



ANALYSIS OF QUALITY ASSURANCE SYSTEMS IN SELECTED PRIVATE UNIVERSITIES IN LUSAKA DISTRICT

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Abstract

Higher education institutions in developing nations are increasingly emphasizing quality assurance, as seen by the creation of pertinent national and institutional policies, structures, and processes. Therefore, this study sought to investigate the quality assurance systems in selected private universities in Lusaka district. This study was guided by four objectives namely to assess the infrastructure available for students learning, to ascertain the credentials of academic staff and other staff, to explore how the financial capacity of the selected private universities impacts their internal and external operations and to establish the measures private universities need to put in place to ensure quality assurance. The study was guided a case study research design. The data was collected using questionnaires and interview guides. The data collected was subjected to thematic and descriptive analysis. The study revealed that infrastructure is an essential component of the learning environments universities. The study further revealed that some lectures at private universities don't actually have the academic credentials they claim to have. The study further revealed that the financial capacity of selected private universities impacts their internal and external operations in a negative way as it was dependent on tuition fees from students.

Following the research findings and in response to the conclusions drawn from the study the following recommendations have been made; Private universities must set up quality assurance units to safeguard the general interest of all stakeholders in sound standards and maintenance of high quality education. It will encourage continuous improvement in the management of quality academic processes. Private universities need to find other alternative sources of funding in order to reduce sole dependency on fees. Private universities should establish a staff exchange program especially the non- teaching staff with already established universities especially public

universities. Management of the private universities should put in place modern financial management control systems especially adoption of computer related packages to make sure they are able to plan properly and avoid financial surprises

Key Terms: Quality assurance, Private Universities, Financial capacity, Infrastructure, Academic Credentials

1. Background and Context

Quality assurance has been conceptualised in various ways by multiple academics around the world since time immemorial. Quality assurance, in general, refers to a set of procedures used to make sure that institutions are providing services and education that are acceptable in comparison to the standards that must be met. In terms of a service's ability to satisfy explicit or implicit needs, quality assurance is frequently defined as the sum of all of its features and characteristics. Quality assurance's main goal is to assist higher education institutions in raising the standard of their services. The way that universities operate internally and respond to external influences, such as the distribution of funds by the government, are both impacted by the evolution of quality assurance methods and systems through time, which also determine or influence resource allocation (Daka, 2019).

In industrialised nations, both private and public universities have long had quality control measures in place to raise the standards of their instruction, research, and direct community involvement. Universities in poor nations have begun to favour quality assurance in recent years. The majority of developing nations' higher education systems today are characterised by expansion, resource scarcity, increased competitiveness, increased accountability to more stakeholders, and the complexity of knowledge as it continues to rise. At the same time, in order to correct historical inequalities and supply national economies with the highly skilled labour force necessary to advance economic development, the majority of developing nations have enacted policies that support widespread higher education (Saketa, 2014).

The landscape of higher education around the world, particularly in poor nations, is significantly shaped by quality assurance. According to Darwin and Lewis (2005), the rapid growth of private higher education institutions and rising student enrollment have contributed to the globalisation of the world. Because of the rapid and significant changes that higher education institutions are undergoing, quality assurance processes subsequently assume a heightened level of relevance to stakeholders in higher education. This means that it is now more important than ever for institutions of higher learning to manage quality assurance procedures properly and effectively.

A reduction in per-student spending and a general distribution of available resources more sparingly among various key processes, such as student support services, research, library facilities, laboratory equipment, and personnel, have been characteristics of some higher education institutions due to growing student populations and declining government sponsorships or financial support (Kasimba, 2016). According to Madden (2007:78), "It is apparent that today's university is challenged by numerous pressures and tensions that emerge from both internal and external demands". Numerous academics have voiced concerns regarding the standard of education offered by universities and the safety of those receiving that education. There is widespread worry that recent changes, such as decreased public funding and quickly rising university enrollment, may result in worse academic standards (Madden, 2007).

Institutions and governments have prioritised quality assurance policies and arrangements at universities in response to the aforementioned difficulties and public concerns about quality. The development of reputable, globally acknowledged higher education quality assurance organisations, such as the Quality Assurance Agency for Higher Education in the United Kingdom, the Association of Accrediting Agencies in Canada, the Committee National Evaluation in France, and the National Assessment and Accreditation Council in India, demonstrates the value placed on quality assurance (Jonathan, 2000). Similar national and regional quality assurance systems have been established in African nations in order to ensure the international credibility of the programmes offered in their universities and to make their higher education systems competitive on the global market. This is in line with trends in the developed world.

