. White boards ( )

iii. Flip charts ( )

iv. Head projectors ( )

**SECTION G: Challenges Encountered in Implementing Internal Quality Assurance**

40) What challenges does the faculty of education face in implementing internal quality assurance in order to enhance quality teaching and learning?

_____

_____

41) In your own opinion what should be done to curb the challenges?

_____

_____

**APPENDIX III:** Questionnaires for Students

**Dear Respondent,**

I am a student at the Catholic University of Eastern Africa, pursuing post graduate studies in the faculty of education. In fulfillment of the requirements of Doctor of Philosophy in Education, I am required to carry out a research and my research topic is:-

**Implementation of Internal Quality Assurance for Quality Teaching and Learning in Public Universities in South Sudan.**

I kindly request you to participate in my research study. Your cooperation by answering this questionnaire will add great value to the course of my study. All the information you will provide will be treated with confidentiality and will be used for the purposes of this academic research only. Your participation in this research will be greatly appreciated and valued.

Thanks in advance,

Yours, Sincerely

Sr. Kiden Christine Janet

**SECTION A: Demographic Information**

**1) Instruction:** please do not identify yourself while answering the questionnaire. Indicate the choice of your answers by ticking (✓) the most appropriate alternative.

**a)** Male ( ) b) Female ( )

20 What is your age group?

i) 20 ----29 ( )

ii) 30----39 ( )

ii) 40----49 ( )

iii) 50----59 ( )

iv) 60and above ( )

3 What is your Educational level?

a) Bachelors' degree ( )

b) Senior three certificate ( )

c) Diploma ( )

e) Any other Specify

_____

_____

**SECTION B: Implementation of internal quality assurance on programmes.**

4) Are you sometimes asked to evaluate the teaching of the courses?

a) Yes ( ) b) No ( )

b) If yes explain how is it done?

_____

_____

.c) if no why? Explain

_____

_____

5a) Are you given freedom to choose the courses of your choice or you are assigned for by the school?

i) Yes ( ) ii) No ( )

b) If Yes why?

_____

_____

c) If No why? Explain

_____

6) Do you sometimes receive visitors in your class who come to check your learning?

a) Yes ( ) No ( )

If yes, how often?

**SECTION C: Internal Quality Assurance on Quality and Quantity of Academic Staff**

7) This section provides formal characteristics of qualified academic staff. Please indicate your level of agreement or disagreement by ticking (✓) the most appropriate answer provided in the Likert scale.

Key: 1.Strongly disagree, 2.Disagree 3. Not decided 4.Agree, 5.Strongly agree

| **Academic Staff** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| I understand all the classes that I attend | | | | | |
| They prepare for their classes well | | | | | |
| Academic staff are not enough for the large number of students | | | | | |
| Academic staff provide comprehensive course outline to students in time | | | | | |
| They prepare intelligible assessment test frequently | | | | | |
| Academic staff are always available for consultancy with students | | | | | |
| Encourage group discussion and team work among students | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| They are very much research oriented | | | | | |
| Guide students in their research work | | | | | |

8. a) what strategies are used in the faculty of education to ensure that qualified and competent academic staff are employed? (You may provide more than one answer please)

i) a) Through advertisement on public media and on notice boards ( )

b). Through examination and interview by panel of employment committee ( )

c) Through giving them a trial period of six to one year before confirming them to lecturer in the faculty ( )

d). Any other option (specify)

_____

_____

ii) What is you perception regarding the number of academic staff you have?

_____

_____

iii) Suggest some ways of improving the number of academic staff you have in your school.

_____

_____

9. (i) What strategies are used by the Faculty of Education to ensure continuous improvement of its academic staff? (You may tick more than one alternative)

a. Faculty seminars/workshops ( )

b. Inter-disciplinary sessions ( )

c. Up grading courses ( )

d. Any other (please specify)

_____

_____

ii) Suggest four ways in which the academic staff could be maintained and motivated to improve the quality of teaching and learning in the faculty.

_____

_____

**SECTION D:Internal Quality Assurance Students' Recruitment and Admission**

**10 a).** Express your opinion regarding recruitment and admission procedure in your university by ticking the most appropriate answer in the Likert Scale.

