AN ANALYSIS OF EFFECTIVENESS OF QUALITY MANAGEMENT IN PRIVATE UNIVERSITIES: A CASE OF WOMEN’S UNIVERSITY IN AFRICA (2009-2012)

BY

MUNTHALI-CHIKWANDA DENICE

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MASTERS IN BUSINESS ADMINISTRATION DEGREE

GRADUATE SCHOOL OF MANAGEMENT

UNIVERSITY OF ZIMBABWE

JUNE 2013
DECLARATION

I, Munthali-Chikwanda Denice, do declare that this dissertation is the result of my own investigation and research, except to the extend indicated in the acknowledgements, references and by comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university or college.

Student Signature:  

Date: 28 June 2013
ABSTRACT

The main objective of this study was to determine the effectiveness of quality management approaches adopted to enhance the quality of education offered by WUA through a preliminary review of the implementation of quality strategies for the 2012 to 2015 Strategic plan. The specific objectives were to determine the effectiveness of strategies aimed at improving academic staff competencies and quality, physical facilities supporting teaching and learning, resources for supporting academic research and community engagement, staff retention and promotion and establishment of a quality culture. The research was carried out at WUA ZIMSEC campus. A self-administered questionnaire was used. Only middle administrative staff and academic staff were considered as the population under study. Junior administrative staff members were excluded from the study. The results from this study indicated that middle administrative staff and academics at WUA were aware of the importance of academic competencies and their effects on educational quality. However, there was a low level of implementation of the strategic objectives for enhancement of academic staff competencies. However, the impact even at that low level of implementation was huge as there was an increase in research publications, lecturers going on exchange visits and registration for PhD by 9 lecturers. Physical facilities at WUA are in a precarious state and very little has been done in terms of implementing strategies to improve the condition of physical facilities except the library and computer laboratory. Lecture rooms are overcrowded and need air conditioning and to be kept clean. From the results, it shows that except the library and computer laboratory, all other physical facilities are still in a precarious state as indicated by the fair, poor and inadequate
ratings. More effort resources need to be channeled to improve the condition of the physical facilities as they affect the teaching and learning environment. There has not been much improvement in research and community engagement resources for the year 2012. Although individual faculties and the deanery had indicated their intention to improve the research and community engagement aspects, facilities and funds that support research and community engagement are still limited and inadequate. Hence, more needs to be done to improve on these very important aspects of university education.

On staff retention and promotion, although the registry and Human Resources Department in particular had set out objectives to improve staff retention, the situation on the ground reflects a different picture. Generally, there is still low staff morale, and a call by workers for management to improve staff working condition. In particular, there was a call to put in place a Human Resources training policy. In terms of quality culture, most respondents were not sure of what elements of quality culture are in use at WUA. There is therefore need to have training workshops on quality across all boards if the drive towards attaining “Growth with Quality” is to be achieved. From the research findings it can be concluded that there is still a low level in terms of implementation of the strategic plan for various reasons. It can be recommended that the implementation of strategies for improving academic staff competencies, condition of the physical facilities, staff retention, research and community engagement be monitored to ensure that high levels they are successful as the potential has already been shown for improvement in educational quality even with the low levels of implementation achieved
so far. A quality department needs to be established at WUA, not just for academic processes only as is currently the case with the Quality Assurance Committee just recently set up, but to oversee all quality issues for the whole institution from management, governance, processes and outputs and also the education quality.
DEDICATION

TO MY HUSBAND ALLEN TAPIWA CHIKWANDA, SONS WALLEN A. T., ALLEN (Jnr.) M. T. AND DAUGHTER, NOKUTENDA DOROTHY
ACKNOWLEDGEMENTS

I acknowledge the guidance and supervision of Dr. Sam Ruturi, who besides his busy schedule as Director of Mortgage School of Banking and as a lecturer, supervised my research. I am also thankful to the Women’s University in Africa Staff who participated in this survey, your co-operation made this research project a success. Special thanks go to my family, especially my husband, my three children Wallen Tadiwanashe Alexander, Allen (Jnr.,) Makomborero and Nokutenda Dorothy, for all the moral and financial support and patience, for all the times I could not be with you due to pressure of work from the project. I acknowledge my sisters-in-law, especially Angeline and my mother-in-law for edging me to go on even when the going got tough and life seemed to have no meaning. May Almighty God bless you abundantly. Special mention also goes to the Munthali Family, (Mum, Dad, Emilepo, Flora, Annete, Rhoda, Ellen and Ian) you still had the energy to urge me to hang in there when I had ebbed out long back. Be Blessed. The wait was indeed long. Last but not least I want to thank all the people who urged me to keep going even when I felt I no longer had the energy to continue walking this journey. May Almighty God bless you abundantly. Above all, I thank Almighty God for without his abundant mercy, grace and love, this endeavour would not have been possible.
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBF</td>
<td>Africa Capacity Building Foundation</td>
</tr>
<tr>
<td>GNU</td>
<td>Government of National Unity</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>QMS</td>
<td>Quality Management System</td>
</tr>
<tr>
<td>RBM</td>
<td>Results Based Management</td>
</tr>
<tr>
<td>UZ</td>
<td>University of Zimbabwe</td>
</tr>
<tr>
<td>WUA</td>
<td>Women’s University in Africa</td>
</tr>
<tr>
<td>ZIMCHE</td>
<td>Zimbabwe Council for Higher Education</td>
</tr>
<tr>
<td>ZIMSEC</td>
<td>Zimbabwe School Examinations Council</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.0 Background

Higher education plays a very important role in the intellectual capacity development of human resources and societies as it leads to acquisition of knowledge, skills and competences. Higher education is particularly important as it prepares students for a working life in terms of developing skills and competences for future career prospects in youths and re-skilling in returning students or the working class attending higher education for the first time later in life. Nationally, higher education creates a strong skilled workforce required by the various sectors of the economy and this creates very strong competitive advantages at national level in the emerging globalised knowledge economy (Ali and Shastri, 2010). Hence, many stakeholders, including especially government have taken a very strong interest in the quality of higher education as it affects the level of competence of the skilled workforce and the ability to innovate.

Due to the rapid expansion that followed education policy reforms for widening access in the 1980s, governments worldwide were no longer able to support the many state universities they had established (Kariwo, 2007). As a result, financial support to the state universities dwindled due to budgetary cuts to individual universities and also to students. This led to inability to maintain high academic standards and quality of education established while universities were still being funded by government. This resulted in widespread concern by all stakeholders about the quality of educational
experience university graduates are being exposed to in universities and the employability, skills and competences acquired in the educational programmes. In addition to problems of funding, state universities also face challenges of governance which further aggravates the problem of educational quality (Beckett and Brooke, 2008).

The budgetary cuts meant increasing contribution of education financing from private sources and also own-funding by students. At the same time due to the demand for higher education access, governments across the world deregulated higher education space to allow the private sector to offer educational opportunities through setting up of private higher education institutions. To remain viable many private higher education institutions had to rely, largely, on student fees and income generation, as they get very little financial support from government and the private sector (Kariwo, 2007).

Karpagam and Suganthi (2010) state that in everyday language the term quality may be used to mean either a degree of excellence, or an attribute or better than something else. Quality of education broadly defined, refers to the excellence and high standard of educational services delivered through perfect processes and functions in meeting customers’ requirements and satisfaction (Tan, 2006). It determines how the education system prepares graduates to access employment. According to UN Youth Report (2011), high quality multi-faceted education has a positive impact on decent jobs. Generally, nations with a high proportion of literate citizens where all students complete at least a basic education have higher quality institutions and a high degree of social integration (Bloom et al., 2006; Masuko, 2003).
Since the 1980s educational reforms, the quality of higher education has been an issue of concern for all stakeholders. On one hand, governments have been calling for and setting up quality assurance systems for monitoring the quality of education and calling for accountability for taxpayers’ funds to protect the stakeholders from sub-standard educational service provision by higher education institutions. On the other hand, the other higher education stakeholders (students, parents, spouse of students, university staff) have been calling for transparency in the ways universities are operating using private funds as they want value for money and also assurance that the universities are delivering the service promised in their mission statements and that the qualifications awarded to the students are comparable to qualifications received elsewhere and are acceptable anywhere in the global market. In addition, because of globalisation and internationalisation of higher education, students and academics, universities are facing stiff competition from both local and international universities. As a result, they compete for recognition, to attract students with high potential, to secure strategic partnerships and alliances with other universities and industry and the governments. These developments have placed a lot of pressure on the higher education sector to re-think ways in which to improve academic standards, improve and enhance the teaching and learning environment and processes, the quality of their graduates, improve educational opportunities for new career opportunities that are opening up in new fields and disciplines such as sciences, information systems and engineering which are becoming relevant as information technology systems have become very an integral part of the work environment.
The situation observed worldwide concerning higher education quality is also prevailing in Zimbabwe as a result of reduced government funding, changing global landscape with competition from both local and international universities, over subscription in certain degree programmes in most universities, e.g. Social Sciences and Management and under-subscription in other programmes such as Natural Sciences and Information Systems/ Technology and lack of support in higher education from the private sector. This prompted the Government of Zimbabwe to establish the Zimbabwe Council of Higher Education (ZIMCHE) to look into quality issues in higher education. ZIMCHE was also tasked with accrediting universities and programmes offered by universities to ensure practices and awards comparable to international standards.

Tackling the problem of continuous quality improvement is a challenge in higher education settings in the 21st century as the quality assurance assessments methods are no longer sufficient to predict long-term success of higher education against a turbulent environment. While the business sector overcame these quality challenges by developing quality management models, universities or higher education sector in general has failed to come up with quality management models suitable for use in higher education settings. Quality assurance systems remained the sole approach of assessment in performance management in higher education despite the short-comings of using past performance for assessing adherence to set standards, than look into the future for possible improvement against future challenges.

This situation is now prompting higher education institutions which desperately want to
tackle the quality problem and the quality of their educational offerings into adoption of quality models devised for private business and industry sector. However, variations in the outcomes of the quality management efforts have been reported, with some universities reporting successes in implementation of quality management systems to the extent of winning prestigious quality awards such as the Malcolm Baldridge quality awards and ISO 9000 certification while others have reported failures to achieve the desired change in organisational performance and quality improvement. Consequently, adoption of quality management models from business and industry have received mixed reactions by universities and higher education in general.

1.2 Background of Women’s University in Africa

Women’s University in Africa (WUA) is a private University, currently headquartered in Harare, Zimbabwe. It was established through a Charter (Women’s University in Africa Act, 2004) as a brainchild of a small group of leading women in Zimbabwe. This initiative was led by two prominent co-founding women (Professor Hope Cynthia Sadza and Dr. Fay King Chung) in 2003. The vision of the Women’s University in Africa is to be the best University in Africa in the promotion of gender equity and tertiary education. WUA’s mission is to reduce gender disparity by providing a gender-sensitive and socially responsible quality tuition, research and service to the community for leadership and developmental roles using state of the art technology in Africa. According to the co-founding members of WUA, their interest in the education of women has increased based on the view that women’s leadership is a key to all forms of development in Africa. Women are not well represented at tertiary level, particularly at university level,
and this has serious repercussions for the type of leadership they enjoy. Feudal
traditions which place women in a supportive role, with little economic and political
power hinder the full participation of women in development. Dr. Fay K. Chung further
noted that unless there is development of a strong and progressive leadership of
women, there is not going to be meaningful progressive development (in conversation
with Fay, 2007) The core values of WUA are gender-sensitivity, academic freedom,
integrity, social responsibility and transparency and accountability (WUA Annual report,
2010).

Since education must result in a transformed person who has acquired a reasonable
level of knowledge, skills and competences in an environment that encourages the
highest level of intellectual development and exposure to pre-work situations, it is
necessary to look into the challenges faced by Women’ University in Africa and how
these could be hindering attainment of the mission, objectives and vision of being the
best university in promotion of gender equity through provision of quality tertiary
education.

1.2.1 Financial Challenges

WUA was established at the height of the economic crisis with very little private equity
(WUA Annual report, 2009). Since it is a private university, WUA does not get financial
support from the Government of Zimbabwe. Hence, it faces challenges in getting
adequate operating finance. Because of the socio-political and economic hardships
experienced in Zimbabwe from 1997 – 2012, WUA has faced severe financial difficulties
and has found it difficult to raise significant funding from well wishers and the donor community, except a grant of US$2.5 million awarded by The Africa Capacity Building Foundation (ACBF) at its 36th Regular meeting in December 2006 through the establishment of the Women’s University in Africa- Africa Capacity Building Project (WUA) (ACBF, 2010). This grant significantly raised the Fees and Donations income in 2006 from Z$ 8.4 billion to Z$92.4 billion as shown in Table 1.1. However, the economic environment was very volatile at the time with very high inflation and the Zimbabwean dollar was declining in value very fast.

**Table 1.1 Summary of Five Year Financial Performance**

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees &amp; Donations</td>
<td>8,470,243,078</td>
<td>92,485,669</td>
<td>26,209,762,400</td>
<td>5,507,797,779</td>
<td>1,753,789</td>
</tr>
<tr>
<td>Other operating income</td>
<td>7,536,460</td>
<td>3,827,233</td>
<td>349,460,200</td>
<td>1,040,285,180</td>
<td>(2,173)</td>
</tr>
<tr>
<td>Profit from farm trading</td>
<td>351,751,159</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Administrative expenses</td>
<td>(7,816,352,718)</td>
<td>(94,905,619)</td>
<td>(31,636,470,670)</td>
<td>(448,105,123,498,236)</td>
<td>(888,207)</td>
</tr>
<tr>
<td>Operating surplus/ deficit</td>
<td>1,013,177,979</td>
<td>1,407,283</td>
<td>(5,077,248,070)</td>
<td>(448,098,575,415,277)</td>
<td>863,409</td>
</tr>
<tr>
<td>Net financing income</td>
<td>1,396,168,956</td>
<td>21,916,143</td>
<td>11,836,721,197</td>
<td>21,172,083,494</td>
<td>13,669</td>
</tr>
<tr>
<td>Excess Income over expenditure</td>
<td>2,409,346,953</td>
<td>23,323,426</td>
<td>6,759,473,127</td>
<td>(448,077,403,494)</td>
<td>877,078</td>
</tr>
</tbody>
</table>

(Source: WUA Annual report, 2009)
Table 1.2 Balance Sheet of WUA up to 2009 during the hyperinflationary period

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reserves</strong></td>
<td>3,571,333,560</td>
<td>26,894,759</td>
<td>6,786,886</td>
<td>(445,837,575,933,683)</td>
<td>881,424</td>
</tr>
<tr>
<td><strong>Deferred Income</strong></td>
<td>10,344,408</td>
<td>3,401</td>
<td>3,401</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Non-current assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property &amp; equity</td>
<td>165,171,740</td>
<td>8,131,454</td>
<td>406,442,037</td>
<td>1,239,831,000,000</td>
<td>252,125</td>
</tr>
<tr>
<td>Long term investments</td>
<td>828,070,996</td>
<td>353,826</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Movable assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42,202</td>
</tr>
<tr>
<td>Furniture &amp; fittings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6,575</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,024</td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3,501</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>68,500</td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debtors</td>
<td>977,395,874</td>
<td>5,804,515</td>
<td>1,592,647,216</td>
<td>200,061,671,959</td>
<td>147,330</td>
</tr>
<tr>
<td>Short-term Investment</td>
<td>1,879,365,698</td>
<td>21,624,813</td>
<td>8,976,750,568</td>
<td>369,488,435</td>
<td>95,768</td>
</tr>
<tr>
<td>Cash &amp; bank</td>
<td>312,064,545</td>
<td>3,628,060</td>
<td>2,812,980,117</td>
<td>25,560,827,921,778,500</td>
<td>199,514</td>
</tr>
<tr>
<td>Related Party – Helianth Farm</td>
<td></td>
<td></td>
<td></td>
<td>2,299,766</td>
<td>100,392</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>3,168,856,117</td>
<td>31,057,388</td>
<td>13,382,377,901</td>
<td>28,561,028,365,238,700</td>
<td>543,033</td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creditors</td>
<td>580,420,885</td>
<td>12,479,341</td>
<td>6,645,696,700</td>
<td>29,009,105,772,172,400</td>
<td>39,507</td>
</tr>
<tr>
<td>Related Party – Helianth Farm</td>
<td></td>
<td></td>
<td>356,751,951</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bank overdraft</td>
<td>165,167</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Net Current Assets</strong></td>
<td>2,588,435,232</td>
<td>18,412,880</td>
<td>6,379,929,250</td>
<td>(448,677,406,933,683)</td>
<td>503,496</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>3,581,677,968</td>
<td>26,898,160</td>
<td>6,786,371,287</td>
<td>(446,837,575,933,683)</td>
<td>881,424</td>
</tr>
</tbody>
</table>
Table 1.3 Audited Balance sheets for 2009 and 2010 after multicurrency system adoption

<table>
<thead>
<tr>
<th>Assets</th>
<th>Dec-10</th>
<th>Dec-09</th>
<th>Feb-09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-current Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and machinery</td>
<td>853 844</td>
<td>594 084</td>
<td>306 734</td>
</tr>
<tr>
<td>Biological assets</td>
<td>48870</td>
<td>39750</td>
<td>39750</td>
</tr>
<tr>
<td>Plantation</td>
<td>4 689</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>910 403</td>
<td>634 834</td>
<td>346 484</td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>173 878</td>
<td>183 967</td>
<td>0</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>172 524</td>
<td>210 959</td>
<td>88 643</td>
</tr>
<tr>
<td>Other current financial assets</td>
<td>528 068</td>
<td>95 768</td>
<td>0</td>
</tr>
<tr>
<td>Available for sale financial assets</td>
<td>4 178</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>1 789 051</td>
<td>1 125 537</td>
<td>435 127</td>
</tr>
</tbody>
</table>

| Equity and liabilities     |        |        |        |
| **Equity**                 |        |        |        |
| General Funds              | 412 014| 147 206| 435 127|
| Retained earnings          | 843 447| 453 389| 0      |
| Deferred income            | 246 541| 364 430| 0      |
| **Total equity**           | 1 502 001 | 965 025 | 435 127 |

| Current Liabilities        |        |        |        |
| Trade and other payables   | 198 055| 159 392| 0      |
| Provisions                 | 88 994 | 1 120  | 0      |
| **Total liabilities**      | 287 049| 160 512| 0      |

**Total equity and liabilities** | 1 789 051 | 1 125 537 | 435 127 |

(Adapted from WUA Annual report, 2010)
Table 1.4 Audited Income and expenditure for 2009 and 2010 after multicurrency system adoption

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>USD</td>
<td>USD</td>
</tr>
<tr>
<td>Government Grant</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>1 996 885</td>
<td>1 379 260</td>
</tr>
<tr>
<td>Income from investments</td>
<td>43 968</td>
<td>2011</td>
</tr>
<tr>
<td>Other</td>
<td>199 384</td>
<td>157 601</td>
</tr>
<tr>
<td>Total</td>
<td>2 240 237</td>
<td>1 538 872</td>
</tr>
</tbody>
</table>

(Adapted from WUA Annual report, 2010)

WUA relies primarily on tuition fees. Hence, the growth in student enrolment is indicative of the growth in fees income. Enrolments have not been increasing as desired (Figure 1).