The current state of quality assurance in Africa varies greatly, with many nations without formal national quality assurance programmes while others, like Ghana, Cameroon, and Nigeria, have a history of quality assurance dating back to the founding of the first higher education institutions.

Over a dozen nations, including Cameroon, Egypt, Ethiopia, Ghana, and Kenya, have quality assurance or accreditation procedures in place (Materu, 2007). Many African nations are currently working to ensure the quality of higher education; lessons that emerge from these efforts may be helpful to Zambia's higher education sector.

The higher education market in Zambia is becoming more and more diverse, thanks in part to the government's desire to establish public institutions in each of the country's ten provinces and the rapid expansion of the private higher education market. At the end of 2016, the Higher Education Authority had 36 private universities on its roster (Higher Education Authority, 2016). As a result, the government's Ministry of Higher Education has made it a priority to direct and oversee the growth of this industry. Zambia's Higher Education Authority was founded in 2013 with the goals of raising industry standards and creating a national regulatory framework for both public and private institutions of higher learning (Higher Education Authority, 2019).

In this sense, Zambia has not lagged behind because efforts have been made to promote quality assurance in educational institutions. The adoption of quality assurance systems as a fundamental strategy to guarantee quality and accountability in higher education has resulted from the necessity to keep up with new trends and address the difficulties of internationalisation and globalisation. Following the necessity for quality assurance, education Acts were passed, and the Higher Education Authority was established. The government organisation in charge of establishing, promoting, and ensuring the standards and quality assurance of higher education provided by Zambian institutions is the Higher Education Authority of Zambia. The Higher Education Authority is also responsible for registering private and public learning institutions in Zambia (Higher Education Authority, 2019). On the basis of this background, this study sought to investigate quality assurance in selected private institutions in Lusaka district.

2. Statement of the Problem

The number of learning institutions has increased drastically. However, despite this phenomenal increase in the number of higher learning institutions in Zambia, quality in teaching, learning and research have remained a challenge and a concern among many stakeholders in the higher education sector (Lumpa, 2019). Providing quality education at a higher level has become so indispensable globally. Much emphasis therefore has been given to quality assurance in institutions

of higher learning. In Zambia for instance, in a quest to develop, implement, maintain and improve the level of quality, the University of Zambia and other public universities have established a functional quality assurance system (UNZA, 2015). Nonetheless, little is known about quality assurance in private universities mainly due to the fact that the studies that have been done on quality assurance have just focused on quality assurance in public universities. Hence, this study investigated quality assurance in selected private institutions in Lusaka district.

3. Research Objective

To establish the measures private universities need to put in place to ensure quality assurance.

4. Theoretical Underpinning and Selected Literature

The system theory of Joseph Juran, one of the proponents of the total quality management theory, served as the foundation for this study. The theory of total quality management is seen as a comprehensive and organised organisation management method that focuses on ongoing product and service quality improvements through the use of ongoing feedback. Since the present context of total quality management is regarded to necessitate participative management, continual process improvement, and the exploitation of staff or human resource, this theory fits well with this study. Participative management minimises the importance of conventional top-down management techniques by involving every member of an institution directly in the management process. In other words, managers only make important decisions and develop policies with the involvement and direction of the people they will be responsible for implementing them with. This method enhances upper management's operational understanding and, more crucially, serves as a powerful motivator for staff members who start to feel in charge of and responsible for the process in which they take part.

Private universities have implemented several measures in order to attain quality assurance. The implementation of follow-up processes is one of the measures. In order to achieve quality assurance, follow-up procedures are essential. According to Woodhouse (1999), unless these activities have a positive impact, the vast amount of time and money invested in quality assurance processes will be wasted. There are very few private universities in Zambia that have official, systematic follow-up procedures, which has had a negative impact on quality assurance in private universities there, particularly in Zambia. Several private universities largely lack the proper

follow-up procedures. Follow-up processes are essential to achieving quality assurance in higher education institutions because they give the organisation the knowledge it needs to know about what has to be done to achieve the standards of quality assurance.