Key: 1. Very poor, 2. Poor, 3. Good, 4. Very good, 5. Excellent

| **Students' Recruitment** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| We have good recruitment/ admission procedure | | | | | |
| Teachers are always available to guide students | | | | | |
| Academic qualification of students to join the university are always checked and confirmed | | | | | |
| Recruitment procedures are always very transparent and fair | | | | | |
| Academic staff advice students to apply for relevant courses | | | | | |
| The university has good orientation programme and counseling services | | | | | |

11. a) Recruitment and admission of students has effects on the quality of teaching and learning.

i) Students will be able to discuss in class ( )

ii) Able to apply the theory taught in class to practical life ( )

iii) Participate in class team work ( )

iv) Acquire knowledge, skills and attitudes faster ( )

v) Enable students to interact with teachers in the class easily ( )

iv) Specify any other effect please

_____

_____

12.) Suggest some five ways in which students' recruitment and admission process could be improved.

_____

_____

**SECTION E: Internal Quality Assurance on Teaching, learning and assessment methods**

**13. a)** Which of the following methods of teaching is often used by lecturers in your class? Answer by ticking (✓) the most relevant answer.

Key: 1**never**. **2. Sometimes, 3. Not sure, 4.Often, and 5. Very often,**

| **Teaching Methods** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Lecture method | | | | | |
| Group discussion | | | | | |
| Simulation/demonstration | | | | | |
| Question answer method | | | | | |
| Field trip and project writing | | | | | |
| Drama and role modeling | | | | | |
| Reading and Comprehension | | | | | |
| Experiments | | | | | |

14) Highlight some of the challenges faced in the process of teaching in your area of specialization in your university.

_____

_____

15) Suggest some solutions for curbing the challenges.

_____

_____

16. a) What assessment methods do your lecturers employ in your university? (You can tick more than one answer.)

i. Continuous assessment tests ( )

ii Final examination only ( )

iii Both final examination and continuous assessment tests ( )

iv Research project writing ( )

b) Explain clearly the procedures for doing the continuous assessment in your school.

_____

_____

17.a) Are there policies guiding process of assessment in your university?

i. Yes ( ) ii. No. ( )

b) How are the students made to know the assessment policy?

i. Through orientation address admissions period ( )

ii. Through reading of student hand book ( )

iii. Policy posted on the notice board ( )

iv. Any other means (specify)

_____

_____

—

18a) How clear are the following assessment elements?

**Key: 1Not clear, 2, somehow clear 3. Not sure, 4.Clear 5. Very clear**

| **Assessment Element** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Class presentation term | | | | | |
| Examination regulations | | | | | |
| Examination administration procedure | | | | | |
| Re-sitting for Examination | | | | | |
| Penalties for irregularities | | | | | |

19a) Is the content of the examinations satisfactorily covering the course outline content?

ii. Yes ( ) ii. No ( )

b) i. If yes explain

_____

_____

c) ii. If no explain

_____

_____

20) How do you rate the students' assessment system in your university?

a. Very effective ( )

b. Effective ( )

c. ineffective ( )

Very ineffective ( )

21) When does the faculty of education give its students their academic transcripts?

a. At the end of the semester ( )

b. At the end of the academic year ( )

c. At the end of the programme ( )

d. Not at all ( )

22. a). Are you usually given feedback for continuous assessments and examinations?

i. Yes ( ) ii. No ( )

b) If yes how often? _____

_____

If no why explain_____

_____

23. a).Have you ever been invited to discuss the evaluation results with you lecturers?

i. Yes ( ) ii. No ( )

b) If yes how do you like it and why?

_____

_____

If no why?

_____

_____

24. What challenges does the faculty of education face in process getting feedback of the quality of its academic staff, students and programme?

_____

_____

25. What should be done to enhance the feedback process?

_____

_____

26) What are the challenges that your lecturers face in process of assessing students?

_____

_____

27) Suggest solution to curb the challenges.

_____

_____

**SECTION F: Internal Quality Assurance on Infrastructure and teaching resources**

28) Give your opinion about the infrastructure in your university. Is it adequate? Tick the most appropriate answer.