Figure 1.1: Cumulative enrolment rates per year since opening of WUA

(Adapted from WUA Annual report, 2009)
1.2.2 Administration

Table 1.5 below shows the profiles of management, academic staff and senior administrative staff.

Table 1.5 Skills and staff establishment against ideal establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Qualification</th>
<th>Number of personnel</th>
<th>Ideal number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td>PhD</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Vice Chancellor</td>
<td>Professor</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pro-Vice Chancellor</td>
<td>Professor</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Registrar</td>
<td>Masters Degree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Director (Finance and Planning)</td>
<td>Masters Degree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deputy registrar (Human Resources)</td>
<td>Masters Degree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Registrar (Admissions)</td>
<td>Masters Degree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Studies</td>
<td>Masters Degree</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Deputy Director – Research</td>
<td>PhD</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Faculty co-ordinators (3)</td>
<td>Masters Degree</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Programme Co-ordinators in Departments</td>
<td>Masters Degree</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Lecturers (Agriculture)</td>
<td>Masters Degree</td>
<td>5 (Fulltime)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 (Part-time)</td>
<td></td>
</tr>
<tr>
<td>Lecturers (Management)</td>
<td>Masters Degree</td>
<td>6 (Fulltime)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 (Part-time)</td>
<td></td>
</tr>
<tr>
<td>Lecturers (Social Sciences)</td>
<td>PhD</td>
<td>12 (Fulltime)</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Masters Degree</td>
<td>25 (Part-time)</td>
<td></td>
</tr>
<tr>
<td>Lecturers (Gender Centre)</td>
<td>Masters Degree</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>ICT Academy Administrator</td>
<td>BSc</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Senior Assistant Librarian</td>
<td>BSc</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Adapted from WUA Annual reports of 2009 and 2010

A brief scan of prospectuses from other universities shows that top management, senior administrative staff and academics hold qualifications much higher than a Master degree. The situation at WUA might put the university in a position of lower administrative and academic competence compared to other local and international universities, making the university less competitive. WUA has a higher junior administrative staff compliment than the academic staff compliment about 4:1 (65 vs. 14) and has also experienced less resignations from the administrative staff compared
to the academic staff (WUA Annual report (2009) and (2010). The university currently operates with a very small Executive Committee of Vice Chancellor, Pro Vice Chancellor, Registrar, Dean of Studies, Director Finance and Planning and the two Deputy Registrars (Human Resources and Academic) whose qualifications are shown in Table 1.3. as some top management positions which are indicated on the ideal organogram as desirable when the universities has fully grown, have not yet been created.

1.2.3 Teaching and Learning environment

According to WUA Annual report (2009), challenges that need to be addressed include ratio of fulltime to part time academic staff members, inadequate office space for lecturers, inadequate lecture space and availability of E-books and more physical print resources in the library. These problems have persisted for some time as the report for 2010 (WUA Annual report, 2010) also highlighted the high dependency on part-time lecturers who formed the majority of the academic staff compliment (Table 1.6). WUA continues to be hit by high staff turnover, with a higher rate of resignations in the academic staff compliment. In 2010, there were four resignations among fulltime academic staff members and four replacements were done (WUA Annual report, 2010). Only 1 resignation and 1 replacement were done for the administrative staff in 2010.

1.2.3.1 Academic staff

The academic staffing problem continued into 2010 with a heavy reliance on part-time lecturing staff as shown in Table 1.6.
Table 1.6 Academic Staff Compliment in 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Part time</td>
<td>29</td>
<td>25</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>41</td>
<td>78</td>
</tr>
</tbody>
</table>

1.2.4 Graduation and Pass rates

In 2009, 321 students graduated from the 3 faculties of Agriculture, Management and Social Sciences. Pass rates ranged from 22.2% in Agriculture to 100% pass in IT. Management pass rate was 81-82%, Sociology 66% and Psychology 88%. Only 2.1% of the graduates had first class pass, 42% had 2.1 class pass, 26.5% with 2.2 class pass and 3.8% with third class pass. Overall failure rate was 24.8% (WUA Annual report, 2009).

Graduation statistics for 2010 show that out of a total of 407 students who graduated, only 7 graduates had first class passes, i.e., 5 from Information Systems Degree programme and 2 in BEd. (ECD) Degree programme, 153 with 2.1 class passes, 204 with 2.2 passes and 20 with 3rd class pass and 20 were post graduates in MBA (15) and EDM (5) (WUA Annual report, 2010).

1.2.5 Quality Focus

The grant awarded by ACBF went a long way in improving the university facilities and saw an increase in enrolment from below 200 students to the current enrolment of over 1500 students in 3 Faculties, namely Faculty of Agriculture, Faculty of Management and Entrepreneurial Development Studies and Faculty of Social Sciences and Gender
Development Studies. However, with increasing enrolment, there has been an increasing demand for more facilities (wider bandwidth, faster internet connectivity, more computers, better technology such as LCD projectors for use in lectures, more library resources (both physical and e-resources), more lecturers, more administrative support staff and more and bigger lecture rooms. Against this background, WUA adopted a theme of “Growth with Quality” and engaged in the process of coming up with the second strategic plan (2012-2015) using the Balanced Score Card model and adopted the Results Based Management approach to assist in the implementation of the strategic plan. The following sections are an analysis of the macroeconomic environment that WUA has been operating in as it implements its Strategic plan and engaged in efforts to improve educational quality.

1.3 General Overview of Macroeconomic environment analysis

The PEST model was used to analyse the macroeconomic situation and its effects on higher education. PEST is an acronym which stands for the political, economic, social and technological effects of the macro-environment (Wikipedia, accessed 08/08/2012). It is one of the models used to analyse the effect of the macro-environment on business performance (Wikipedia, accessed 08/08/2012).

1.3.1 Political environment

The political situation in Zimbabwe has been unstable for over a decade (since 1997) and this has had an effect on almost all sectors of the economy. The formation of the government of national unity (GNU) has not led to national healing as in-fighting within
the GNU continues to perpetuate political instability (International Crisis Group, 2009). State universities get financial support as government subventions, student loan and grant schemes and other incentives (Kariwo, 2007) while private universities are not supported financially by government and have to rely increasing on student tuition fees and outside private donor support (WUA Annual reports, 2009 and 2010). The political situation has also led to the collapse of the once vibrant commercial agricultural sector (Financial Gazette, 2010), affecting enrolments into degree programmes in the Faculty of Agriculture as the agricultural industry is no longer attractive as a potential job market. As a result, enrolments into some programmes had to be suspended at times due to the low numbers of applicants by prospective students.

1.3.2 Economic factors

The economic crisis experienced since the beginning of the political turmoil in 1997 led to the crumbling of the Zimbabwean dollar (Financial Gazette, 2010). Before adoption of the multi-currency system in February 2009, almost every sector of the economy was struggling to remain viable, including the higher education sector (see Tables 1.1 to 1.4). Both public and private universities faced severe challenges in securing financial resources to operate efficiently. Students were having challenges paying tuition fees and there was a large percentage of drop-outs from universities. Enrolment rates also declined affecting revenue flows for private universities like WUA which depend largely on student fees for income (see Figure 1.1).
The economic crisis led to a brain drain in universities as there was a mass exodus of qualified and experienced academic staff in search of greener pastures (Chetsanga, 2010; Kariwo, 2007; Masuko, 2003). Zimbabwean universities could not afford to pay salaries that were comparable to the Southern African region (Masuko, 2003; Kariwo, 2007). The universities in Zimbabwe had to resort to engaging inexperienced academic staff with lower qualifications to teach (Masuko, 2003) and a high number of part-time lecturing staff, mostly from industry and business and from other local universities. The staffing levels and academic qualifications of teaching staff, university management and Executive Committee at Women’s University in Africa shows a not so favourable scholarly disposition, mostly Masters holders and very few PhD holders and (Table1.3) and WUA Annual report (2009). Local universities also faced increasing competition from online universities, international universities and other non-traditional institutions which do on-the-job training which were capitalizing on the collapse of the once vibrant higher education sector (Kariwo, 2007).

WUA was established during the heat of the economic crisis in 2002. Operations were significantly constrained by the declining enrolment (WUA Annual report, 2009). Construction of the main campus in Marondera was stalled due to the persistence of the political, socio-economic instability. Financial support from donors and well-wishers was also difficult to come by (WUA Annual report, 2009) hence the poor financial position. A grant by ACBF significantly improved the facilities and survival of the university through difficult times when other universities closed down or downsized. From February 2009, when the multi-currency system was adopted the situation improved significantly in
almost all sectors of the economy including the higher education sector. WUA has observed an increase in student enrolments, even though they have not yet reached sustainable levels. WUA would like to have an enrolment level of 4500 students by 2015 (Sadza, 2011) and 8 fully fledged Faculties (WUA Strategic Plan 2012-2015).

State universities which charge very low tuition fees pose a threat to WUA as they also admit mature women through the mature entry option. Zimbabwe Open University, also a state university, also admits mature men and women through open and distance learning, giving mature women the flexibility of learning while going to work. These state universities are a threat to WUA as they offer a cheaper and more flexible alternative for most prospective students through distance education which allows them the flexibility of looking after the family and earning a professional qualification, making the competition between state universities and private universities such as WUA very stiff.

1.3.3 Social factors

There are a number of social factors which influence the way universities operate as they are social institutions and these are population diversity, student diversity, globalization, social responsibility and public consciousness. Due to increasing globalization and internationalization of academic staff and students, universities have to adjust to accommodate wide student, academic staff, and population diversity as well as increasing international competition and comparability of degree programmes. Women’s University in Africa attracts students from the 14 SADC countries (WUA Annual report, 2010). Hence, the quality of teaching, language of instruction and
recognition of different cultures are of essence. Increasingly, workers are looking for life-long learning opportunities. This brings a diversity of learners together from different secondary level education systems across the world and all their needs have to be taken into account. As such a diversity of programmes are required as refresher courses, short courses, workshops, or even opportunities for first generation students whose parents or siblings never had any higher education exposure leading to a need for information literacy. Since WUA focuses on giving educational space to middle aged men and women who missed out on higher education, the student population has a lot of challenges such as information illiteracy, young, middle-aged and old learners, learners with additional burdens of family and other responsibility which bring challenges of raising fees. In response to this challenge, bridging courses, to rectify some anomalies result in some programmes taking longer to complete, e.g., taking of foundation mathematics to be able to access programmes with a strong mathematical background e.g., information systems, sciences. Universities must be very active in community engagement to research and participate in community development projects as they are affected by and impact on society.

The high rates of unemployment and inflation impacted significantly on the livelihoods of many Zimbabweans and many people became impoverished as they were living below the poverty datum line (Financial Gazette, 2010). This situation led to very high competition for the few jobs that were available. Many Zimbabweans especially the civil servants opted to return for higher education, to increase their chances of promotion and getting better jobs leading to a high demand for higher education (Kariwo, 2007).
However, the fees that were being charged by universities were beyond the reach of many civil servants and other low to medium income groups, yet the focus of higher education worldwide is now on increasing access for the masses compared to the elite. Social responsibility entailed assisting especially vulnerable women and children groups. To cater for the increasing social responsibility in a socially distressed country would require financial resources and an environment conducive to meeting the needs of the socially challenged, e.g., awarding of scholarships to deserving disadvantaged men and women. WUA faced problems of attracting and retaining qualified academic staff since inception and has been hit by high staff turnover for a long time, compromising on the quality of academic achievement of students (WUA Annual report, 2009). Most of the mature women, who are WUA’s target niche, are either civil servants who want a better qualification for promotion or stay-at-home mums who want to enter the job market. This target group is financially challenged and faces difficulties in raising tuition fees and requires flexibility in teaching times outside the schedules of normal business hours during the day.

1.3.4 Technological factors
The emergency of the knowledge economy and the rapid advance in technology has seen new methods of student-lecturer interactions entering the classroom to such an extent that even universities can no longer run without IT facilities (Bjørke, 2011). Libraries are now being compacted into e-libraries, learning into e-learning and distance education is now more commonly conducted through advanced virtual universities.
Student-centred learning approaches have now become the norm as student satisfaction has become the buzz word in higher education business.

WUA’s infrastructure is very old-fashioned as the classrooms still have traditional chalkboards and dusty chalk and classrooms not suitable for university learning. However, instead of the traditional blackboards and chalk, interactive boards are now in use in other universities (e.g. University of Zimbabwe (U.Z.) and Africa University) and lectures can now be conducted over large distances without the need of lecturers and students being in the same room. Hence, for competitiveness WUA needs to adopt use of advanced multi-media teaching and learning technologies to be able to compete and attract high potential students.

The IT department at WUA operates at very low bandwidth due to financial constraints making e-learning, internet and use of e-resources very difficult. The department is not yet fully fledged due to human resources constraints as WUA cannot pay salaries required by qualified and experienced IT technologists as these are in demand not just in universities but also in industry (WUA Annual Report, 2009). The library cannot afford to subscribe to good e-resource service providers for books and journals due to financial constraints (WUA Annual Report, 2010). In addition, the library is understaffed as it is failing to retain qualified staff. According to WUA Annual Report (2010), the library has only four fulltime staff members comprising of 1 Sub librarian, 1 Assistant Librarian, 1 Senior Assistant Librarian, 1 Library Assistant and 6 students on attachment from other universities and Polytechnic colleges to run the library serving over 1500
students. An ICT academy that was commissioned by WUA in 2009, had to close down as it was ill-equipped to match the extent of technological advancement in the higher education sector in Zimbabwe and worldwide. The student: computer ratio was too high as computers in the library and IT laboratory were too few to cover the number of students enrolled (WUA Annual report, 2010).

Academic staff and students were grossly incapacitated as their research efforts were hampered by the inefficient IT system. Bandwidth was a challenge as for a long time WUA’s IT was run on a 0.5Mg (WUA Annual report, 2010). E-learning was difficult to conduct as the internet facilities were always down due to limited bandwidth from the current service provider. The University could not afford the services of a better expensive service provider due to its poor financial position.

Some universities are now involved in collaborative research and teaching synchronously over long distances without students and lecturers coming into contact physically within a building through use of multi-media in teaching and learning at the click of a button. WUA’s limited infrastructure could severe constrain the teaching and learning process and skills IT acquisition which are very crucial in today’s workplace.

1.4 SWOT Analysis

From the SWOT analysis of WUA (Table 1.5), it can be seen that there are a lot of weaknesses that are contributing towards the poor performance of the institution. As a private institution with no government funding relying largely on student tuition fees for
its income, the fees were charged on a full cost recovery basis and therefore tended to be higher than in public universities which form the majority of the universities in Zimbabwe. As such it tends to be viewed as an expensive university and given a lower priority as a university of choice by potential bright students after the cheaper public universities such as University of Zimbabwe, NUST and Midlands State University. This has inhibited growth of the university through increased enrollment, perpetuating the financial problems at WUA. As a result, WUA has failed to pay its workers competitive salaries leading to high staff turnover, lack of security of tenure for academic staff and poor financial base. All these problems were interfering with the implementation of quality standards and quality management. In addition, WUA does not have a Quality Assurance department to oversee the implementation of quality standards at the university. Each department sets its own standards and criteria for quality with no overall watchdog of the university. Table 1.5 summarises the SWOT analysis.