Without more money, tertiary enrollment is rapidly increasing on a global scale. The African continent is where this global trend is most noticeable: between 1985 and 2002, there were 3.6 times as many postsecondary students there (from 800 000 to nearly 3 million), an average annual increase of 15%. Rwanda (55%), Namibia (46%), Uganda (37%) and Tanzania (32%) were the country's leading this trend (Materu, 2007:77), Private investment in postsecondary education is increasing as a result of state investment being unable to keep up with this rapid pace. Almost a third of the roughly 300 institutions now in operation in Sub-Saharan Africa are privately sponsored. They have been established for the most part since 2000. With up to 20% of enrollment in some countries, private tertiary involvement has undoubtedly played a substantial role in reducing the social demand for higher education. There is, however, frequently a misconception that because private universities are profit-driven, the education they provide is subpar compared to that provided by public higher education institutions. Also, there are serious concerns about the quality of the education provided due to the staffing and facilities in private higher education schools.

The quality assurance of private universities is indeed impacted by the several issues the Zambian higher education system is experiencing. These problems are seen as catastrophic circumstances that need to be resolved right away. This is because the republic of Zambia is dealing with a decrease in public spending on higher education, poor teaching conditions, deteriorating educational infrastructures, ongoing student unrest, and erosion of university autonomy, a lack of qualified and experienced professors, a lack of academic freedom, and a rising rate of unemployment among recent graduates (Ogeto, 2015). The aforementioned difficulties have had a negative impact on quality assurance in private universities. This is simply due to the fact that if these issues are not resolved, the requirements for quality assurance cannot be met.

5. Methodology

This study adopted a case study design. A case study was picked because it enabled the researcher to have a broader understanding of the topic under study. Further, the researcher opted to use a

study because case studies allow a lot of detail to be collected that would not normally be easily obtained by other research designs. The population of this study comprised of students and staff at University X and University Y as well as Staff from Higher Education Authority. The sample for this study comprised of 348 respondents, namely 328 students, 10 academic staff and 10 quality assurance officers from Higher Education Authority (HEA). The 328 students were picked using the random number method. Using the random number method, the researcher assigned every individual a number. Then the researcher used a random number generator and random number tables to randomly pick a subset of the population. This study employed purposive sampling to select academic staff and key informants from HEA. Interview guides were used to collect data from academic staff in the selected universities and the key informants from the Higher Education Authority while questionnaires were used in this study to collect data from students. In this study, in an effort to achieve trustworthiness, the research instruments were subjected to a pilot test. Thematic data analysis was used to analyse qualitative data for this particular study. This was achieved by generating themes that emanated from the data collected. Conversely, the quantitative data was analysed using descriptive analysis through the use of SPSS version 22. The researcher took into account all ethical issues. Before the actualization of data collection, the researcher sought for approval and clearance from the Directorate of Research and Graduate Studies (DRGS).

6. Findings on the measures private universities need to put in place to ensure quality assurance

Table 1 shows the measures private universities need to put in place to ensure quality assurance. According to the table, 40.2% of the respondents indicated that auditing is the commonest measure put in place to ensure quality assurance. 20.1% of the respondents indicated that Continuous Professional/Staff development is one of the measures put in place to ensure quality assurance. Promoting transparency and accountability (19.5%) was mentioned as one of the measures put in place to ensure quality assurance. Lastly, Accreditation was cited as one of the measures put in place to ensure quality assurance by 10.4% of the respondents.

Table 1: Measures to ensure quality assurance

	Frequency	Percent	Valid Percent	Cumulative Percent
Accreditation	34	10.4	10.4	10.4
Auditing	132	40.2	40.2	50.6
Merit Based Appointments	32	9.8	9.8	60.4
Continuous Professional/Staff development	66	20.1	20.1	80.5
Promoting transparency and accountability	64	19.5	19.5	100.0
Total	328	100.0	100.0	

Source: Field data, 2023

A. Setting up internal quality assurance units

With regards to the measures private universities need to put in place to ensure quality assurance, the study established that some private universities have set up internal quality assurance units for easy engagement with Higher Education Authority. In view of this, one of the key informants stressed that;

Some universities have set up internal quality assurance units for easy engagement with Higher Education Authority. Currently, with smaller institutions, HEA is forced to engage with the Vice Chancellors. However, this should not be the case. Ideally, each university is supposed to have an internal quality assurance unit which HEA is supposed to engage with. Presently, very few private universities have established internal quality assurance units (Key Informant B, 2022).