**Key: 1.** Very inadequate 2.Inadequate 3. Fairly adequate, 4.Adequate 5.Very adequate

| **Infrastructure/ teaching resources** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Library Space | | | | | |
| Text books | | | | | |
| Lecture halls | | | | | |
| Computer Laboratories | | | | | |
| Furniture | | | | | |
| ICT service | | | | | |
| Clinic | | | | | |

29a) Is the Library well equipped?

i) Yes ( )

ii) No ( )

b. i) If yes, what resource do you have in the library?

_____

_____

c. ii) if no, explain

_____

_____

30) What is the condition of the computers? Are they enough for all students?

_____

_____

31) What facilities do you have in the classrooms?

i. comfortable chairs ( )

ii. White boards ( )

iii. Flip charts ( )

iv. Head projectors ( )

v. Any other (specify)

_____

32) What challenges does the faculty of education face in ensuring the quality and adequacy of facilities?

_____

_____

33) What should be done to curb the challenges?

_____

_____

**APPENDIX IV:** Interview Guide Quality Assurance Officers

**Demographic Information**

1. Gender

a. Male ( ) b. Female ( )

2. Age group

i) 30-39 ( )

ii) 40-49 ( )

iii) 50-59 ( )

iv) 60 and above ( )

3. Professional qualification

Bachelor of Education ( )

Masters ( )

PhD ( )

Others: Please specify ……

4. Years of experience as a university quality assurance officer

i) Below 2 years ( )

ii) 3-5 ( )

iii) 6-10 ( )

iv) 11-15 ( )

v) 16-20 ( )

21 years and above ( )

**Implementation of IQA on programmes**

5) How do you as quality assurance officers ensure that quality policy is adhered to in implementation of university programmes? Probe for - *Providing documented regulations*

*guiding the implementation, paying frequent visits to the institutions to follow up the institutions?-Holding informative seminars to educate the implementers*

*-Institutional audits*

6) What mechanism do you have to ensure that University programmers are relevant to the world market needs? Probe for:

*- Bench marking with the region/ neighboring countries*

*- Inter- universities interaction on programme development in the region*

7) Who approve the public universities education programmes on offer? Probe for:

- *The National Councils of Higher Education?*
- *The Quality assurance commission?*
- *Any other?*

8) How often do you evaluate the suitability of the teaching courses programmes? Probe for:-

- *Once a year*
- *Twice a year*
- *After a period of five years*

**Quality and Quantity of academic staff**

9) How many lecturers do you have in your university? Probe for :-

*-what are their categories?*

*-Professors,*

*-senior lecturers*

*-Lecturers*

*-Assistant lecture or tutorial assistants*

10). What are the qualifications of the lecturers you have? Probe for:

*-Bachelor (education, mathematics, English, History, sciences, Law etc)*

*-Masters (education, chemistry, biology, Physics etc)*

*-PhD. (Education, mathematics, English, History, sciences, Law etc)*

11). What problem do you have in relation to the academic staff? Probe for:-

*-Shortage of qualified academic staff*

*-Lack of opportunities for development of academic staff*

*-Lack of motivation of academic staff*

*-Luck of funds*

12). what development programme do you have for academic staff? Probe for:-

- *Short courses*

-*Workshops/ seminars*

-*Inter-university exchange of staff for developmental experience*

13). what challenges do you have regarding the development of the academic staff? Probe for:-

*-Lack of funds*

*-Lack of inspirational leadership*

*-Insecurity*

*- Staff unwillingness to upgrade*

14). In your opinion how can the challenges be curbed? Probe for:-

*-Having meeting to brain storm on solutions*

*-Location a budget for development of academic staff*

**Students Recruitment and admission**

15). what policies do you have in place for recruitment and admission of students'? Probe for:-

*-Are the policies documented?*

*-Are they evaluated from time to time?*

*- How is the suitability of the policy guaranteed?*

16).Are those policies helping the university to make good selection of students who qualify for university studies?