Like all the other universities in Zimbabwe, WUA had been implementing quality assurance assessment procedures since inception including student assessment, student evaluation of lecturers, peer evaluation and external examination, but continued to face problems with the quality of its educational offerings, financial performance and restricted growth. As a way of improving educational quality to meet ZIMCHE requirements as well as international quality standards as the institution plans for international expansion, WUA adopted a number of quality management strategies through its strategic plans (2009-2011) and (2012-2015). For the 2009-2011 Strategic plan, the Balanced Scorecard was used as a strategic tool for designing and
Table 1.7 SWOT ANALYSIS of WUA

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Legal persona registered through a charter and held under a Board of Trustees</td>
<td>• Set standards of excellence as non-traditional business-oriented university</td>
</tr>
<tr>
<td>• Private University which allows flexibility in decision-making</td>
<td>• Customisation of programmes to suit specific needs of customer segment</td>
</tr>
<tr>
<td>• Flexibility of time-scheduling of face-to-face programmes for convenience and accessibility</td>
<td>• Open and distance learning to reach least mobile female populace in Zimbabwe and in Africa</td>
</tr>
<tr>
<td>• Gender and entrepreneurship mainstreaming across all faculties</td>
<td>• Zambian-Zimbabwe regional integration</td>
</tr>
<tr>
<td>• Strategic Business Development Unit to spearhead business aspects of the university</td>
<td>• ACBF partnership</td>
</tr>
<tr>
<td>• ACBF and other tuition scholarships</td>
<td>• Multi-lateral strategic partnerships with other institutions supporting gender equity</td>
</tr>
<tr>
<td></td>
<td>• Mainstreaming leadership into all programmes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fees structure beyond the reach of many prospective and current students in target market</td>
<td>• Many universities e.g., MSU, Africa University ESAMI, have established satellite campuses in Harare increasing competition</td>
</tr>
<tr>
<td>• Scholarships too few to adequately cover financially-challenged female students</td>
<td>• NUST is offering Masters Degree in Development Studies and MBA which are WUA’s crowd pullers</td>
</tr>
<tr>
<td>• Weak financial base limiting construction work at main campus in Marondera</td>
<td>• Curriculum review too slow to align with the rapid market changes</td>
</tr>
<tr>
<td>• Pegging entry points into university education at the lowest entry point determined by ZIMCHE which match the qualification levels of most women</td>
<td>• Confidentiality compromised due to too much reliance on part-time staff</td>
</tr>
<tr>
<td>• Few programmes in departments offering limited choices to prospective students</td>
<td>• All universities with affirmative action could as well main-stream gender in their programmes and reduce their entry requirements since they already have mature entry levels similar to WUA’s normal entry level</td>
</tr>
<tr>
<td>• No quality assurance department</td>
<td></td>
</tr>
<tr>
<td>• Rented facilities which are too expensive</td>
<td></td>
</tr>
<tr>
<td>• Fragmented campus, which is difficult to manage and co-ordinate activities</td>
<td></td>
</tr>
<tr>
<td>• No separation of powers between ownership and management, i.e., more like sole proprietor case which limits investor confidence</td>
<td></td>
</tr>
<tr>
<td>• High staff turnover</td>
<td></td>
</tr>
<tr>
<td>• No security of tenure as all staff are on 6 months to 3 year contracts</td>
<td></td>
</tr>
<tr>
<td>• Staff compliment 70 % part-time staff and 30 % fulltime staff not conducive</td>
<td></td>
</tr>
<tr>
<td>• Comparing ourselves and benchmarking with state universities such UZ which are state funded and in poor state currently</td>
<td></td>
</tr>
</tbody>
</table>

implementing the strategic plan. However, there was no follow-up on the implementation of the strategic plan and the *ex post* strategic plan evaluation workshop held on the 21-22 June 2011 revealed that none of the departments (both academic and administrative) had taken the implementation of the strategic plan seriously.
Management had not monitored its implementation either. The strategic plan also had some flaws in that it lacked performance indicators and no specific responsibilities had been assigned for implementation of specific activities and for feedback reporting. Hence, the implementation of the strategic plan was largely unsuccessful.

WUA Management decided that a consultant be hired to assist in the designing of the 2012-2015 strategic plan which started off with a 3-day training workshop for all departmental heads, the management and some representatives from a few stakeholder groups such as ZIMCHE, student representatives, WUA council members WUA-ACBF project staff. After the crafting of the strategic plan, The Results-based Management approach was used as a performance management system to ensure implementation of the strategic plan. As a way of improving its performance to be better able to cater for students, and other stakeholders, WUA adopted the Balanced Scorecard and Results Based Management approach (in addition to the common quality assurance approach) for the crafting and implementation of the 2012-2015 Strategic Plan under the theme “Growth with Quality” following the general low implementation and impact of its first Strategic Plan (2009-2011). As a way of improving academic and program quality, expand educational opportunities, address institutional management issues, enhance institutional stability and improve student services and outcomes. WUA serves low income students who are financially needy students, but also has limited financial resources, such as endowments funds with which to serve them. The strategic plan crafted by WUA outlines the strategy for achieving growth and
self-sufficiency. The following analysis reviews the problem statement and research objectives that sought to evaluate if the strategic plan was being implemented and monitored to ensure improvement in the efficiency of the service and quality of education offered by WUA.

1.5 Problem statement

The overall research problem addressed in this study was that Women’s University in Africa (WUA) was facing a lot of challenges which were affecting its performance since its establishment in 2002 to date. The foregoing background of the study has articulated a litany of challenges besetting the university. Self reflection exercises through annual reporting reflected persistence of institution-wide problems mainly caused by inadequate financial and human resources such as inadequate finance for day-to-day operations and capital investment, poor financial performance, high staff turnover at both managerial and academic levels, a high dependence on part-time academic staff, an academic staff compliment dominated by Masters’ degree holders who are not qualified to teach in postgraduate degree programmes and a low and declining student enrolment across all three faculties, inadequate facilities for both administrative and academic staff, inadequate IT systems, a decentralized and fragmented location of both academic and administrative facilities on rented premises and lack of a quality assurance department to oversee the implementation of quality management in the university, to name a few. These problems manifest themselves in very few graduates passing with first class and upper second degree passes desired by employers and entry into postgraduate studies, and high failure rates in some cases, e.g., in Agriculture.
programmes. These challenges have hampered sustainable growth of the university for ten years. Although numerous measures have been taken to address the above stated problem elements, such as approaching the donor community for financial support, staff training through workshops, visits to regional universities with similar setups, academic staff incentives and crafting of the 2009-2011 Strategic plan, the problems persisted due to lack of monitoring of the implementation of the strategic plan and no reporting. The efforts seem to have achieved marginal improvement. If this situation is allowed to persist opportunities that would have been available to previously marginalised mature women to advance academically and be empowered socio-economically, will become foreclosed if WUA fails to provide educational quality which meets customer expectations. Since the crafting of the two strategic plans (2009-2011 and 2012-2015), no analysis has been carried out on the effectiveness of these quality management initiatives to determine if intended goals and objectives of the university were being met.

As a result, WUA might fail to meet its organizational goals, objectives and intended purpose. This in the long run will make it difficult for Zimbabwe and the rest of Africa, to address the issues of gender disparity and women’s economic empowerment through higher education customized to meet the demands of the 21st century. The large pool of economic potential held by the marginalized mature women will remain an undeveloped, dormant human resource.

1.6 Research questions

1. Is there an improvement in the quality of academic staff at WUA?
2. Has the state of physical facilities improved to cater for the increased enrollment?
3. Is the support for academic research and community engagement adequate?
4. Is there a decrease in staff turnover as a result of strategies aimed at staff retention and promotion?
5. Has a quality culture been established at WUA?

1.7 Research Objectives

The main objective of this study was to determine the effectiveness of quality management approaches, i.e. Balanced Scorecard and the results-based management (RBM), in enhancing the quality of education offered by WUA through a preliminary review of the implementation of quality improvement strategies for the 2012 to 2015 Strategic plan. Specific objectives were to determine the effectiveness of:

1. strategies aimed at improving academic staff competencies and quality
2. strategies for improving physical facilities supporting teaching and learning
3. strategies for improving the adequacy of resources for supporting academic research and community engagement
4. strategies for staff retention and promotion
5. strategies for establishing a quality culture

1.8 Justification

The problem of lack of funding created a need for higher education institutions to be innovative to ensure survival, meeting and exceeding stakeholder expectations and continued relevance to society. Since Women’s University in Africa is a private
university with no government funding, it relies on internally generated resources and funds sourced from well-wishers in both the public and private domains to fulfill its objectives. It therefore has to be run as efficiently and effectively as possible to improve the top and bottom lines for viability and to foster a spirit of accountability and transparency and for competitiveness in the global market place. As WUA embarked on implementation of growth strategies to achieve the target student enrolment of 4500 students in 8 Faculties by 2015 (WUA Strategic Plan, 2012-2015), it needed to guard against the possibility of a further decline in quality of teaching-learning environment. As WUA is determined to empower previously marginalized women through offering quality tertiary education against a hostile higher education and macro-economic situation, issues of educational quality, rather than mass production, need to move to the forefront of the educational agenda of policy makers as indicated by Magutu, Mbeche, Nyaoga, Nyamwange, Onger and Ombati (2010). It stands a better chance of making a significant impact on women’ lives through its customized and convenient gender-responsive approach to university education. Many organizations have failed at the implementation stage despite coming up with very good strategic plans on paper. Hence, it is prudent to evaluate and monitor performance of the institution through looking into the quality management approaches adopted for implementation of strategies for improvement in internal business processes, customer satisfaction, learning and growth and the financial focus for viability of the institution and how they are impacting on the initiative to empower women through quality higher education.
1.9 Research Proposition

Quality management approaches (i.e. the Balanced Scorecard and Results based management) adopted by WUA are effective in enhancing the quality of education at WUA and impacts positively on the empowerment of previously marginalized women through higher education, consequently improving the overall performance of WUA.

1.10 Scope of the research

The research is a case study limited to the effectiveness of quality management approaches (a combination of Results-Based management and Balanced Scorecard) adopted by Women’s University in Africa to improve its performance and ensure excellent service as a gender-responsive private university on its initiative of empowering previously marginalized women through offering quality university education. The study was based on responses by WUA’s administrative and academic staff members from as they all influence the learning experience of the students. It covered perceptions relating to the “before” and “after” implementation of the quality management approaches used in the Strategic plans 2009-2011 and 2012-2015.

1.11 Limitations of the Research

The research was limited to Women’s University in Africa (WUA) only since this was the only private university established through private equity in Zimbabwe. The research only went as far as addressing the issues that the participants felt comfortable to discuss with the researcher since quality issues were sensitive due to the recent
establishment of ZIMCHE, and a general lack of trust between WUA management and employees existing at WUA at the time of the study regarding conditions of service and lack of support for collective bargaining by Management. Some University documents were not made available to the researcher, no matter how important they were in making available valuable findings and recommendations. Hence, the researcher only worked with what the University made available to the researcher.

1.12 Structure of the dissertation
The dissertation consists of chapter one, which discusses the background to the problem under study, the setting of the problem in the organization of interest and also discussed the problem statement and justification. Chapter two focused on relevant literature on quality and quality management approaches and philosophies, quality management models adopted by higher education systems and ender-responsiveness in higher education. Methodologies of assessing the impact of quality management in higher education were also discussed. Chapter three focused on the methodology for gathering and analyzing data. Chapter four focused on results and discussion of results. Conclusions from research findings are presented against the background of research questions objectives and propositions in chapter five. Recommendations to WUA and further research were derived from research findings.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter on literature review highlights the importance of educational quality and problems associated with its definition, evaluation and management in higher education. It also consists of a theoretical framework derived from quality management models and highlights challenges of applying quality management in higher education.

2.2 The Importance of Educational Quality

According to Dafou (2009) education qualifications are used as signs to establish market capacity for particular types of work. As such, for young applicants without work experience, qualifications become the only legitimate means of job distribution and is the best information available about the young applicant’s potential and capability to do certain types of work. According to Dafou (2009), employers use educational qualifications as a convenient starting point in locating suitable personnel since the process of schooling gives people the opportunity if not to develop, then at least to display their abilities. According to Dafou (2009), two categories exist in terms of educational qualification. One category refers to paper qualifications and the second to the substantive qualities that people possess as a result of their education, training and work experience. However, most labour markets rely on paper qualifications, i.e., the certificate, assuming the co-existence of desired substantive qualities as the awarding of the degree should certify that the student has acquired the necessary skills, knowledge and competencies associated with that certificate (Munjanganja, 2006). As
such, the educational experience of graduates is assessed in terms of the usefulness of
the qualification in supporting the employability of graduates (Dafou, 2009).

According to Dobrzański and Roszak (2007) very fast changes in the educational
environment, are making it increasingly difficult to manage educational institutions.
Universities are dealing with a lot of problems relating to the ways and means of
achieving planned activities with the best economic effective way, while not losing
essence of the quality of education. Both the very fast tempo of change and the very
high and aggressive competitive edge require skilful attraction and maintenance of
students (Dobrzański and Roszak, 2007). As such the quality of the education process
creates a competitive edge in attracting and maintaining a good reputation in higher
education. Quality of education is defined by some authors as the expression of
significant range of educational effectiveness, including improvement and making
endeavors towards accreditation (Dobrzański and Roszak, 2007. Accreditation aims to
confirm that all the standards of educational effectiveness are provided. Reflections of
new approaches of systematic evaluation of undertaken activities are therefore
becoming essential. As such, every university that realizes these trends of progress
should respond by making quality of education and its faculty a priority.

Education is a process which relies on provision of a service in which a lot of subjects
participate, besides the student and the teacher (Dobrzański and Roszak, 2007). The
participants of this process are students, teachers, employers, government and the
community (Dobrzański and Roszak, 2007). As such, the quality of education goes
beyond the classroom interaction between the student and the teacher (Dobrzański and Roszak, 2007). According to Dobrzański and Roszak (2007), as a service, the quality of education can be described as follows:

- It has no material character
- There is a close association between a provided service and the person who provides it
- The lecturer has proprietary rights to the realized service

In the case of global service quality, the expected quality is compared against the quality experienced in the process of providing the service. Therefore, a quality service is one that would have been provided to the level of expectation of the customer (Dobrzański and Roszak, 2007). Discrepancies between the expectations and the experience serve as pointers and directions of improvement in the sphere of quality management of the service. With regard to the process of education, the idea of quality of the education is often related to the effectiveness or efficacy of the education (Dobrzański and Roszak, 2007). According to Dobrzański and Roszak (2007), quality of education is the result of the negotiations between all participants of the process of the education when these negotiations concern realisation of their expectations by university education. The system of university education should ensure that all these expectations are met in the best way through clear description of these purposes of the education at the university level. The quality of the realized process could be described in different aspects: -
• Financial effectiveness – looking for the response to the question how universities spend public money
• Academic standards – realising activities aiming at maintenance of suitable level of education in the universities
• Public usefulness

However, quality of educational services in general encounters the following problems:

• Effective organization of the process of education
• Variety of educational offer
• Determining the requirements of students
• Competencies of the person conducting classes
• Quality of the relation with lecturers and managing personnel
• Access to infrastructure supporting the education

In education settings, precise definitions of quality of education are not found (Dafou, 2009; Dobrzański and Roszak, 2007). However, expressions such as culture of the quality, the quality management and assurance of the quality can be found. For a long time, universities have used quality assurance procedures as assurance of the quality of education. Quality education requires that higher education be characterized by international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances (UNESCO, 1998). To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including
teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how (UNESCO, 1998).

The quality of the services provided by the universities should play a strategic role in the management of the university (Dobrzański and Roszak, 2007), given the long-term battle that has existed between education providers and the stakeholders over declining educational quality and academic standards. If at all services offered by universities are to be useful to society, meeting the expectations of the various stakeholders through offering suitable quality educational service that benefits not only the graduates but the nation to gain competitive advantage in the global economy is the only way to reduce increasing calls for accountability and transparency battle. Evaluation is usually called for when there is a discrepancy between a service and the expectations of the consumer of the service. The communication and achievement of the expected quality ensures not only optimisation of the usefulness of the service for the student but also makes possible effective competition at the market (Dobrzański and Roszak, 2007). What stakeholders (and even institutions themselves as educators and employers) need is the confidence that students graduating from any recognized institutions have reached some minimum level of attainment and that the degree awarded signifies some reasonable acquisition of knowledge, skills and understanding. A continuous alignment of the stakeholders expectations against a dynamic environment is usually done
through organizational performance assessment and communicating the results to both internal and external stakeholders. However, based on what should be covered in the definition of educational quality, quality assurance is not the most appropriate, as it is only a part of quality management.