17). what challenges do you encounter in process of recruitment? Probe for:-

*-No documented policy to be followed in recruitment*

*-corrupt practice of forging documents*

*-Nepotism*

*-inadequate staff to handle the exercise?*

18) What could be the solution for that? Probe for:-

*-use documented policy*

-employ more qualified staff for the exercise/

-Use innovative techniques for curbing the challenges

**University Infrastructure and Teaching Resources**

**19).** What is the condition and capacity of the lecture halls in your university? Probe for:-

*-are the lecture halls well furnished with enough furniture?*

*-Are they well ventilated?*

*-Are they equipped with all the necessary material for a class?*

20).What is the capacity of your library? Probe for

*_well equipped with modern textbooks and other facilities a library must have?*

*-what about the computer laboratory is it having enough computers and good electrical power for their operation?*

*-How is the condition of the sciences laboratory?*

*- Is it having all the chemicals needed for the experiments?*

21). What is the general challenge that you as quality assurance officers face in process of ensuring quality in universities? Probe for:

*-Qualified people to work in the library/ laboratories*

*-lack of fund for purchasing equipment*

*-limited space*

*-Any other*

**APPENDIX V: Interview Guide Quality Assurance Deans**

**Demographic Information**

1. Gender

a. Male ( ) b. Female ( )

2. Age group

30-40 ( )

40-50 ( )

50-60 ( )

60 and above ( )

3. Professional qualification

Bachelor of Education ( )

Masters ( )

PhD ( )

Others: Please specify ……

4. Years of experience as a university quality assurance officer

Below 2 years ( )

3-5 ( )

6-10 ( )

11-15 ( )

16-20 ( )

21 years and above ( )

**Implementation of IQA on programmes**

5) How do you as Deans ensure that quality policy is adhered to in implementation of university teaching programmes? Probe for:-

*-holding frequent meeting to encourage staff to implement*

*-organizing audits of the faculty activities*

*-Motivation of academic staff*

6) What mechanism do you have to ensure that University programmers are relevant to the world market needs? Probe for:-

*- Bench marking with the region /neighboring countries*

*- Inter- universities interaction on programme development in the region?*

*-Inviting resource persons for public lectures?*

7) Who approve the teaching programmes for the public universities? Probe for:-

*-National Council for Higher Education?*

*-Quality Assurance Commission?*

*-any other?*

8) How often do you evaluate the suitability of the teaching course programmes? Probe for:-

*- every end of a year/*

*-after a period of five years*

**Quality and Quantity of academic staff**

9) How many lecturers do you have in your school of education? Probe for:-

*- what categories? Professors, associate professor, senior lectures, lecturers*

10) What are qualifications of the lecturers you have? Probe for:-

*-Bachelor (education, sciences, History, Geography etc.),*

*-Masters (education, sciences, History, Geography etc.),*

*-PhD. (education, sciences, History, Geography etc.),*

11) What problem do you encounter in relation to the academic staff? Probe for:

*- shortage of qualifies academic staff*

*-Lack of upgrading courses*

*-Lack of funds for development*

*-Absence of opportunities for inter- university staff interaction*

12) What development programme do you have for academic staff? Probe for:-

*-Upgrading courses*

*-workshops /seminars*

*-Research project developments*

*-any other*

13) What are your staff promotion criteria? Probe for

*- Appointment?*

*-Experience?*

*-Are their policies guiding it?*

*- Any other?*

14) What challenges do you have regarding the development of the academic staff? Probe for:-

*- Lack of funds*

*-shortage of resource persons*

*-insecurity*

1) In your opinion how can the challenges be curbed? Probe for:-

- By team work

-Government allocation of budget for staff development

*- Any other?*

**Students Recruitment and admission**

15) What policies do you have in place for recruitment and admission of students'? Probe for:-

*-Who qualify to take education course?*

*-Geography?*

*-Science/Biology, Chemistry, Physics?*

*- Any other course?*

16) Are those policies helping the university to make good selection of students who qualify for university studies? Probe for:-

*- how?*

17) What challenges do you encounter in process of recruitment? Probe for:-

*-lack of clear policy*

*-Nepotism*

*-Forging of Certificates*

**Teaching and Assessment methods**

18) What teaching methods are commonly employed by your lecturers? Probe for:-

*-Lecture method*

*-Group discussions*

*-Simulation*

*- any other*

19) What methods of assessment are employed in your faculty for assessment of students? Probe for:-

*-Continuous assessment*

*-End of semester examinations*

*- research project writing*

20) What measures have you put in place to ensure that assessment procedures are clearly understood by students? Probe for:-

*-Educate students at orientation?*

*-document it in the students handbook?'*

*-remind student at school organized seminars?*

*Any other way?*

21) How do you ensure the quality of examination? Probe for:-

*-through moderation?*

*-through Departmental moderation committee?*

*-Any other way?*

22) What challenges do you face in process of assessment? Probe for:-

- *Shortage offer resource for assessment?*
- *Lack of skills for assessment techniques?*
- *Lack of knowledge in effective assessment technique?*

23) What could be done to get rid of the challenges?