2.3 Organisational Performance assessment

According to Dror (2008), performance management can be defined as a mechanism to improve organizational performance by linking and aligning individual, team, and organizational objectives and results. This is usually achieved through the use of a performance measurement system. According to Dror (2008) a performance measurement system is a set of measures that are utilized to quantify the effectiveness and efficiency of activities. Effectiveness refers to the degree to which an activity covers customer requirements (Dror, 2008). Efficiency is a quantitative economic measure that defines organizational resource utilization for a given level of customer satisfaction (Dror, 2008). Critical success factors of performance management systems include their alignment with organization’s strategic goals, their credibility within the organization and their integration with other HRM functions such as reward systems, learning and development and career progression and promotion (Dror, 2008). Performance management has three major purposes, a strategic purpose – which includes the articulation of how the goals are to be linked, a developmental purpose with a focus on the individual and an administrative purpose which includes decision making (Dror, 2008). Performance management consistently emerges as one of the key components in high performance or high commitment workplaces. The changes taking place in the
higher education environment suggest that universities need to urgently respond at both the systems and institutional levels to the turbulent change being experienced in the environment. According to Kwan and Walker (2003), given that governments in many parts of the world have become increasingly determined to make higher education more accountable to the taxpayers, the quest for efficiency and effectiveness should be a pressing issue in all universities. The emphasis on efficiency, effectiveness and accountability has forced some higher education institutions to adopt structures, systems, mechanisms and models intended to enhance such objectives (Csizmadia, 2006). However, how to define organizational effectiveness in such institutions is complicated by the nature of the organizations themselves, which are very different from profit-driven organizations (Kwan and Walker, 2003). Efficiency emphasizes the necessity for universities to perform internal assessment of their activities. However, quality development needs to be performed in a systematic way according to the defined processes, coherent with external quality assurance procedures (Savickienė, 2005).

The necessity to take into account the stakeholders’ interests in higher education has resulted in the emergence of many performance measurement approaches that make use of performance indicators (Tambi et al., 2008). Performance indicators are statistics, ratios and other quantitative information that indicate the way in which a programme of study or a college is operating. However, the performance indicators used should be in line with the mission statement of the college or university and should over a period of time confirm, or otherwise whether the college or university is making
progress in meeting the objectives set out in the mission statement. The major
critical shortcoming of performance indicators is that they cannot be used to make an
evaluative judgment on the quality of processes that take place in a higher education
institutions. Performance indicators should therefore be used to isolate areas of concern
to decision makers on the deployment of resources in institutions, such as university
professors, laboratory equipment, books and buildings, which are limited and costly
(Tambi et al., 2008). The reason for developing performance indicators is somewhat
equivalent to the need to audit the financial accounts of a business organization. Whilst
business organizations prepare financial statements for internal use (i.e. for top
management), and accounting statements for external use (i.e., shareholders, registrar
of society and public), higher education institutions use performance indicators for
quality improvement and prepare a self-evaluation report and external auditors. For
example, performance indicators are being applied in the context of reputation ratings,
accreditation examinations, institutional self-assessment and professional association
standards. Although these efforts help identify characteristics that have been associated
with excellence in higher education, by design they avoid endorsement of particular
patterns of organization” and formulas for specific application”. Accreditation does not
generally attempt to define educational quality but rather focuses on measuring inputs
and the degree to which an institution fulfils its self-defined mission (Tambi et al., 2008).
According to www.wikipedia.com academic standards are described as the level of
achievement that a student has to reach to gain an academic award (for example a
degree). They should be at a broadly similar basic level across the education system
although some institutions may require standards higher than the basic level. Academic
quality describes how well the learning opportunities available to students help them to achieve their award (www.wikipedia.com). It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided. It is solely the responsibility of universities to ensure maintenance of the quality of the learning opportunities they offer to students and the academic standards of the awards (www.wikipedia.com). According to De Jager and Nieuwenhuis, (2005), in education, quality as fitness for purpose is usually based on the ability of an institution to fulfill its mission or a programme of study to fulfill its purpose.

Worldwide, education systems are developing without adopting a particular structure. Hence, most education systems have no reliable systems for educational quality assessment, only some outcomes of separate areas are measured and this is done inconsistently and episodically (Savickienė, 2005). Hence, the current system of assessment of education is too little oriented to the development of quality. It is therefore necessary that assessments focus not only on activity outcomes, but also analyse progress to achieve them, expand a self-assessment tradition, announce the outcomes of self assessment publicly and use them for higher education quality improvement planning (Savickienė, 2005). Hence, it is stressed that quality assessment should be comprehensive, impartial and thorough (Savickienė, 2005). Most studies assess teaching quality. According to Kwan and Walker (2003), a model developed by Cameron (1978) proposed nine a priori dimensions of organizational effectiveness of higher education: a) student education satisfaction, b) student academic development, c) student career development, d) student personal development, faculty and
administrator employment satisfaction, f) professional development and quality of the faculty, g) systems openness and community interaction, h) ability to acquire resources and i) organizational health. Five predictors were proposed to support the validity of Cameron’s model and these are institutional demographics, institutional strategy, institutional structure, institutional finances, and external environment (Kwan and Walker, 2003). These predictors are strongly associated with performance and additionally linked to long-term performance and indicative of effectiveness beyond a short-term horizon (Kwan and Walker, 2003). However, determinants of effectiveness should be differentiated from the indicators as the determinant leads to effectiveness while indicators are the appropriation of the effectiveness construct.

According to Sarrico (2010), performance management in the wider management context is associated with the processes by which organizations strive to understand the links between desired organizational results and the management of the determinants of those results. Those organizations that better understand and manage these mechanisms can improve performance continuously by actively managing the determinants to produce better results. As soon as an organization delivers in line with its stakeholders’ expectations, their expectations rise. Thus, excellent performance is not something that an organization attains, but is something pursued continuously (Sarrico, 2010). Organisations that perform well typically have integrated performance management systems, characterized by a link between strategy and performance measurement and in the public sector typically include a financial perspective, an operational perspective, a stakeholder’s perspective and a development perspective.
The financial perspective relates to the need to balance income and expenditure in order to be a viable organization (Sarrico, 2010). The operational perspective deals with the monitoring of processes to produce the envisaged services. The stakeholders’ perspective refers to the delivery of services in line with the needs and expectations of the legitimate stakeholders. And the development perspective has to be present to maintain the capability of the organization to change in line with new demands placed upon it (Sarrico, 2010).

In higher education institutions, results may relate to teaching, research, knowledge transfer, widening participation, student’s learning experience, linkage with the economic sector etc, but the emphasis will be dependent on the institution’s strategy (Sarrico, 2010). No institution can excel in all at the same time, as resources are finite. Moreover, some goals might be mutually exclusive: excellence in research and in widening participation, for instance. The simultaneous pursuit of conflicting goals may lead to schizophrenic symptoms and this is a serious risk for higher education institutions given the differing expectations placed on them by their varied stakeholders (i.e., students, staff, government, employers, alumni, and indeed the society at large). Thus, there is a need for integrated systems of performance management in higher education that will link strategy to performance measurement and that will balance the different pressures exerted on it by its different stakeholders.

Quality measures represent the most positive step in the enlargement of the basis for organizational performance measurement (Tambi et al., 2008). As the global
competition increases, the focus on quality widens towards strategies that emphasise quality of the service from the perspective of the client. In addition to internal measures of quality, new measures relating to client satisfaction are developed, such as retention rates, market share and perceived value of goods and services.

Organisational performance management has received much more attention in the manufacturing rather than services sector (Sarrico, 2010). However, the services sector is also important in an economy. Services are quite distinct with the following characteristics: intangibility: i.e., services can be ideas and concepts whereas products are tangible things. When a client buys a product, it can see it and test its performance; in the case of a service, the client has to make a judgment based on the reputation of those delivering the service, 2) simultaneity: services are normally created and consumed simultaneously, frequently with the participation of the client in the process, 3) heterogeneity: the combination of the intangible nature of services with the participation of the client in the production of the services results in variability in the service delivery from one client to another, and 4) perishability: the fact that most services are created and consumed simultaneously prevents them from being stored; if the service is not used, the existing capacity is lost forever (Sarrico, 2010). According to Sarrico, 2010), performance measurement frequently focuses on easily quantifiable aspects such as costs and productivity, neglecting other important criteria for the success of the organization. Hence, integrated measures of performance systems should be used which include a range of varied performance measures and point to an explicit cause and effect framework between measures of results such as traditional
financial (profitability, liquidity) and competitiveness measures (market share, sales growth) but also measures of the determinants of success that is, measures of the quality of service (competence, reliability, communication, access, aesthetics, cleanliness, comfort, friendliness, availability, safety, security), flexibility (volume, speed, specification), resource utilization (productivity, efficiency) and innovation (innovation process, innovation instances) (Sarrico, 2010). Only by managing well these determinants will an organization obtain better results (Sarrico, 2010).

The significant growth of private funding in the financing of higher education institutions makes them face the challenges of attracting students, student satisfaction, quality perceived by students and their loyalty (Purgailis and Zaska, 2012). In the area of higher education, satisfaction has been described as a short-term attitude that has arisen after evaluating one’s acquired experience during the use of the higher education service. In addition, organizational image perception develops after the service has been received. Hence, satisfaction is correlated with loyalty and organisational image. This has resulted in two major developments, i.e., the transfer of business management concepts to higher education organizations to improve efficiency and accountability and also transparency and secondly, organizational reforms to strengthen internal hierarchies and to change organizational structures of universities in order to put more responsibility and power into the hands of management (Tahar et al., 2011). A business management concepts refers to a set of routines and principles, which can support the designing, planning, organizing, controlling and steering of organizations, e.g., Management by Objectives, Balanced Scorecard, Total Quality Management (TQM),
business process re-engineering, lean management, performance management and risk management (Tahar et al., 2011). In the 1990s were rich proposals for integrated models of performance management, whose main objective is to help managers develop a better understanding of the impact of their operational decisions on the success of the organization. Balanced Scorecard developed by Kaplan and Norton (1992) is the most well-known and rooted model in the practice of organizations. The model points to a balance of measures, operational (speed, productivity, resource utilization), financial (costs, revenues, return on capital), external (market share, client satisfaction) and development (need for the organization to learn, change, and develop in terms.

To be competitive in the 21st century, organizations need to improve continuously and perform to an excellent standard (Mohammad et al., 2011). According to Dror (2008), traditional production management that place emphasis on improving productivity, reducing costs and increasing profitability may shift attention from other important targets, such as quality improvement, shipment reliability, and delivery time and consequently have a negative impact on efficient development of capital. The value deriving from intangible assets in human resources has an impact on financial results through a chain of cause and effect relationships (Dror, 2008). Hence, the use of organizational performance management frameworks such as strategic frameworks for quality and performance management such as MBNQA and BSC and EFQM assist organizations in meeting customers and stakeholders’ expectations (Dror, 2008).
2.4 Quality of education and use of quality management models in Higher education

According to Becket and Brookes (2008), managing quality in higher education has proved to be a challenging task. Two main reasons have been identified as contributing to the currently obtaining situation. First, the definition of ‘quality’ as it has different meanings for the different stakeholders in the higher education sector. Further, the concept of educational quality is thought of as being vague and controversial (Beckett and Brookes (2008). Within higher Education, there are both internal and external stakeholders who are likely to have disparate or even contradictory definitions of quality. As a result of the difficulty in defining quality, its measurement and management has unsurprisingly proved to be controversial. Quality in higher education is a multi-dimensional construct which is interpreted in different ways by the diverse stakeholders. This in turn creates complexity in its measurement and management. The challenge lies in producing a quality management framework that permits the equal expression of legitimate voices though they may conflict or compete in some way. The outputs of the education system can be tangible, intangible, or value-addition through for example, -

1) Examination results
2) Employment
3) Earnings
4) Satisfaction

In the education setting, the learning process should lead to satisfactory outcomes for learners, employers and sponsors. According to Zakaria and Daud (2009), learning
occurs when experience causes a relatively permanent change in an individual’s knowledge and behavior, be it deliberate or unintentional. The concept of learning is shaped by context, culture and tools used in the learning situation. The learning environment should be conducive in a way so as to enhance the learning process by being comfortable to allow everyone to learn and participate freely. Hence, a conducive learning environment covers some of the following, lecture halls, individual study areas, libraries, instructional materials, support service, technology, the educators, infrastructure, in addition to what is taught and shared as illustrated in Figure 2.1 (Zakaria and Daud, 2009). Improving the quality of education and training is a common pursuit of providers and practitioners of education in many countries in the developing and developed worlds. According to Munjanganja (2006), learners and communities disfavor educational programmes that lead to dead ends. Evidence of the quest for quality include various references in popular and academic press, and in analyses of international agencies of education and training reform initiatives to national qualifications frameworks, establishment of national quality assurance bodies; training funds; utility of workplace and institutional training in developing suitable skills, knowledge and attitudes (Munjanganja, 2006).

According to United Nation Children’s Fund (2000), the focus of education is on learning which strengthens the capacities of students to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes. Education must create places of safety, security and healthy interaction for students and others (UNICEF, 2000).
According to Manjanganja (2006), to improve is to become or make better; suggesting movements to a desirable and satisfactory state. Where standards or norms are used, this movement would refer to progression to the satisfactory standard. Adding to the sense of urgency to the pressure for quality are global trends such as globalization, technological developments, and demographic changes. Globalisation and information and communication technologies are changing workplaces, the nature of work and its organization, and employment trajectories of individuals (Bjørke, 2011). These changes
in workplaces call into question the front-end models of education and training whose chief motivation is the preparation in advance of learners for lifetime jobs (Bray et al., 2011). Relevant and quality education should instill into learners the skills and disposition for a life-time of learning, in addition to providing broader skills and knowledge (Bray et al., 2011). There is disfavor among learners and communities for educational programmes that lead to dead ends (Munjanganja, 2006).

There are a number of strategies to deploy in order to meet the challenges that are paused by the dissatisfaction with education and training. To be effective the selected strategy must be holistic, since there are many interrelated aspects to the quality of education and training (Munjanganja, 2006). In order to be effective, the interventions should be directed at the system as a whole and not to a few elements (Munjanganja, 2006). At the centre of the services is a system for learning (Munjanganja, 2006). SAQA (2001) differentiates among quality assurance, quality audit, quality control and quality management systems. Quality assurance means the sum total of activities that assure the quality of products and services at the time of production or delivery. Quality assurance procedures are frequently applied only to the activities and products associated directly with goods and services provided to external customers (SAQA, 2001). The quality assurance process usually includes two types of reviews, i.e., subject review and institutional review or academic review. Subject review concerns the evaluation of the quality of educational provision within a subject area as defined by a unit of review (SAQA, 2001). It focuses at the level of the subject, on the quality of the student learning experience and student achievement. Taught programmes of the study
are reviewed through peer review, self assessment, aspects of provision, subject review visit and the graded profile (Tambi et al., 2008). Peer review is conducted by a team of registered subject specialist reviewers. The subject provider evaluates the quality of student learning experience and student achievement, measured against the aims and objectives for the assessment. The subject review visit necessitates gathering, considering and testing the evidence of the quality of education, in light of the subject providers’ aims and objectives, and to establish a graded profile and overall judgment on the quality of that provision (Tambi et al., 2008). The graded profile shows the extent to which the student learning experience and student achievement demonstrate that the aims and objectives set by the subject provider are being met (Tambi et al., 2008). The institutional review addresses the ultimate responsibility for the management of quality and quality standards and rest with the institution as a whole. It focuses on institutional responsibilities for quality and standards of academic provision, i.e., programme approval; monitoring and review; assessment of students; external examining; and collaborative provision. The starting point is a self-evaluation document that will contain the institution’s analysis of how effectively it manages the quality of its programmes and the standards of its awards, and how it meets the expectations of relevant precepts of a code of practice for the assurance of the academic quality and standards in higher education (Tambi et al., 2008). In most countries, public higher education institutions are governed by a set of standards produced by the Quality Assurance Division of the Ministry of Education or Higher Education. The standards focus on nine aspects of institutional processes, namely vision, mission and objectives; design of the educational programme and teaching and learning methodology; student assessment; student
selection and support; academic staff/faculty; educational resources; programme evaluation; leadership and governance and continuous renewal.

Quality audits are activities undertaken to measure the quality of products or services that have already been made or delivered. In itself a quality audit has no impact on quality (SAQA, 2001). Quality control is undertaken by person(s) who make the product or deliver the service) for internal purposes (SAQA, 2001). Quality management systems (QMS) means the combination of processes used to ensure that the degree of excellence specified is achieved. A QMS is the sum of the activities and information an organization uses to enable it to better and more consistently meet and exceed the needs and expectations of its customers and beneficiaries, more cost effectively and cost efficiently, today and in future (SAQA, 2001).

Quality management is not only a matter of improving the quality of teaching and research, but also of making management more efficient and transparent. Better quality means greater relevance of universities for sustainable development in their countries. Students are better trained, scientific research delivers problem-solving approaches that benefit the entire population; efficient management ensures economic viability as well as the innovative capacity of tertiary institutions (GIZ, online accessed Thursday 29 March 2012). Introduction of quality management approaches into universities makes processes at all levels more efficient and effective. Not only will the quality of teaching and research be improved, the benefits cascade to the university as a whole. According to Magutu, Mbeche, Nyaoga, Nyamwange, Onger and Ombati, 2010), higher
education has entered a new environment in which quality plays an increasingly important role. The “quality of education” is a key factor in invisible competition since the quality of products and services is determined by the way that “managers, teachers, workers, engineers, and economists think, act, and make decisions about quality (Magutu et al., 2010). In Zimbabwe, there is need to consider quality management in the higher education sector in view of the increase in the number of universities, both public and private, if the human capital channeled into industry and society is going to serve its purpose of addressing societal needs and meeting international standards on the global arena.

The term quality management refers to the policies, systems and processes designed to ensure the maintenance and enhancement of quality within an institution (Csizmaid, 2006). Quality management is thought of as a means to an end, not an end in itself and includes improving the quality of institutional services, making the operations of the organization more transparent and accountable and improving their performance. In higher education context, quality management covers the quality terminology: control, assurance and improvement. It encompasses those processes “by which an institution discharges its corporate responsibility for articulating, maintaining and enhancing the academic standards of those activities for which it is responsible” and ensures that these processes are performed efficiently and effectively. Academic standards are those expectations which have been established for the students to meet, and institutional quality assurance procedures are the means by which institutions can demonstrate to those with an interest in higher education (e.g. students, employers of
graduates and government) whether or not they are meeting those standards and expectations (Csizmaid, 2006). Quality management also encompasses those external processes which have been developed to account for the public funds they receive (Csizmaid, 2006). Higher education institutions therefore need quality management (principles) to make them more efficient, to improve quality and to ensure that they provide skilled, knowledgeable workforce. According to SAQA (2001), QMS identifies processes and outlines the procedures that implement quality management in the organization. Quality here refers to a holistic, integrated, democratic, process-oriented and flexible approach that would: -

- Enhance learning by increasing the number of learners, the frequency of learning and the relevance and durability of what is learned; and
- Establish a framework of qualifications and standards that are relevant, credible and accessible

Implementation of quality management systems in universities has the following advantages:-

- Improvement of the quality of the realized didactic process
- Improvement of work organization
- Transparency and readability of responsibilities and entitlements
- Supplying documentary evidence of the process and activities in shape of readable procedures
- Increase of awareness of quality among employees
- Fulfillment of requirements of the customers
• Improvement of reputation

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- Enhance learning by increasing the number of learners, the frequency of learning and the relevance and durability of what is learned; and
- Establish a framework of qualifications and standards that are relevant, credible and accessible

In order for providers to meet the specification of QMS, they would need to clearly describe the nature of operations within their organization. How exactly is quality assured in the organization, on all levels? A clear description of the workings of the organization and how they assure quality needs to be provided.

2.5 Quality Management Frameworks

These frameworks can be divided into two categories; 1) those emphasizing self-assessment such as the Malcolm Baldridge National Quality Award (MBNQA) and the European Foundation for Quality Management (EFQM), and those designed to help managers measure and improve business processes, such as the Balanced Scorecard (Dror, 2008).
2.5.1 Self assessment

The excellence models i.e., the MBNQA and EFQM, are standard models that examine an organization according to a set of criteria with a constant relative importance. Business or organizational excellence, within the context of TQM, may be defined as an outstanding performance in managing the organization and achieving results based on fundamental TQM principles. Many models have been developed to measure the business excellence e.g., Malcolm Baldridge National Quality Award model, European Federation for Quality Management (EFQM) Excellence model. This system is strongly focused on self assessment. The self assessment is a comprehensive, systematic, and regular review of the organization’s activities. The benefits are perceived to be:

- A rigorous and structured approach to business improvement
- An assessment based on facts and not individual opinions
- A means to achieve consistency of direction and consensus on what needs to be done

However, these business excellence models have validity problems such as arbitrariness of the quality criteria and their importance weightings.

2.5.1.1 European Federation for Quality Management (EFQM) Model

Core criteria for European and Australian awards are categorized into enablers, drivers and results (SAQA, 2001). Enablers include Policy and strategy, Information and analysis and People; drivers Leadership and Customer and focus and results refer to
quality of process, product and service (SAQA, 2001). According to SAQA (2001), core values and concepts of EFQM include:

a) Leadership  
b) Policy and strategy  
c) People management  
d) Resources  
e) Processes  
f) Customer satisfaction  
g) People satisfaction  
h) Impact on society

2.5.1.2 Malcolm Baldridge

The Malcolm Baldridge National Quality award’s core values and concepts  

a) Leadership  
b) Strategic planning  
c) Customer and market focus  
d) Information and analysis  
e) Human resource focus  
f) Process management  
g) Business results

This management system is used successfully in the education sector in the USA. The core criteria remain the same, except where customer is replaced with student and
stakeholder focus and Human resources focus is replaced by Faculty and staff focuses (SAQA, 2001).

2.5.1.3 ISO 9000/2000 International Code of Practice for Quality Management Systems

According to SAQA (2001), core value and concepts of ISO 9000/2000 to improve the processes of an organization in order to enhance performance

a) Customer focus
b) Leadership
c) Involvement of People
d) Process approach
e) Systems approach to management
f) Continual improvement
g) Factual approach to decision-making
h) Mutually beneficial supplier relationships

Tambi et al. (2008) states that ISO 9001:2000 has made its presence known to the higher education institutions, although still in a limited way. Leeds Metropolitan University and Wolverhampton University are some of the universities that have adopted it and have obtained ISO 9000 certification in the UK. Elsewhere, higher education has poorly adopted quality management systems. ISO 9000 has its own shortcomings. It is not a standard to manage products as such, as it is management-
process oriented. This implies that products cannot be used in themselves as a basis for the demonstration of adherence to the ISO 9000 standard but through the accepted process of quality auditing, on site. A \textit{prima facie} evidence for non-conformities in the quality could not be provided by defective products themselves. Under extreme cases, where 100 \% defective products have been produced, it is by no means an indication that the quality system itself is not operating as desired (Tambi \textit{et al.}, 2008). Thus, ISO 9000 bears no relationship to the product process output, but rather the management process outputs. According to Tambi \textit{et al.} (2008), several limitations have been observed on its application in higher education including the following: -

- It does not of itself guarantee excellence
- Over consultation
- Over bureaucratization
- Misunderstanding and disillusionment
- Transition of the standards when applied to education institutions causes confusion and consternation
- And it is a short-term strategy

Nevertheless, it remains a principal approach among business organisations today because it provides an indication to their present and prospective customers of their supposed commitment to quality. There may be therapeutic, market and internal advantages for higher education institutions that implement ISO 9000 (Tambi \textit{et al.}, 2008).
2.5.2 Strategic tools

2.5.2.1 Balanced Scorecard

According to Barndt, McGee and Cataldo (2011), the Balanced Scorecard is a widely used strategic planning and management system. Although it is referred to as balanced, it is actually “weighted” as an organization weights the perspectives of its internal scorecard based on objective external evidence and/or observations. The design method of the BSC facilitates selecting activities that match the unique strategic needs of an individual organization (Tambi et al., 2008). The BSC is a strategic measurement system that allows managers to keep track of the development of their strategic plans and the subsequent improvement of their strategic performance. It relates performance to the choice of strategy. It includes measures of efficiency and effectiveness (Karpagam and Suganthi, 2010). Each organization has a unique BSC and a unique priority for its implementation (Karpagam and Suganthi, 2010). The BSC has four focus areas:

a) Financial
b) Customers
c) Learning and growth
d) Internal business process

Kaplan and Norton devised the Balanced Scorecard framework based on the four perspectives – financial, customer, internal business process and learning and growth to cater for the deficiency of assessing and managing an organization’s intangible assets in previous frameworks. Previously, financial measures were used to record
investments on companies’ balance sheets. At the end of the 20th century, intangible assets became important as sources of competitive advantage and as sources of value creation in organizations. Strategies for creating value shifted from tangible assets to knowledge-based strategies that create and deploy an organization’s intangible assets (Karpagam and Suganthi, 2010).

When using the BSC, the organization should select critical measures for each of these perspectives (Karpagam and Suganthi, 2010). It provides the user with a set of information which addresses all areas of performance in an objective and unbiased fashion (Karpagam and Suganthi, 2010). It gives a set of measures to top managers to get a comprehensive view of the business. It provides a balanced picture of overall performance highlighting activities that need to be improved and it combines both qualitative and quantitative measures. It assists the business in clarifying their vision and strategies and provides a means to translate them into action. The BSC introduces four management processes that, separately or in combination, contribute to linking long-term objectives with short-term actions. It helps to implement the strategy with the help of the following linkage (Karpagam and Suganthi, 2010):

Strategy → objectives → Measures → targets

The cause and effect methodology needs to be considered and analysed in terms of key measures that caused the business to grow and which were the effects indicating that growth had taken place (Karpagam and Suganthi, 2010).
Translating the BSC from the business perspective to the complex world of academia is a challenge. For an academic environment by examining the issue from multiple perspectives, appropriate performance and evaluation mechanisms have to be determined and integrated into the BSC. The BSC mechanism can provide a common frame of reference for all, though there is no guarantee. It is of value to varying degrees in all organizations. In higher education, it helps to think strategically, clarify future direction, deal effectively with rapidly changing environments and initiate change. In the use of BSC by the University of California, VCs and senior finance executives contributed to align the vision and goals for the university administration in a phased manner. Variables identified under financial perspective include stewardship and cost-effectiveness, value to stakeholders, under customer perspective, effective use of technology and skilled workforce under learning and growth and process efficiency under internal business perspective (Karpagam and Suganthi, 2010).

When using the BSC in the academia, a university develops and adjusts its BSC based on proven best practices of another university it respects or emulates. The limitations of the balanced scorecard include the focus on learning as the only source for causality, a lack of basic guidelines for selecting performance measures, lack of a method for setting targets to measures, the complexity of the feedback from the financial perspective to the customer and the processes perspectives and no consideration of the time lag between causes and effects (Dror, 2008). Structured methodological approaches such as Quality Function Deployment (QFD) improve the implementation of the Balanced Scorecard in an individual organization. The QFD method helps to
overcome two of the limitations mentioned in BSC which are lack of basic guidelines for selecting performance measures and the complexity of feedback from the financial perspective to the customer and process perspectives (Dror, 2008) For such impacts on financial results, strategic frameworks were developed for managing organizational performance.

The BSC has emerged in recent years as a strategic control tool. It adds value by providing both relevant and balanced information in a concise way for managers. It creates an environment which is conducive to learning within which hypotheses regarding cause and effect relationships can be tested and the groundwork for a 360° feedback process is laid. The basis of the BSC is performance measurement in organisations whose intangible assets play a central role in value creation (Kaplan, 2010).

In higher education, as in business, there are time bound issues relative to the measurement of excellence. Rather than emphasise on financial measures, higher education has historically emphasized on academic measures, e.g., peer assessment. The limitation is that goals and measures are not systematically oriented as in BSC. In another study, curriculum was designed for accounting education program with the help of a BSC. The scorecard is attractive because it offers a format within which to establish common measures across academic units that have shared characteristics, e.g., school climate, publications, retention, quality of teachers, etc, for measuring the performance of the institute. Educational costs and benefits need to be considered while
implementing performance management. As higher education moves in the direction of performance management, BSC aims to provide a concise solution to manage a complex process of assessment, evaluation and reflection at various levels within the institution (Karpagam and Suganthi, 2010) as shown in Table 2.1.

2.6 Other performance measurement systems

There are many tools for performance measurement such as dynamic multidimensional performance model, dashboard, performance efficiency method, service profit chain, BCG matrix, success dimensions model, results and determinants model, game theory, tableau de board, etc.

TQM is one such tool which aims at continuous quality improvement, but lacks a unified approach. Tableau de board, (TBD) tends to overemphasise financial measures and restrains non-financial measures. This under emphasis is because they collect and disseminate existing performance indicators rather than begin from the organization’s vision and strategy. It does not rely on any specific strategic model and it has no cause and effect relationships. Traditional performance measurement systems have been criticized as being too narrowly focused on financial figures and functional level performance such that they often fail to capture organizational long-term business success. In contrast, BSC calls on managers to first make a commitment to introduce an array of measures or scorecards that will guide their decisions away from the narrowly focused financial measures.
### Table 2.1: Balanced Scorecard goals and measures used in academic settings

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Goals</th>
<th>Measures</th>
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<tbody>
<tr>
<td><strong>Learning and growth</strong></td>
<td>Pedagogy enhancement</td>
<td>Innovative in teaching learning methodology</td>
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<td></td>
<td></td>
<td>Distance learning facilities</td>
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<td></td>
<td>Technology leadership</td>
<td>Innovations in programmes and curriculum</td>
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<td></td>
<td></td>
<td>Enhancing facilities</td>
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<td></td>
<td>Quality driven process</td>
<td>Awards</td>
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<td></td>
<td>Value added learning</td>
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<td></td>
<td></td>
<td>Certification</td>
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<tr>
<td><strong>Internal Business</strong></td>
<td>Upgrading curriculum</td>
<td>Introduction of new programmes</td>
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<tr>
<td><strong>Perspective</strong></td>
<td></td>
<td>Availability and implementation of latest technology</td>
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<td></td>
<td>Teaching and learning skills</td>
<td>Faculty credentials</td>
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<tr>
<td></td>
<td></td>
<td>Production efficiency</td>
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<tr>
<td></td>
<td>Enhancing facilities</td>
<td>Development and motivation of faculty and students</td>
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<tr>
<td></td>
<td></td>
<td>Scholarships provided</td>
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<tr>
<td><strong>Customer Perspective</strong></td>
<td>Reputation of the institution among the public</td>
<td>Quality of students</td>
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<td></td>
<td>Curriculum standards</td>
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<td>Market share</td>
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<td>Yield</td>
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<td>Position held by alumni</td>
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<td></td>
<td>Placement of students</td>
<td>Feedback from customers like students, employees, parents, etc</td>
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<td>Student potential</td>
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<td>Performance of students</td>
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<td></td>
<td>Quality of faculty</td>
<td>Skills of the faculty</td>
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<td></td>
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<td>Facilities available for teaching and learning process</td>
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<td></td>
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<td>Counseling and mentoring of students</td>
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<td></td>
<td>Good citizenship</td>
<td>No. of students and faculty in public service</td>
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<td></td>
<td></td>
<td>Philanthropic and legally clean record of alumni, students and faculty</td>
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<tr>
<td><strong>Financial Perspective</strong></td>
<td>Increased grants and contracts</td>
<td>Endowments</td>
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<td>Fund raising</td>
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<td>Alumni relations</td>
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<td>Resource accountability</td>
<td>Maximize asset utilization</td>
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<td></td>
<td>Increased revenue streams</td>
<td>Executive education</td>
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<td>Academic capitalism</td>
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<td></td>
<td>Budgeting</td>
<td>Encouraging chairs and Professorship</td>
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<td>Fee structure</td>
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<td>Salary structure</td>
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<td>Fund allotments for various issues</td>
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</tbody>
</table>

**Source:** (Karpagam and Suganthi, 2010)
These scorecards guide business into greater profitability as managers position themselves to better serve their employees, customers and shareholders at large. Since it has both these features it is considered as a better tool for assessing organizations. It can be used in institutions to improve their performance. However, there is no generic model for higher education.

Most QMS used in education and training are a hybrid of two or more approaches including elements of TQS and conformance to Specifications (SAQA, 2001). In addition, the emphasis is on quality development and continuous improvement rather than on the choice of an instrument (tool).

2.7 Result Based Management

According to Ali and Shastri (2006), the education system is a transformation process comprising of inputs of students, teachers, administrative staff, physical facilities and process. The processes include teaching, learning and administration. Outputs include examination results, employment, earnings and satisfaction. Quality of education takes into account external environment in which the institutions operate, internal environment where the teaching and learning takes place and the home environment of the learners (Ali and Shastri, 2006).

According to Swiss (2005), results-based management are approaches that share common concepts and include approaches such as strategic management, performance-based management, results-based management, outcome management
and new public management. The term “results” is used synonymously with outcomes and an outcome is any agency-produced effect on individuals who do not work for that agency. RBM has its roots in the USA governments (Swiss, 2005). When compared to traditional systems, results-based management systems generally put a greater emphasis on strategic planning; on performance measurement, especially the measurement of programme outcomes; on customer satisfaction as one of the desired outcomes; on results-oriented objectives, including both long-range and shorter range goals; on delivering many of those outcomes through cross-functional teams and empowered front-line employees; and on the use of business-like process-improvement tools. Besides sharing many core systems components, agencies with results-based management systems also share the belief that their new systems will make their organizations more outcome-oriented, proactive, and leading to greater overall effectiveness (Swiss, 2005).

2.7.1 Success or failure of Results-Based Management

The results-based management reform movement is too new to evaluate confidently. However, it has been widely adopted, but is still far from universal, that there have been a number of clear successes and also disappointing results. Some of the disappointments may reflect the overly optimistic expectations that historically have accompanied the introduction of each new management reform. However, many RBMs have not produced even the improvements that might reasonably be expected. This lack of success often occurs because RBMs fail to adjust their incentives to fit their program characteristics (Swiss, 2005). The literature on the model of RBM suggests
several insights, (1) characteristics of effective incentives in RBM are different from those of traditional management, (2) we can increase the likelihood of system success if we tailor incentives to particular programme characteristics and (3) some RBM systems put too great an emphasis on budgeting and too little on personnel rewards as major drivers of results. It’s important to look at how incentives interact with two other components of RBM, information and capacity.