*- Educate teachers on assessment methods?*

*-Organize seminars on assessment methods?*

*-expose teachers for inter uni-university development course in assessment?*

*-Any other?*

**Infrastructure and Teaching resources**

**24).** What is the condition and capacity of the lecture halls in your university? Probe for:

*-are the lecture halls well furnished?*

*-Are they well ventilated?*

*-Are they equipped with all the necessary material for a class?*

25). What is the capacity of your library? Probe for:-

*_Is it well equipped with modern textbooks and other facilities a library must have?*

*-what about the computer laboratory is it having enough computers and good electrical power for their operation?*

26)-How is the condition of the sciences laboratory? Probe for:

*-Is it having all the chemicals needed for the experiments?*

*-Is it have enough facilities (test tube, gas etc.)*

27). What is the general challenge that you as Deans face in process of ensuring quality in universities?

*-Academic staff management*

*-Facility management*

*-Support staff management*

*-Any other*

**APPENDIX VI: Interview Guide Quality Assurance HODs**

**Demographic Information**

1. Gender

Male ( ) Female ( )

2. Age group

30-40 ( )

40-50 ( )

50-60 ( )

60 and above ( )

3. Professional qualification

Bachelor of Education ( )

Masters ( )

PhD ( )

Others: Please specify ……

4. Years of experience as a university quality assurance officer

Below 2 years ( )

3-5 ( )

6-10 ( )

11-15 ( )

16-20 ( )

21 years and above ( )

**Implementation of IQA on programmes**

5. How do you as HOD ensure that quality policy is adhered to in implementation of university teaching programmes? Probe for:-

-*Teaching/learning*

*-development of course outline*

*-suitability of courses on offer*

6. What mechanism do you have to ensure that University teaching programmers are relevant to the world market needs? Probe for:-

*- Encouraging inter- university interaction with other universities?*

*- Who approve the course on offer?*

*-Is the faculty/ Dean/HODs participating in approval of the course?*

7. How often do you evaluate the suitability of the programmes? (Every year?)

**Quality and Quantity of academic staff**

8. How many lecturers do you have in your school of education? Probe for

*-Professors, (in which specialization?)*

*-Associate professors, (in which specialization?)*

*-senior lecturers (in which specialization?)*

*-lecturers (in which specialization?)*

9. What are the qualifications of the lecturers you have? Prove for:-

*-Bachelor (in which field?)*

*-Masters (in which field?)*

*-PhD. (in which field?)*

10. What problem do you encounter in relation to the academic staff? Probe for:-

*-Lack of staff development opportunities*

*-Shortage of qualified staff*

*-Lack of motivation*

*-Lack of funds*

11. What development programme do you have for academic staff? Probe for:-

-the subject area/ English, Geography, Biology etc.

-Seminars/ workshops

-Courses

-Any other

-Inter- university exchange for development experience

12. What are the staff promotion criteria? Probe for:-

- *Appointment?*

-*Experience?*

- *Do have some policies guiding it?*

-*Any other?*

13. What challenges do you have regarding the development of the academic staff? Probe for:-

-*which are the academic area that are affected?*

- *Lack of funds*

-*Staff unwillingness to upgrade*

-*Any other*

14. In your opinion how can the challenges be curbed? Probe for:-

-*Encourage academic staff to accept the challenge of upgrading studies*

- *allocate funds for upgrading of staff*

-*Any other?*

**Students' Recruitment and Admission**

15. What policies do you have in place for recruitment and admission of students'? Probe for:-

-*Are the policies effective?*

-*who applies them in the process of recruitment?*

*-Are those policies helping the university to make good selection of students who qualify for university studies?*

17 What challenges do you encounter in process of recruitment? Probe for:

*-Lack of policy guiding the process*

*- Corruption /forging of Certificates*

*-Nepotism*

*-Any other?*

**Teaching, Learning and Assessment Methods**

18. What measures do you have in place to ensure quality of teaching and learning in your Department? Probe for:-

*-Preparation of course outline/*

*-teaching in class?*

*-Approval of course outline by HOD*

*-Teachers competency in area of specialization?*

19. What challenges do you face in your university in process of implementing the internal quality assurance policy in relation to: Probe for:

- *Quality of teaching strategies*
- *Students' learning interaction*
- *Quality of student assessment*

*-How often is your school audited?*

**Infrastructure and Teaching Resource**

**21.** What is the condition and capacity of the lecture halls in your university? Probe for:

*-are the lecture halls well furnished?*

*-Are they well ventilated?*

*-Are they equipped with all the necessary material for a class?*

22. What is the capacity of your library? Probe for:-

*_Is it well equipped with modern textbooks and other facilities a library must have?*

*-what about the computer laboratory is it having enough computers and good electrical power for their operation?*

*-How is the condition of the sciences laboratory?*

*Is it having all the reagents needed for the experiments?*

23. What should be done to get rid of major constraints so as to enhance the implementation of IQAP in your university? Probe for:-

*-Educate every university staff on significance of internal quality assurance.*

*-encourage university staff to cooperate in implementation of internal quality assurance.*

*-provide fund for the most crucial activities of the university*

*-Any other?*

**APPENDIX VII: Observation Guide**

**Infrastructure and Teaching Resources**

| **Facilities** | **Available** | **Available but not in good condition** | **Not Available** | **Comments** |
|---|---|---|---|---|
| Library/ facilities | | | | |
| Lecture halls | | | | |
| Conference halls | | | | |
| Computer Lab | | | | |
| Sciences Lab | | | | |
| Wash rooms | | | | |
| Clinic | | | | |
| Textbooks | | | | |
| Lab chemicals | | | | |
| Bookshop | | | | |
| Course outlines | | | | |
| Marking Schemes | | | | |
| History teaching aids | | | | |
| Geography teaching aids | | | | |

**Class Environment:**

| **Class environment** | **Clean** | **Orderly** | **Not Clean** | **Messy** |
|---|---|---|---|---|
| Compound | | | | |
| Washrooms | | | | |
| Library | | | | |
| Assessment policy | | | | |
| Laboratory | | | | |
| Recruitment policy | | | | |

**APPENDIX VIII: Document Analysis Guide**

**Information Required**

| **Documents** | **Information required** | **Comments** |
|---|---|---|
| Staff Policy Book | -Staff recruitment and employment procedures.<br>-Staff performance and appraisal<br>-Staff development strategies<br>- Staff promotion criteria<br>-Staff appointment policy<br>-policy for employment of part time lecturers | |
| Students' Handbook | -Students' recruitment and admission policy<br>-Students' assessment procedures<br>-Teaching and learning interactions<br>-Students'/Staff relationships | |
| Students' Assessment policy | -Modes of assessments and procedures<br>-Continuous tests<br>-Final examinations<br>-Evaluation Strategies | |
| Policy on Purchases and maintenance of facilities | -Means of Transport<br>-Computers<br>-Laboratory Equipment/ other assets | |
| Course outline | | |
| Course Evaluation | | |
| Lecturers work Load | | |
| Approval of course outlines | | |

**Appendix IX :** Reliability Test for the Questionnaire

**Lecturers' questionnaires No. 10**

Reliability Test for Section C

Items total Statistic 11

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| I | 38.86 | 62.143 | .898 | . | .925 |
| II | 38.43 | 60.286 | .932 | . | .922 |
| III | 38.43 | 71.952 | .750 | . | .938 |
| IV | 38.57 | 57.952 | .911 | . | .923 |
| V | 38.86 | 60.476 | .601 | . | .944 |
| VI | 38.71 | 62.571 | .867 | . | .926 |
| VII | 37.86 | 71.143 | .607 | . | .938 |
| VIII | 38.43 | 64.286 | .669 | . | .934 |
| IX | 38.29 | 59.905 | .876 | . | .925 |
| X | 37.71 | 70.571 | .673 | . | .936 |
| XI | 38.71 | 62.238 | .748 | . | .931 |