All comprehensive management systems including RBM, require 3 elements; system – specific information, capacities and incentives. Managers in results-based systems first must have information about where the agency is going and how well it is doing in getting there. Of the 3 components of RBM, information - ways of specifying expected results and then measuring programme performance – has received the greatest scholarly and practitioner attention. Improved approaches for identifying and measuring programme outcomes have been developed and widely disseminated. The most important management information includes strategic goals and short-term objectives that tell workers the specific results the organization wishes to achieve, and outcome-oriented performance measures that show the organization’s progress in reaching those results (Swiss, 2005). Many agencies have become skillful at using information-oriented tools such as benchmarking, strategic planning, annual target setting and regular outcome monitoring, sometimes reported in the form of balanced scorecards (Swiss, 2005).
Accurate information by itself is not enough to produce better organizational performance (Swiss, 2005). When agencies mistakenly assume that RBM is almost entirely on measurement of results, they become disappointed by the effect of their stand-alone measurement systems on overall performance (Swiss, 2005). Workers and managers often take a quick glance at the reported measures and then go on doing exactly what they have always done before. A stand-alone measurement system often has little impact because results information is just one (important) part of results-based management. It does not lead to better outcomes unless it is linked with redesigned capacities and incentives (Swiss, 2005).

Once results information is available, front-line workers and managers must have the capacities to act on that information (Swiss, 2005). Information about results is not useful to a worker who does not have such capacities as the training to understand it, the autonomy to act on it, or the equipment to improve results (Swiss, 2005).

Finally, any RBM must provide managers and workers with incentives to act on information and to use their capacities (Swiss, 2005). If a manager or front-line worker sees a results shortfall but has no incentive to care, the information and capacities are useless (Swiss, 2005). The literature of public administration suggests many reasons why managers and workers may lack incentives to change their behavior, even when they are confronted with results-based information that encourages them to do so. Some of the reasons which are usually shared with private-sector organizations, reside within individuals: resistance to the uncertainties of change, lack of understanding of
results and how to pursue them, or a preference for pursuing personal goals within the organization that are unrelated to achieving results (such as greater social interaction, professional status, or escape from home worries). There are also institutional reasons, unique to the public sector, why employees may find it rational to pay little attention to results: the short time frame of many political appointees; political leaders’ emphasis on symbolic or distributive benefits rather than effectiveness; the lack of competition as a goad for effectiveness; and many others. For RBM to succeed these common obstacles must be overcome (Swiss, 2005). Implementation of the new system must self-consciously build in new reasons for managers and workers to care about results (Swiss, 2005). These system-embedded incentives attempt to produce goal alignment, so that employees will find the behavior that leads to the greatest rewards is also behavior that most directly advances the agency’s results-oriented goals (Swiss, 2005).

RBMs usually fail if any of the three components is missing. To improve the success of RBMs, managers must determine which of the three components most needs strengthening (Swiss, 2005). There have been fewer advances in the development and implementation of innovative results-oriented reward structures, and therefore outcome-oriented incentives are often the least developed component. RBMs must be accompanied by specific, embedded incentives that are installed at the same time as the new system (Swiss, 2005). The incentives fall into four categories 1) intrinsic motivators, 2) nonmonetary extrinsic rewards and sanctions 3) budget shares and 4) personnel-based rewards (Swiss, 2005).
WUA selected performance-based budgeting as an RBM where performance based budgets construct their primary categories around agency programs. Each program category is accompanied by several measurable, outcome-oriented objectives that promise what the budgeted money will produce and by several measures of past outcome achievement that help decision makers to put the forward-looking objectives into context.

2.8 Conclusions

Higher education systems are faced with a dynamic environment that encompasses political, economic, social and technological forces that are severely impacting the quality of education through impacting the inputs, processes, and outcomes. Strategic planning and quality management are inevitable as stakeholder concerns have indicated their dissatisfaction with the operations of the higher education systems, the quality of graduates, academic standards and impact of the higher education system on society in general. There have been persistent calls on higher education institutions to be accountable to the funders and transparent to the public and for increased effectiveness and efficiency in resource allocation and outcomes. Quality management developed for industry and business have not achieved consistence when implemented in higher education due to differences in the structure of higher education and business and industry and the culture of higher education stakeholders and education providers. However, some strategic performance management systems and strategic tools such as the Balanced Scorecard have recorded better results when correctly aligned with the institution’s vision, mission, goals and objectives.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research philosophy, approach, design and methods used in carrying out the study. Methodology refers to the systematic procedures of inquiry and includes the research design, sampling units, data collection instruments and procedures and data analysis (Bhattacharyya, 2006). There are four main sections to this chapter. These are the research design, research procedure, research limitation and data analysis techniques. Each will deal in turn with brief explanation of the overall research paradigm being presented and the reason for the selection of the particular paradigm for this dissertation.

3.2 Research Design
A research design is a plan of how the research will be conducted, indicating who and what is involved, where and when the study will take place (du Plooy, 2002). According to Cooper and Schindler (2003), research design refers to a framework for the collection, measurement and analysis of data. It is the plan and structure of investigation so conceived as to obtain answers to research questions. It expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on relations of the problem.
3.2.1 Research Philosophy

A research can either take a positivist or phenomenological philosophy. A positivist approach is a philosophical system that restricts itself to data of experiences and rejects any form of speculation (du Plooy, 2002). This approach uses deductive reasoning which measures assumptions usually known as hypotheses with the intention that they be verified. The phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved (Groenewald, 2004).

3.2.1.1 Positivist approach Vs Phenomenological approach

The basic beliefs of the positivist approach are that the world is external and objective, the observer is independent and that science is value-laden (Bhattacharyya, 2006). On the other hand, the phenomenological approach believes that the world is socially constructed and subjective, the observer is part of what is observed and that science is driven by human interests (Bhattacharyya, 2006). In the positivist approach, the research should focus on facts, look for causality and fundamental laws, reduce phenomenon to simplest elements and formulate hypotheses and then test them. In the phenomenological approach, the researcher should focus on meanings, try to understand what is happening, look at the totality of each situation and develop ideas through induction from data. The preferred methods in the positivist approach include operationalising concepts so that they can be measured, taking large samples. In the phenomenological approach, the preferred method involves using multiple methods to
establish different views of phenomena. Small samples investigated, in depth or over time. This study used both the positivist and phenomenological approaches. The positivist' approach was used in analyzing data gathered from WUA’s strategic plan 2012-2015 and WUA’s Annual Reports of 2009 and 2010. The phenomenological approach was used in the self-administered survey and personal interview using a structured questionnaire.

3.3 Research approach

According to Saunders, Lewis and Thornhill (2003), there are three approaches to research design namely, exploratory, descriptive and explanatory or causal research. Exploratory research is conducted in three ways, i.e., a search of literature, talking to experts on the subject and conducting focus group interviews. The advantages of exploratory research include flexibility and adaptability to change as a result of new data and new insights and saving time and money. It is inclined to qualitative research than quantitative research. The disadvantages are that it has pressure for quick results, bias and non-representativeness. It is non-systematic, suitable for unstructured systems and appropriate only for building hypothesis and questions for further research (Cooper and Schindler, 2003). Descriptive research tries to portray an accurate profile of persons, events or situations. It may precede or be used as an extension to exploratory research (Shajahan, 2004). Exploratory or causal research is concerned with establishing causal relationships between variables (Shajahan, 2004). This research was mostly explanatory in nature as the researcher was trying to determine causality between
efforts to quality approaches and the resultant perceived quality by stakeholders particularly students who are the main clients. According to Krishnaswamy et al. (2006), different authors have different categorization of research types with no single satisfactory classification. For example, designs can be classified differently as indicated below:

- Experimental, historical and inferential
- Exploratory and descriptive
- Experimental and ex post facto
- Historical, descriptive and case studies surveys, field studies and experiments
- Exploratory, descriptive and causal
- Exploratory and conclusive research.

Whatever classification is used, research designs can either take a quantitative or a qualitative approach. In practical research, however, it may not be possible to exclusively use one approach. This argument is supported by du Plooy (2002) who says that a research design often includes characteristics of both approaches. This is usually done to improve the validity and reliability of data collection through processes of triangulation. In this study, three approaches were used namely, exploratory, explanatory and descriptive research.
3.4 Research strategy

Research strategy alternatives are available for use by researchers and these include the creation of an experiment, surveys, action research, modeling and case studies Bhattacharyya (2004). The research method used a combination of survey method and a case study. According to Anderson (1990), case studies are used to ascertain how and why events happen, and thus a case study was chosen as an appropriate strategy because to figure out how the situation prevailing at WUA was affecting quality of education. The case study would answer questions such as this. A survey allows us to collect large amounts of data about variables such as people’s attitudes, demographics and motives (du Plooy, 2002). It has an advantage of being cheap and can be used in real life situations such as in this project’s case study. A number of surveys can be used ranging from mail surveys, computer –administered surveys, group administered surveys and telephone surveys. In this study, the questionnaire was distributed by e-mail to academic and administrative staff members. Printed questionnaires were also distributed to some academic and administrative members and also to students. These questionnaires distributed by e-mail were self administered. However, some staff members phoned the researcher for clarity where possible as the researcher and the study population were in close proximity. Printed structured questionnaires were also used for personal interviews where respondents felt comfortable. However, most respondents preferred to do self administered survey.
3.5 Population

According to du Plooy (2002), a population is an aggregate or group of individuals, organizations, objects or social artifacts. According to Bhattacharyya (2004), a population should be completely defined in terms of its elements, sampling units, extent and time. According to Cooper and Schindler (2003), a population is a universe of objects whose attributes or parameters are to be investigated. The population under study was the Women’s University in Africa as representing the private universities and its stakeholders. Only, middle management were included in the study, as it was felt that senior management were too few. The sample of academic and middle management was drawn from Harare-Mount Pleasant campus as this was serving as the main campus for WUA as the main campus in Marondera is yet to be built. A sample defines a small part of anything designed to show the style, quality and nature of the whole. It is a finite subset selected from a population with the objective of investigating its properties (Shajahan, 2004). In this study, 45 questionnaires were administered and 36 were received back. WUA had a staff complement of 69 workers which include middle administrative staff, academics and general hands. The senior executive members and the general hands were excluded from this survey bringing the number of eligible participants to 45 staff members.

3.6 Sampling

The concept of sampling from a population is heavily supported by many authors including du Plooy (2002) on the basis that data collection from a whole population may
not be possible due to constraints such as time, cost and personnel. According to Saunders, et al (1997), sampling techniques can be divided into two types, probability or representative sampling and non-probability or judgmental sampling. In probability sampling, the chance or probability of each case being selected from the population is known and is usually the same for all cases. Probability sampling is most commonly associated with survey based research where there is need to make inferences from the sample about a population to answer research questions. Probability sampling techniques consist of simple random sampling, systematic sampling, stratified sampling and cluster sampling. Non-probability sampling techniques are methods in which the observations are not selected randomly. Criteria, other than randomness, are the basis for selection of objects from a population. Non-probability sampling techniques include quota sampling, purposive or judgmental sampling and convenience sampling (Saunders et al., 1997). The study used purposive sampling, where Women’s University in Africa was targeted as the population of choice as it is the only private university established from private equity. The rest of the private universities in Zimbabwe (e.g., Zimbabwe Ezekiel Guti University, ZEGU; Solusi; Catholic University; Africa University, and Reformed Church University) are faith based universities being run by religious denominations headquartered outside Zimbabwe.

3.6.1 Sampling procedure
Of the three sampling procedures identified by du Plooy (2002), probability sampling, non-probability sampling and quasi-sampling, non-probability sampling had to be used in order to target specific employees in all the departments at WUA. Since WUA is still a
small and growing university all departments were given the questionnaire. Forty-five questionnaires were administered. However, nine departmental management did not return the questionnaires.

3.7 Sources of data

Data can be classified into two categories, namely primary and secondary data.

3.7.1 Primary data

Primary data is generated from the research process and has implications on the methods and techniques of data collection (Saunders et al., 2003). It is generally collected through techniques such as experimentation, interviewing, observation and surveys (Lancaster, 2005). In this study primary data was collected using the questionnaires.

3.7.2 Secondary data

Secondary data is information which already exists in some form or other (Bhattacharyya, 2006). It can be divided into raw and compiled data (Bhattacharyya, 2006). Raw secondary data is where little, if any processing, has been done whereas compiled secondary data is data which has received some degree of selection or summarizing. Secondary data can either be internal or external to the organization. Internal data is data which already exists within the organization whilst external data is that which already exists but has been collected outside the organization by another party (Bhattacharyya, 2006). The secondary data used in this study was obtained from
Although a classification of research designs can be very broad, (Bhattacharyya, 2006), the method used to collect data depends on the nature of data to be collected.

### 3.8 Data collection methods and instruments

Data can be collected using participatory observation, semi-structured and in-depth interviews and questionnaires.

#### 3.8.1 Observation

Observation is used when the research questions and objectives are concerned with what people do and in order to discover one needs to watch them do it. It involves the systematic observation, recording, description, analysis and interpretation of people’s behavior. There are two types of observation namely participant observation and structured observation. In participant observation, the researcher attempts to participate fully in the lives and activities of the subjects in order to observe what is happening and also to feel it (Gill and Johnson, 1997). In structured observation, the concern is on the frequency at which certain behaviours occur. It is quantitative in nature. It yields highly reliable results because of its replicability. The method allows collection of data at the time they occur in their natural setting. However, data are slow and expensive to collect.

#### 3.8.2 Criteria for quality data

Effective data should be if certain dimensions of quality. These are validity, reliability and generalisability. Validity relates to the extent to which the data collection method or
research method describes or measures what it is supposed to measure (Kelvin, 1999). Since the data used in this study were collected from WUA employees and students who are found in the private university environment and also from the Strategic plan 2012-2015. Hence, the data collected from these exercises is valid to measure the effectiveness of quality management approaches on educational quality. Reliability relates to the extent to which a particular data collection approach will yield the same results on different occasions. Prior to the planning stage of the Strategic plan 2012-2015, WUA Annual report (2009) reported a high staff turnover. However, WUA Annual report (2011), reported a decline in staff resignations, especially among the academics which was the hardest hit segment of the institution since 2002 when the university was opened. Given the fact that the staff turnover had decreased over the two years the researcher was with the university, the data could be taken as reliable. Generalisability relates to the extent to which results from the data can be generalized to other situations. Some of the results from this study can be generalized to other universities in Zimbabwe since they have the same purpose, to offer quality higher education to students, while other parts of results may not be generalized due to the uniqueness of a gender-bias.

3.8.3 Pretesting of questionnaires

Pretesting of the WUA staff questionnaires was done with two academic staff members and two administrative staff members.
3.8.4 Data analysis Techniques

The information collected through questionnaires included general information on demographics and opinions of respondents on various factors affecting educational quality. Some questions requested respondents to rank or score the parameter of interest. Data processing consisted of questionnaire coding, data entry and data cleaning in Microsoft Excel before analysis in SPSS. Data collected were analysed using SPSS. Some descriptive statistics were used to generate graphs in Microsoft Excel and in SPSS.

3.9 Research Procedure

A research procedure shows the processes or steps taken in undertaking research (Plooy, 2002). In literature such a procedure is usually given in a particular order but in reality such steps are not necessarily applied in chronological order because, like Plooy (2002) says, decisions made during one step may overlap with either the previous one or next step, forcing a researcher to return to a previous step. The procedure used to carry out the research is as outlined below:

1. Identifying and analyzing the problem as indicated in chapter one of this dissertation.

2. The literature was then reviewed to find material related to the conceptual focus of the research problem and identify any gaps in the research area

3. After the literature review a research proposal was written indicating what was to be done, how it was going to be done, where it was going to be done, who would participate in the research and why the research would be done
4. After the proposal was accepted, the literature and methodology was fully developed and questionnaires were developed

5. After pretesting the questionnaires, data was collected and analysed

6. The last step was to write up the dissertation as per the requirements of the institution

3.10 Research limitation

This research was limited to the WUA community of students and middle management administrative and academic staff. The researcher avoided senior management as part of the sample as it was felt they were too busy during the time of study as they were operationalising some Memoranda of Understanding (MoUs) with various universities outside the country at the time of study which involved a lot of travelling on their part.
CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introduction

This section analyses, presents and interprets data collected through questionnaires as well as information from Women’s University in Africa Strategic Plan (2012-2015). Descriptive statistics are presented as graphs and tables.

Table 4.1 Overall Response rate for WUA staff

<table>
<thead>
<tr>
<th>Response Category</th>
<th>No. of Questionnaires Administered</th>
<th>Total number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>WUA staff</td>
<td>45</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>36</td>
</tr>
</tbody>
</table>

4.2 Demographic Information

The profile of the WUA staff respondents shown in Figure 4.1 consisted of 67.7 % females and 33.3 % males. All of them (100 %) were above the age of 25 years. Out of the WUA staff respondents, 72.2 % are holders of a Masters Degree and 27.8 % are holders of a BSc. Degree (Figure 4.2). The majority of the respondents were academic staff in various capacities, some in administrative positions as Programme Co-ordinators or Faculty Co-ordinators or as lecturing staff.
4.3 Effect of Academic competences on educational quality

From the study, all respondents (100 %) stated that academic competences have an effect on educational quality regardless of whether they were academic or administrative staff. They were all able to define academic competences using various expressions but all of them relating to knowledge, skills and ability to teach and conduct research. Expressions used to define academic competences ranged from the ability to
perform duties by academic staff members; knowledge skills and attributes of a lecturer, ability to impart knowledge, ability of academic staff to deliver quality duties, among others. The above observation indicates that all the administrative and academic staff knew what was expected in a university setting and this is important in terms of disseminating ones duties. When an employee is aware of what is expected of him/her in the workplace and has the right competences, skills and knowledge, the employee disseminates his/her duties with confidence and is most likely to produce quality results. According to Zakaria and Daud (2009), there cannot be successful learning without the lecturers themselves directly catalysing the learning process. This learning can only be said to have happened when a positive change towards students’ betterment. However, the lecturers need to have certain skills to be able to managed the classroom, focus students on the right learning path and teach effectively (Badley, 2000). A good understanding and profound knowledge of the field of their specialization, knowledge of new developments in their field and capability to use relevant information and disseminate it to students to stimulate imaginative creativity are all necessary competencies required of a lecturer.