Reliability Coefficients 11Items

Cronbach's Alpha = .937 Standardized items Alpha = .951

**Reliability test for section D**

**Questionnaire No. 16**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| I | 20.43 | 10.952 | .594 | .977 | .750 |
| II | 20.71 | 11.571 | .338 | .949 | .808 |
| III | 20.86 | 9.143 | .866 | .987 | .677 |
| IV | 20.71 | 10.571 | .717 | .987 | .726 |
| V | 21.43 | 11.619 | .453 | .327 | .779 |
| VI | 20.86 | 9.810 | .444 | .906 | .801 |

Reliability coefficient 6 items

Cronbach Alpha = .791 Cronbach's Alpha Based on Standardized Items = .809

**Students' questionnaires No. 7**

**Section C**

| NO | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| I | 31.57 | 25.619 | .819 | . | .843 |
| II | 31.29 | 24.571 | .975 | . | .828 |
| III | 31.14 | 31.143 | .801 | . | .867 |
| IV | 31.29 | 22.571 | .884 | . | .834 |
| V | 31.86 | 24.810 | .601 | . | .873 |
| VI | 31.00 | 29.000 | .858 | . | .854 |
| VII | 30.71 | 34.905 | -.091 | . | .911 |
| VIII | 30.86 | 27.810 | .507 | . | .875 |
| IX | 30.29 | 29.905 | .848 | . | .859 |

Reliability Coefficient 9 Items Cronbach's Alpha Based on Standardized Items = .906

Cronbach Alpha = .876

**Students' questionnaire No. 10**

**Section D**

| No | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| I | 20.43 | 6.286 | .278 | .973 | .587 |
| II | 20.57 | 6.952 | .103 | .865 | .651 |
| III | 20.86 | 4.476 | .713 | .897 | .372 |
| IV | 20.86 | 5.143 | .761 | .990 | .405 |
| V | 21.43 | 7.619 | .032 | .781 | .648 |
| VI | 20.86 | 5.476 | .276 | .988 | .609 |

Reliability Coefficient 6 items Cronbach's Alpha Based on Standardized Items = .598

Cronbach Alpha = .607

**Appendix X:** Authorization Letter from Catholic University of Eastern Africa

# THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

## Faculty of Education

### Department of Postgraduate Studies in Education

**Our Ref:** CUEA/DVC-ACAD/FOE/PGSE/MEST/02/ MARCH 2021

25th February 2021

**SOUTH SUDAN**
**MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY**
**DEPARTMENT OF RESERACH**

**RE: SR. KIDEN CHRISTINE JANET, REG. NO. MED 1033627**

I wish to introduce to you Kiden Christine Janet a final year Doctor of Education student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

**Kiden area of specialization** is in Educational Administration and Planning. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, **Kiden** research proposal has been approved and she will conduct research on the following topic:

***'Implementation of Internal Quality Assurance Policy for Quality Teaching and Learning in Public Universities in South Sudan'***

Thanking you in advance for according Kiden Christine the assistance she may require to conduct her research successfully.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
H.O.D
25 FEB 2021
POSTGRADUATE STUDIES IN EDUCATION
P. O. BOX 62157 - 00200, NAIROBI

**SR. DR. ELIZBETH NDUKU**
**HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION**

**Appendix XI:** Athorization Letter from Ministy of Higher Education South Sudan

# THE REPUBLIC OF SOUTH SUDAN

## Ministry of Higher Education, Science & Technology

*Office of the Undersecretary*

RSS/MOH EST/USO/J/IM

Date: 23rd March, 2021

**Ref: RECOMMADATION LETTER**

This is to certify that**SR.Kiden Christine Janet** is a final year Doctor of Education at the Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

**Kiden area of specialization** is in Educational Administration and planning. Every student in this programme is required to conduct research, write a report/ dissertation and submit it for examination in the final years of study. Kiden research proposal has been approved and the topic of the research will be as follows:

**'Implementation of Internal Quality Assurance Policy for Quality Teaching and Learning in Public Universities in South Sudan'.**

The Ministry of Higher Education, Science and Technology will highly appreciate if you could kindly provide her with the necessary data to enable her to complete the Doctorate study in the field her study.