On how the academic competences affect educational quality, the respondents indicated that the quality of graduates is affected by academic competences (50 %), through delivery of poor quality work (69.4 %) and also that academic staff who lack academic competences cannot impart to students what they do not have (30.6 %) (Figure 4.3). According to UNESCO (1998), Badat (2006), Munjanganja (2006), the roles of higher education, among other, provision of relevant skills and knowledge to the
labour market, a capacity to understand and use global knowledge in science and technology, a capacity to assess existing information and generate new understanding through research and a much closer working relationship with the productive sector of the economy. From this study, most of the respondents knew what the institution was supposed to have in terms of competencies for it to perform well as a university. Most of the academic staff hold at least a Masters’ degree which is the minimum entry point for a lecturer grade in Zimbabwe according to the Zimbabwe council for higher education. The majority of the Bachelors degree holders were administrative staff. They too knew what their academic counterparts were supposed to possess in terms of competences for the whole institution to perform exceptionally as a university. All the respondents were also aware of how academic competences affected educational quality. According to Zou, Du and Rassmussen (2012), central to the quality of education is the impact that teaching and guidance have on student’s thinking capacities. These must advance the student to higher levels of thinking and reasoning that enable a student to reflect critically on experience. A poor quality teacher would therefore negatively affected the quality of the graduate.
All the respondents (100 %) felt that the university has an obligation to improve the competences of its academic staff. As pointed out by UNESCO (1998), it is essential for higher education institutions to have a vigorous policy on staff development. According to Sven-Age (1999), businesses need lifelong learners who are constantly learning and skills required for the 21st century workplace keep evolving. For lecturers to have the knowledge and competences required by the lifelong learners they need to constantly upgrade themselves too. In addition, teaching pedagogies are constantly changing as new technologies are developed and students' demands change. Hence, lecturers need to be constantly exposed to new teaching pedagogies that are relevant to the future needs of the students. Currently, teaching pedagogies are student-focused, yet approaches that have been in use for a long period of time are the teacher-centred
pedagogies. UNESCO (1998) also pointed out that there must be adequate provisions for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant innovation in curriculum, teaching and learning methods, and ensuring appropriate professional and financial status and for excellence and research and teaching. International experience also exposes the lecturers to international quality standards and diverse learning and teaching styles (UNESCO, 1998).

Checking was also done in the strategic plan to ascertain whether the strategic objectives in the plan included an aspect of provisions for improvement in academic competences. All three faculties (i.e., Faculty of Agriculture, Faculty of Management and Faculty of Social Sciences) had strategic objectives which intended to improve academic staff competences through training and workshops related to research. Faculties e.g., Faculty of Agriculture was intending to improve its membership to professional bodies and also do collaborative research work with other professionals in other universities. Faculty of Social Sciences under strategic objective 2.1 in Strategic Goal 2 intended to improve on professional excellence through staff development on quality service delivery and furthering education of staff members. They also intended to promote e-learning in the delivery of lectures and knowledge dissemination (objective 3.3 and 3.4) under internal business processes. Faculty of Agriculture had intentions of improving academic competences through induction of new lecturers on ICT use under the customer perspective objective 2.3 which related to the use of e-learning and use of
indigenous knowledge systems. The Faculty of Agriculture also intended to engage industry, relevant government departments and other stakeholders to ensure programmes remain relevant to industry needs (objective 2.4; WUA strategic plan 2012-2015).

The Deanery section had objective 3.1 under strategic goal 3 on internal business processes of carrying out a skills competence assessment and conduct training workshops where necessary by December 2012 (WUA strategic plan 2012 – 2015). Included in the Deanery section were objectives on sending five lecturers for contact leave and staff exchange programmes at other universities (objective 3.3, WUA Strategic plan 2012-2015). Also included academic training workshops for setting and marking examinations, conducting student and peer evaluation and on research. The library intended to improve its technology to enhance learning everywhere in strategic objective 3.1 under internal business processes for off-site and on-site access of e-resources. It also intended to acquire 5000 print materials collection per annum through purchase and donations. They also intended to attend Faculty meetings and other university committee meetings to remain customer focused. The department also intended to subscribe to Zimbabwe Universities Library Consortium (ZULC) for e-journals and to improve on membership to professional organisations at regional, national and international levels. They also intended to improve accessibility to the institutional repository through simplifying resource discovery and access to scholarly resources,
regardless of location and ownership (objective 2.2 under financial perspective (WUA strategic plan 2012-2015)).

The Information and Communication Technology (ICT) department was also intending to improve academic competences through providing flexible learning facilities by implementing e-learning systems, and making it available to staff and students (Strategic goal 3; WUA strategic plan 2012-2015). Human Resources also had intentions of promoting leadership Development and staff training through conducting trainings to fill gaps highlighted in performance evaluations under learning and growth objective 4.1 and 4.2 and 4.3. Objective 4.3 is on talent management and Career Succession Planning. This proposal was to be done by April 2012 through developing policies on studying at WUA, staff Development and Promotion.

Concerning implementation of the strategic objectives in line with improving staff competences, the picture on the ground was not as attractive as it was laid out in the strategic plan. Figure 4.4 below indicates that 19 % of the respondents did not respond to that question, about 13.9 % indicated that it was not applicable to their department, 47.2 % had achieved only 25 % and below, 11.1 % % had achieved between 26 – 50 %, 8.3 % had achieved between 51-75 % and none (0 %) had achieved 75 – 100 % implementation (Figure 4.4). On being asked whether there was a positive impact in line with the achievement in implementation of objective on academic staff competences, 50 % indicated that there was indeed a positive impact, 27.8 % did not respond and 22.2 %
indicated that there was no positive response (Figure 4.5). An institution of higher learning is a system interlinked by various processes and activities all linked with creating learner value. Therefore, all departments in the university must deliberately focus on creating a conducive learning environment especially one that encourages maximum returns to the student-teacher interaction. According to Zakaria and Daud (2009), the university should not just be inclusive of physical facilities, support services and instructional materials, it must be conducive enough to enhance learning to occur including support for the lecturers competences and skills. Zakaria and Daud (2009) further point out to produce quality teaching, lecturers or educators competencies should not be compromised, not only the academic qualifications but the commitment and passion to teach. The situation observed above of low achievement levels in terms of implementation point towards a situation which might lead to a possibility of compromising either lecturers’ competences or their morale, thereby affecting the quality of teaching if not rectify early.

Figure 4.4: Extent to which strategic objectives for academic staff competences have been achieved
The factors affecting achievement of strategic objectives on staff competences were given as having a clear strategic plan (16.7%) and improvement of quality of work through close monitoring (38.9%) for those that had achieved a certain level of implementation (Figure 4.6). For those that did not respond and those with low achievement levels, lack of training on results based management (RBM) was cited by 25% of respondents and a further 19.4% did not respond. What the results point out is that just having a clear strategic plan in place is no guarantee that there will be success in implementation of the strategic goals and objectives. Training on how to implement the strategic plan is very useful as pointed out by 25% of the respondents. Quality gurus such as Deming, Juran and others emphasise the importance of training workers especially new workers and to build the quality in early stages and processes to avoid defective products and services identified through inspection at the end of the process.
4.4 Effect of physical facilities on educational quality

Physical facilities such as lecture rooms, computer and science laboratories, library, internet, free study areas, were assessed through ratings by academic staff members and students. Lecture rooms were rated as inadequate (63.9 %) and as fair (36.1 %) (Figure 4.7). As for the library, 61.1 % rated it as good, while 11.1 % rated it as fair or very good (27.8 %) (figure 4.8).
Figure 4.7: Rating of condition of lecture rooms

Figure 4.8: Rating of condition of library
The majority of respondents rated the computer laboratory as fair (50 %), good (36.1 %) and inadequate (13.9 %) (figure 4.13).

![Figure 4.9: Rating of computer laboratory](image)

![Figure 4.10: Rating of internet connectivity](image)
Internet connectivity was rated as good (58.3 %) and fair (41.7 %) as shown in Figure 4.10. Free study areas were largely rated as inadequate (55.6 %), poor (13.9 %) and fair (30.6 %). Suggestions for improving the teaching and learning environment included addressing the issue of lecture room capacity (100 %), improving conditions in the laboratories (science, computer laboratory, etc) (50 %), air conditioning the lecture rooms and offices (36.1 %), procuring adequate furniture (33.3 %), improving lecturing technology (47.2 %) and airconditioning, regular cleaning of the campus (25 %) and building the Marondera campus, each with 16.7 %) as shown in Figure 4.12.

![Bar chart showing the rating of free study areas](image)

**Figure 4.11: Rating of free study areas**

According to Zakaria and Daud (2009), adequate and up to date facilities must be made available to induce the comfort and confidence of teaching. Conditions of quality in higher education refer to basic prerequisites for teaching and learning and consist of staff (teaching and administrative), teaching infrastructure and finances (Zou, Du and Rasmussen, 2012). These conditions form the foundation of quality in higher education.
(Zou et al., 2012). In WUA’s case, the fair to inadequate rating of physical facilities such as lecture rooms, computer laboratories, libraries show that there is a possibility that suboptimal learning could be occurring with long terms effects on the future quality of these students. Suggestions for improving physical facilities to improve the teaching and learning environment included addressing the issue of lecture room capacities (100% of respondents), improving laboratories (50% of respondents), air conditioning (36.1%), procurement of adequate furniture (33.3%), lecturing technology improvement (47.2%) and building the Marondera campus (16.7%) as shown in figure 4.12. While it is appreciated that WUA has not yet built its main campus in Marondera and can do very little to upgrade rented facilities the university is currently operating from, the increase in class sizes as enrolments are being increased is an area that needs to be seriously considered. In addition, WUA can consider other learning options such as use of e-learning seriously as these reduce the need for all the students to congregate in one place for interaction between lecturers and students to take place. E-learning can have very positive results in WUA’s case since more than 70% of its staff compliment are part-time lecturers who can continue to interact with the students even when they are not on campus.
Figure 4.12 Suggestions for improving physical facilities for conducive teaching and learning environment

Results for the implementation of strategic objectives for improvement in physical resources were very encouraging. Up to 30.6 % of respondents had achieved between 75 and 100 % success implementation, 27.8 % had achieved between 26-50 %, 16.75 % had achieved between 51 and 75 % implementation success. Twenty five percent (25 %) did not respond (Figure 4.13).
Figure 4.13 Extent to which strategic objectives for physical facilities improvement have been achieved

Figure 4.14 Whether improvements to physical facilities have an impact so far

Fifty percent of respondents had noticed positive impacts, while 27.8% had not. 33.3% did not respond (Figure 4.14). All the respondents related the impact of improvements in physical resources to improvements in computer facilities, and internet access and library usage of e-resources. This section had better strategic implementation success.
as most of the developments were linked to either computer upgrading or internet. These were largely funded by ACBF, WUA’s capacity Building partner through a grant that WUA was awarded in 2005. The funds have gone a long way in raising the quality of education at WUA as ACBF furnished the computer laboratory, the lecturers offices, the library and even the Agriculture laboratory (with both electronic and non-electronic furniture and equipment.

Figure 4.15 Has RMB assisted you in physical facilities strategic objectives implementation

Again, the majority did not respond to the question of whether the noted successful implementation was due to Results-base Management (RBM) or the Balanced Scorecard approaches. Only, one respondent stated that it was due to a strive to meet goals that she had set for herself and her department which is precisely what the
Balanced Scorecard was used for during the strategic planning phase. The other respondent indicated that it was the knowledge that improvement in facilities would help improve the quality of education that led to the effort to implement the strategic objectives. Before the RBM method was introduced, heads of departments went for a 3-day training workshop at Mandel Training centre where a consultant was hired to train the WUA staff. However, there was no further training on RBM no was there a follow up to find out if the heads of departments had benefitted from the 3-day training enough to implement it right away. As for the Balanced ScoreCard approach, a consultant was hired to take heads of departments through a 3-day strategic planning workshop where the BSC approach was introduced as the approach to be used in drafting the strategic plan. Most heads of departments have no background of strategic planning and some have never been exposed to quality management principles before except elements of quality assurance process. There is need therefore to continuously hold workshops and train employees until they know what to do.

4.5 Adequacy of resources for research

Research is very central to university teaching especially for research universities. It is responsible for generating new knowledge which improves the lecturers and students' understanding of nature and society (Badat, 2006). Research also enriches the lectures knowledge and informs the teaching conducted by university lecturers (Badat, 2006). Table 4.1 shows that respondents decided not to respond to the adequacy of resources
Table 4.2 Adequacy of resources for research

<table>
<thead>
<tr>
<th>Resource</th>
<th>Excellent (%)</th>
<th>Very Good (%)</th>
<th>Good (%)</th>
<th>Fair (%)</th>
<th>Inadequate (%)</th>
<th>Poor (%)</th>
<th>No Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>0</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
<td>0</td>
<td>0</td>
<td>91.8</td>
</tr>
<tr>
<td>Laboratories</td>
<td>0</td>
<td>2.8</td>
<td>2.8</td>
<td>33.3</td>
<td>0</td>
<td>8.3</td>
<td>52.8</td>
</tr>
<tr>
<td>Library physical resources</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>41.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library electronic resources (e-resources)</td>
<td>0</td>
<td>50</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33.3</td>
</tr>
<tr>
<td>Transport availability</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Computers</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>33.3</td>
<td>16.7</td>
<td>0</td>
<td>33.3</td>
</tr>
<tr>
<td>Internet connectivity</td>
<td>0</td>
<td>27.8</td>
<td>33.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>38.9</td>
</tr>
</tbody>
</table>

for research as far as funding is concerned and other facilities supporting research, except concerning internet and e-resources found in the library. Funding for most operations is very limited at WUA. Even research funds are very little and this has hampered the research efforts by WUA staff. ACBF has to some extent encouraged research by allocating small grants for publications, and presentation of research papers at conferences. WUA has also to a certain extent started setting aside some small funds for research as block allocations and research grants that are acquired by Faculty staff members on a competitive basis. UNESCO (1998) also highlighted the importance of research and availing resources for research for academic staff to enhance scholarship, knowledge and skills of the academic staff.

Community engagement has been talked about increasingly as a necessity for universities if they are to have meaningful impact on societal development (Badat, 2006;
Bloom et al., 2006). Universities have largely been accused of being inward looking and becoming ivory towers as they concentrate on research and teaching that advances the pursuit of knowledge for its own sake, without contributing much to societal development. According to Badat (2006), community engagement is necessary for university education to contribute towards democracy, citizenship and good governance. By engaging in community service, universities interact more with the communities they are supposed to serve and help solve societal problems. From Table 4.2 it can be noted that resources for community engagement have largely been rated as inadequate or poor or respondents just simply did not respond. The only resources that were rated as fair were internet and library. Through internet, lecturers can engage with outside communities via email or can engage other lecturers conducting their researches elsewhere and be appraised of current research issues. The picture brought about by the lack of support for community engagement shows that WUA runs the risk of producing graduates with irrelevant skills and knowledge not useful to anyone. As a university, WUA needs to do more towards supporting community engagement so that its programmes and graduates are relevant to society.
Table 4.3 Adequacy of resources for community engagement

<table>
<thead>
<tr>
<th>Resource</th>
<th>Community Engagement (% of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (%)</td>
</tr>
<tr>
<td>Funding</td>
<td>0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>0</td>
</tr>
<tr>
<td>Library physical resources</td>
<td>0</td>
</tr>
<tr>
<td>Library electronic resources</td>
<td>0</td>
</tr>
<tr>
<td>Transport availability</td>
<td>0</td>
</tr>
<tr>
<td>computers</td>
<td>0</td>
</tr>
<tr>
<td>Internet connectivity</td>
<td>0</td>
</tr>
</tbody>
</table>

Reasons given for the rating of resources for research and community engagement were that resources made available were generally not adequate for institutional needs thereby impacting negatively on research and community engagement. In addition, in terms of internet facilities and library e-resources the reasons given were that availability of computers had improved very much since the coming in of ACBF as a capacity building partner under the “Opening the door wider Phase 1” project. However, the speed of connectivity might not be very favourable and therefore inhibiting use of these resources. In addition, there are not so many printed books in the library.

Extent of achievement of strategic objectives for research and community engagement indicated that 16.7 % had achieved 51—75 % success, 33.3 % had achieved 76-100 % success and 50 % did not respond to this question (Figure 4.16).
Figure 4.16 Extent of achievement of strategic objectives for research and community engagement

The low levels of strategic plan implementation for improving community engagement are a cause for concern and need to be closely monitored so that as WUA go through its process of curriculum reviews and new programme development as pointed out in the Strategic Plan, these take into account societal needs and challenges that need to be addressed.