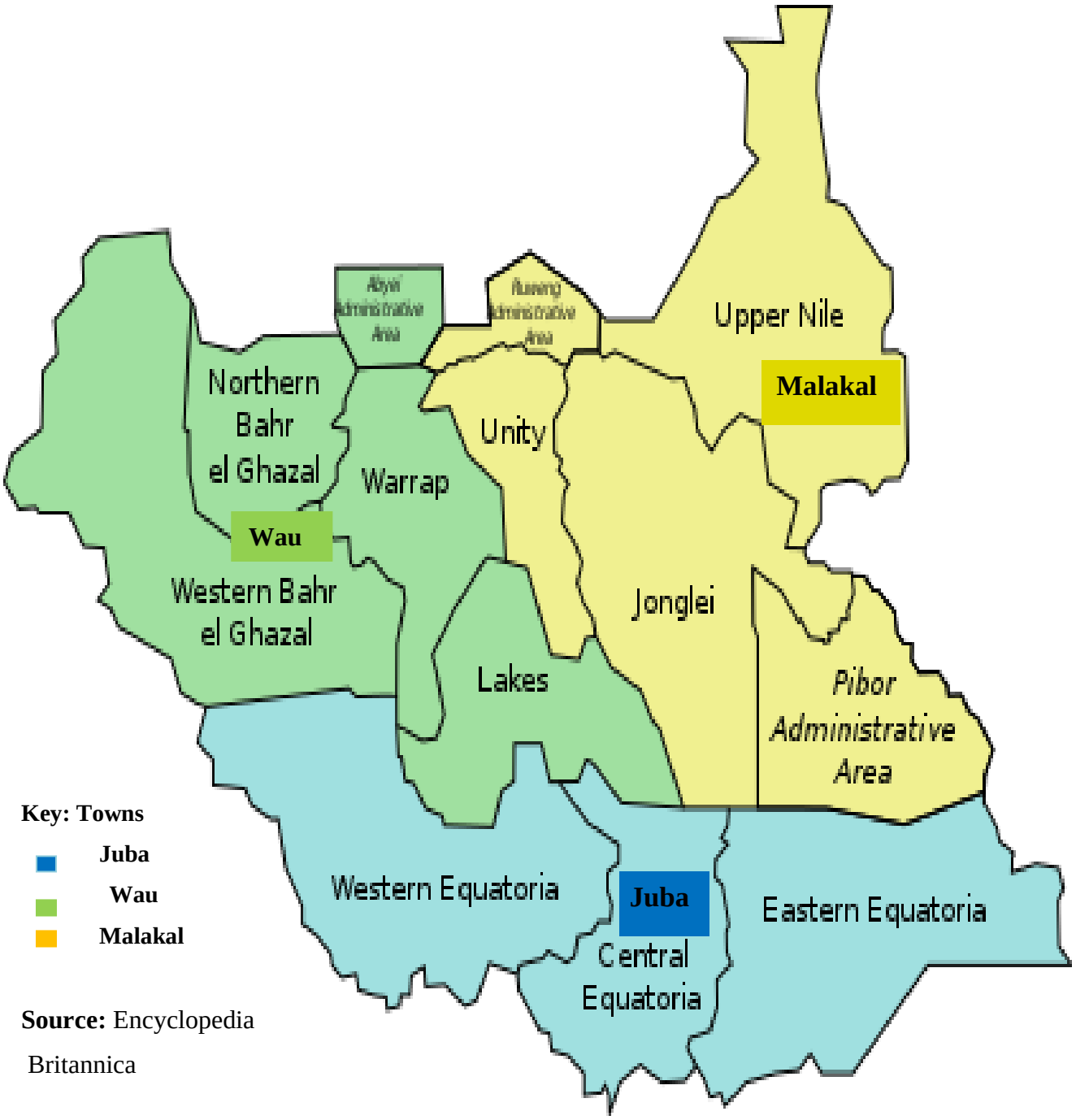
Accept our highest regards and appreciations.

**Dr. Adil Athanaziou Surur.**
Undersecretary, Ministry of Higher Education, Science and Technology
RSS/Juba

MINISTRY OF HIGHER EDUCATION, SCIENCE & TECHNOLOGY REPUBLIC OF SOUTH SUDAN OFFICE OF THE UNDERSECRETARY RSS

Ministerial Complex P.O. Box 502, Juba, South Sudan, Email: moherst.goss@yahoo.com

**Appendix XII:** Map of South Sudan




**Source:** Encyclopedia Britannica