Figure 4.17: Is there impact so far on resources for research and community engagement
This could be an indication that the different employees affected by availability in resources for research and community engagement were not giving feedback to the suppliers of such facilities or resources.

Reasons given for impact were that researchers now have better access to internet which is a source of information for research and also that funding from ACBF for PhDs and research support had improved the research culture for academics and also close monitoring and evaluation in the RBM approach.

4.6 Staff Retention and Promotion

There was general avoidance of this section of the questionnaire as salaries and conditions of service were a hot issue in the academic fraternity which was spurring the brain drain observed during that period in Zimbabwe. However, the factors were given as:

- Salary (remuneration)
- Non salary conditions of service (working conditions)
- Human Resources Training Policy
- Incentives
- Access to education especially for administrative staff
- Organizational work culture/ ethics
- Organizational corporate governance
Even though the question was asking about the knowledge of the respondents in general, respondents ranked these factors that affect staff retention, the respondents were assessing based on their own institutional experience. Hence, the ranking used was good, fair, not in place or poor. Only one respondent answered as the question requested by indicating that excellent salary, non-salary conditions of service and academic freedom affected retention. In addition, the respondent indicated that good organizational culture/ethics and corporate governance and office space and facilities also affected retention. In line with promotion, the respondent indicated that excellent performance affected promotion. Another reason given for not attempting to answer the question on staff retention and promotion was that currently there are no resources to support staff development for administrative staff and this negatively affects chances of long serving members for promotion.

The reasons for the rating of factors affecting retention and promotion are as follows:

- The university must pay salaries equating to other universities and to pay staff separately for different programmes such as block release and holiday programmes. Lack of incentives was also cited in line with not much being done to improve and respond to the needs of the employees.
In line with staff retention strategic objectives implementation, generally there was no response. WUA had no staff promotion policy and all the academic and administrative staff members were on contract basis ranging from a minimum of 6 months to 3 years. Even staff indicated as fulltime staff were employed on contract basis. There was also no grading system in place such that long serving members were rated and paid same salaries as newly engaged staff for the same job. Experience and period of servitude were not recognized. In addition, there was hostility between management and employees in debates around the formation of a workers committee to look into collective bargaining for salaries and conditions of service of workers, with some victimization of employees who were seen as inciting other workers into supporting the idea of the formation of the workers’ committee. This situation could have created a culture of fear and insecurity among workers thereby leading to reluctance in responding to the questionnaire especially on issues that were considered to be sensitive and posing a risk of the loss of one’s job in a country with over 70 % unemployment even when one has university education.

4.7 Quality culture

Eighty-three percent (83.3 %) of the respondents responded to the question on what quality culture is. They had an idea of what quality culture is. The following is a list of some of the answers given by the respondents:

- An environment where staff are able to provide the best service
- Ability to ensure that the service is of high quality
- Consistence in excellence, institutionalized at all levels of the organization and in all activities and processes

- Well defined culture of an institution specific to it

- Specific values of university, how people work, the type of dressing

In terms of listing the elements of quality culture in use at WUA, there was generally avoidance of the question as respondents were not clear of what the question was asking for. It generally shows that employees are clueless as to what the elements of the quality at WUA should be. Therefore, it may be necessary for drafting policy documents that clearly spell out what quality is expected at WUA. This will assist employees to implement corrective measures should deviations be noted in the system. The few respondents who attempted the question listed the following as elements of the quality culture at WUA:

- Code of conduct

- Regulations

- Committee system

- Peer evaluation

- Staff development
According to Lukkola and Zhang (2010) quality culture relates to the principles of work and the approach that the organization takes in making work possible. It refers to an organizational culture that intends to enhance quality permanently and is characterized by a cultural/psychological element of shared values, beliefs, and commitment towards quality and a structural/managerial element with defined processes that enhance quality and aim at co-ordinating individual efforts. In a successful organization, quality culture is the binding factor in the organization and it makes quality drives successful. According to Deming, Juran and Crosby, gurus in quality management, it is necessary to remove fear of failure, to recognize achievements, to provide an effective suggestion system and effective support to develop ideas (The Institute for Working Futures, http://www.marcbowles.com). Lukkola and Zhang (2010) also highlight the importance of both individual and collective commitment to strive for quality and collective awareness and attitudes.

Eighty-three percent (83%) of the respondents agreed that institutional quality culture affects educational quality. Seventeen percent (17%) did not respond. The reasons given by respondents as to why they think institutional quality culture affects educational quality were numerous. However, in summary, the respondents cited that quality culture is a holistic approach, hence if the institution emphasizes on quality, it can be passed on to educational quality as well. In addition, it was cited that the garbage in, garbage out (GIGO principle) also applies as educational quality is a product of systems and
processes within an institution. Hence, if these are not implemented properly, educational quality is negatively affected.

Figure 4.18: Are the Balanced score card and RBM assisting in creating a quality culture at WUA?

Most of the respondents did not explain how the BSC and RBM methods were assisting in creating a quality culture at WUA (Figure 4.18). However, the few who did attempt to answer the question suggested that the requirement by the methods to set goals which they are expected to meet and the need for constantly monitoring through report writing system. Lack of training in RBM was cited as a major hindrance to quality culture development at WUA.

As to the factors hampering delivery of quality education at WUA, numerous factors were cited as shown in Table 4.4.
Table 4.4 FACTORS HINDERING DELIVERY OF QUALITY TUITION AT WUA

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demoralised staff</td>
<td>83</td>
</tr>
<tr>
<td>Dependence on part-time lecturers</td>
<td>100</td>
</tr>
<tr>
<td>Failure to attract and retain staff</td>
<td>100</td>
</tr>
<tr>
<td>Inadequate infrastructure</td>
<td>90</td>
</tr>
<tr>
<td>Inadequate library resources</td>
<td>56</td>
</tr>
<tr>
<td>Inadequate permanent lecturing staff</td>
<td>71</td>
</tr>
<tr>
<td>Insufficient office and lecture room furniture</td>
<td>88</td>
</tr>
<tr>
<td>Lack of properly defined HR Training Policy</td>
<td>62</td>
</tr>
<tr>
<td>Lack of water tight policy documents</td>
<td>93</td>
</tr>
<tr>
<td>Limited library and IT laboratory hours of access</td>
<td>61</td>
</tr>
<tr>
<td>Low internet bandwidth</td>
<td>66</td>
</tr>
<tr>
<td>Low prioritization of procurement of teaching aids</td>
<td>48</td>
</tr>
<tr>
<td>Non-responsiveness to staff and students’ pleas</td>
<td>57</td>
</tr>
<tr>
<td>Poor learning conditions and environment</td>
<td>83</td>
</tr>
<tr>
<td>Poor working environment (no water, dirty toilets, poor laboratory</td>
<td>100</td>
</tr>
<tr>
<td>conditions)</td>
<td></td>
</tr>
<tr>
<td>Remuneration still slightly lower than other universities unlike 3 years</td>
<td>95</td>
</tr>
<tr>
<td>back</td>
<td></td>
</tr>
<tr>
<td>Shortage of administrative or support staff</td>
<td>38</td>
</tr>
</tbody>
</table>

Suggestions for improving educational quality are shown in Table 4.5. All the respondents (100 %) mentioned improvement of staff working conditions; more than 50 % mentioned the issue of improving the physical facilities such as lecture rooms, computers and teaching aides such as LCD projectors. There was also mention of cleanliness of the campus (13.9 %) (Table 4.5).
Table 4.5: Suggestions for improving educational quality at WUA

<table>
<thead>
<tr>
<th>Action</th>
<th>Percentage of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve staff working conditions</td>
<td>100</td>
</tr>
<tr>
<td>Address issues of lecture room capacities</td>
<td>67</td>
</tr>
<tr>
<td>Organise more workshops and staff training</td>
<td>67</td>
</tr>
<tr>
<td>Procure more teaching aides</td>
<td>58.3</td>
</tr>
<tr>
<td>Increase fulltime staff</td>
<td>58.3</td>
</tr>
<tr>
<td>Increase time of access to and quality of library resources</td>
<td>50</td>
</tr>
<tr>
<td>Increase internet bandwidth</td>
<td>50</td>
</tr>
<tr>
<td>Increase campus cleanliness</td>
<td>13.9</td>
</tr>
</tbody>
</table>
5.1 CONCLUSIONS

From the research findings it can be concluded that there is still a low level of effectiveness of quality management in enhancing quality of education. This was attributed to low levels of implementation of the strategic plan by different departments for various reasons. However, there was very high impact and high effectiveness of implementation of strategies for improvement in academic staff competencies, even though the level of implementation was still low. This shows that if efforts can be increased to increase the success of implementation of the strategic plan, the impact can be scaled up. If more training workshops are organized and more funds availed for academic staff to go on staff exchange, contact visits and also to pursue PhD studies academic staff competencies will be greatly enhanced.

From the results, it shows that except for the library and computer laboratory improvement, all other physical facilities are still in a precarious state as indicated by the fair, poor and inadequate ratings. More efforts and resources need to be channeled to improve the condition of the physical facilities as they affect the teaching and learning environment. In addition, the library physical facilities still need improvement as there is still inadequate access to computer laboratory and library facilities. In addition, physical resources are still important as backup in case internet or electricity is not available.
There has not been much improvement in research and community engagement resources for the year 2012. Although individual faculties and the deanery had indicated that their intention to improve the research and community engagement aspect, Facilities and funds that support research and community engagement are still limited and inadequate. Hence more needs to be done to improve on these very important aspects of university education.

With regards to staff retention and promotion, although the registry and Human Resources Department in particular had set out objectives to improve staff retention, the situation on the ground reflects a different picture. Generally, there is still low staff morale, and a call to improve staff working condition was brought up by many respondents. In particular, there was a call to put in place a Human Resources training policy.

In terms of quality culture, most respondents were not sure of what elements of quality culture are in use at WUA. There is therefore need to have training workshops on quality culture and quality management across all boards if the drive towards attaining “Growth with Quality” is to be achieved.
5.2 RECOMMENDATIONS
The potential for effectiveness of quality management for enhancing of educational quality has been demonstrated at WUA although low to medium levels of successful implementation have been achieved by the year 2012. From this study, it can be recommended that the implementation of strategies for improving academic staff competencies, condition of the physical facilities, staff retention, research and community engagement be monitored to ensure that high levels of success and be enhanced through further training workshops on quality management and availing of the necessary financial and material resources by management.

To establish a quality culture for the achievement of the “growth with quality” theme, employees need to be trained in quality management. A quality department needs to be established at WUA, not just for academic processes only as is currently the case with the Quality Assurance Committee just recently set up, but to oversee all quality issues for the whole institution from management, governance, processes and outputs and also the education quality.
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APPENDICES

Appendix 1: WUA Staff Questionnaire

QUESTIONNAIRE FOR WUA STAFF
THE EFFECTIVENESS OF QUALITY MANAGEMENT APPROACHES ADOPTED BY A NON-TRADITIONAL PRIVATE UNIVERSITY IN ADDRESSING CHALLENGES IN EDUCATIONAL QUALITY: A CASE OF WOMEN’S UNIVERSITY IN AFRICA

DATE:
........................................................................................................................................................................

............

DEPARTMENT:
........................................................................................................................................................................

POSITION (OPTIONAL): Can use terms such as middle management, etc.
........................................................................................................................................................................

SECTION A: BACKGROUND INFORMATION (Demographic Information)
1. SEX (Tick appropriate)
   Male   Female

2. Age (Tick appropriate)
   25 years and below   Above 25 years

3. Highest Qualifications held

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Area of Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Masters degree</td>
<td></td>
</tr>
<tr>
<td>BSc degree</td>
<td></td>
</tr>
<tr>
<td>Professional Diploma</td>
<td></td>
</tr>
<tr>
<td>Professional Certificate</td>
<td></td>
</tr>
<tr>
<td>Other specify</td>
<td></td>
</tr>
</tbody>
</table>

SECTION B: ENHANCING ACADEMIC COMPETENCES
1. What do you understand by academic staff competences?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

2. Do academic staff competences affect the quality of higher education? Yes.... No.... (tick appropriate)

3. In what way?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
4. Does the university have an obligation to improve academic staff competences?  
   Yes .... No ........ (tick appropriate)
5. To what extent have you achieved strategic objectives (especially for 2012) that you proposed for improvement of academic staff competences. Indicate by % achievement against each. (Key A: 25 % and below B:26% - 50 % C: 51 % - 75 % D:76 % - 100 %)
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
6. Is there an impact(s) already on the staff competences and quality of education from your achievements so far ? Yes....... No .......
7. State the impact(s)
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
8. A) Has the Results Based Management (RBM) approach assisted you in any way towards the implementation of these strategic objectives in Q5 above? Yes ......... No..................
8b. What do you attribute to your answer above in 8a)
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................

SECTION C: PHYSICAL FACILITIES FOR TEACHING AND LEARNING

9a) How do you rate the facilities that support teaching and learning at WUA? Use the rating given below the table from excellent to poor.

<table>
<thead>
<tr>
<th>Physical Facility</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture rooms</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Laboratories (specify, e.g., agriculture lab;)</td>
<td></td>
</tr>
<tr>
<td>Computer Laboratory</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td>Free study areas</td>
<td></td>
</tr>
<tr>
<td>Sports facilities</td>
<td></td>
</tr>
<tr>
<td>General campus layout/ set up</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

I) Excellent
II) Very good
III) Good
IV) Fair
V) Inadequate
VI) Poor

9b) Give reasons for your rating

10. Suggest how the physical facilities can be improved to enhance teaching and learning

11. To what extent have you achieved the strategic objectives (especially for 2012) that you proposed for improvement of physical facilities for teaching and learning? Indicate by % achievement against each. (Key A: 25 % and below B:26% - 50 % C: 51 %- 75 % D:76 % - 100 %)

12. Is there an impact(s) already on the physical facilities and quality of education from your achievements so far? Yes…… No……

13. State the impact(s)

14. A) Has the RBM approach assisted you in any way towards the implementation of these strategic objectives in 6a above? Yes .......... No........................
14b. What do you attribute to your answer in 14a) above

130
SECTION D: ADEQUACY OF RESOURCES FOR RESEARCH AND COMMUNITY ENGAGEMENT

15a) How do you rate the resources that support academic research and community engagement at WUA? Use the rating given below the table from excellent to poor.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Community Engagement</td>
</tr>
<tr>
<td>Funding</td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
</tr>
<tr>
<td>Library physical resources</td>
<td></td>
</tr>
<tr>
<td>Library electronic resources (e-resources)</td>
<td></td>
</tr>
<tr>
<td>Transport availability</td>
<td></td>
</tr>
<tr>
<td>computers</td>
<td></td>
</tr>
<tr>
<td>Internet connectivity</td>
<td></td>
</tr>
</tbody>
</table>

i) Excellent  
ii) Very good  
iii) Good  
iv) Fair  
v) Inadequate  
vi) Poor

15b) Give reasons for you rating

16. To what extent have you achieved the strategic objectives (especially for 2012) that you proposed in your departmental strategic plan for improving resources for academic research and community engagement. Indicate by % achievement against each. (Key A: 25 % and below B:26% - 50 % C: 51 % - 75 % D:76 % - 100 %)
17. Is there an impact(s) already on the academic research, community engagement and quality of education from your achievements so far? Yes…… No……

18. State the impact(s)

19. A) Has the Result Based Management (RBM) approach assisted you in any way towards the implementation of these strategic objectives in Q16 above? Yes ……… No……………………

19b. What do you attribute to your answer in 19a) above

Section E: STAFF RETENTION AND PROMOTION

20a. Rank the factors that you think affect staff retention and promotion

<table>
<thead>
<tr>
<th>Resource</th>
<th>Retention</th>
<th>Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Excellent
I. Very good
II. Good
III. Fair
IV. Inadequate
V. Poor

20b) Give reasons for your rating

----------------------------------------------------------------------------------------------------------
21. To what extent have you achieved the strategic objectives (especially for 2012) that you proposed in your departmental strategic plan for staff retention and promotion. Indicate by % achievement against each. (Key A: 25 % and below B:26%- 50 % C: 51 %- 75 % D:76 % - 100 %)

22. Is there an impact(s) already on staff retention and promotion and quality of education from your achievements so far? Yes…… No…….

23. State the impact(s)

24. A) Has the Result Based Management (RBM) approach assisted you in any way towards the implementation of these strategic objectives in Q21 above? Yes …….. No…………

24b. What do you attribute to your answer above in Q24a)

Section E: QUALITY CULTURE

25. What do you understand by quality culture?
26. List elements of quality culture in use at WUA?

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……………………………………………………………………………………………………
……………………………………………………………………………………………………

27. Do you think institutional quality culture affects educational quality? Yes....... No:

28. Support your answer in 27 above.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

29a). Are the Balanced Scorecard and Results Based Management Approaches assisting in creating a quality culture at WUA? Yes .......... No. ..........

29b) If yes, explain:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

29c) If not, give reasons:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

30. List and rank the constraints (if any) that you think are hampering delivery of quality tuition at WUA in order of importance using a scale of 1 – 5, 1 being least important and 5 being most important.

1. ………………………………………………………………………………………………………

2. ………………………………………………………………………………………………………

3. ………………………………………………………………………………………………………

4. ………………………………………………………………………………………………………

5. ………………………………………………………………………………………………………

31). What are your suggestions for improving quality of education at WUA?

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