B. Professional / Staff Development

During the interviews, all the key informants indicated that universities must embrace Professional / Staff Development in order to ensure quality assurance. In view of this, one of the key informants pointed out that;

Some private universities have been invested in Professional / Staff Development by sponsoring academic staff to further their studies locally and internationally in order to enhance their knowledge base and skill set. However, some private universities still lag behind in staff development (Key Informant D, 2022).

C. Accreditation

During the interviews, all the key informants indicated that Higher Education Authority has embraced accreditation in order to ensure quality assurance. In view of this, one of the key informants pointed out that;

Accreditation is very crucial in the realisation of quality assurance. With an accredited university, a student can be somewhat certain of getting a quality education as well as having their course credits and degrees recognized by other universities and employers (Key Informant A, 2022).

D. Auditing

During the interviews, most of the key informants indicated that Higher Education Authority has embraced auditing in order to ensure quality assurance. In view of this, one of the key informants lamented that;

Currently, Higher Education Authority undertakes staff auditing in all the higher learning institutions in Zambia but staff audits are not dominant. We go through the staff files of the academic files, curriculum vitae and verify the academic qualifications of the academic staff. However, the auditing is not holistic and through (Key Informant D, 2022).

7. Discussion of findings

A. Accountability and transparency in higher education

The study established that embracing accountability and transparency in higher education is one of the measures that can play a fundamental role in the realisation of quality assurance. In view of this, The World Bank (2007) espouses that there is an increased call for transparency and accountability in both private and public HEIs. They are calls to subject HEIs to scrutiny by internal and external stakeholders to ensure that the education being provided meets the minimum local, regional, and internal standards. For private universities to successfully attract the best and more students, quality assurance has to be embraced and practiced to provide educational services of excellent quality which will attract more learners. Reliable information on the benefits that the various private universities offer to their students, funders and society in general is key for their legitimacy, funding and competitiveness. Transparency about these benefits is an important ingredient in the governance framework in higher education because it contributes to the quality of decision-making and accountability. In turn, accountability is expected to lead to establishment of “guarded trust” in higher education among societal stakeholders (Kohler 2009).

There are several reasons for the growing need for information. First, financial contributions made by students, taxpayers and others to higher education are rising. Second, the increasing number and variety of the providers of higher education and the (degree and non-degree) programmes they offer: public and private, traditional higher education institutions and online education providers, national and international offerings. The growing variety makes it increasingly difficult for (prospective) students to decide where and what to study. Likewise, governments wish to be assured that higher education providers in their jurisdiction continue to deliver the quality education and research services that are needed for its labour market, its businesses, its communities, and so on. Third, today’s network society is increasingly characterized by mass individualization, meaning that a higher education institution’s clients (in particular, its students) demand services that are customized to their needs, plans and abilities. Clients, therefore, constantly seek to assess and evaluate the specifics of the services offered, searching for those products and providers that best meet their specific needs.

From the side of students, public authorities and the general public, the need for tools that allow better and broader use of information regarding the services and performances of higher education institutions is growing. Enhancing the transparency of the activities and outcomes of higher education institutions is becoming a central objective of rethinking governance in higher

education. Private universities have been increasingly under pressure to enhance accountability towards their stakeholders and to disclose relevant, updated, and reliable information about their performance in terms of teaching/education, research, and other activities, often labeled “third mission”, aiming, for instance, at spreading and validating research in society.

B. Accreditation

The study further established that Higher Education Authority has embraced accreditation in order to ensure quality assurance. This finding is supported by Martins (2007) who indicates that the first important method of quality assurance under the external approach is accreditation. This is an evaluation of whether an institution or programme/s meets a threshold standard and qualifies for a certain status. Under accreditation, programmes of a higher education institution are accredited to national, regional, and global quality assurance agencies. In Zambia, all universities must accredit their programmes with the Higher Education Authority (HEA). Failure to do, an HEI will not be allowed to operate. Private HEIs in Zambia are required also to register with HEA before seeking accreditation of their programmes. To ensure the quality of education at both regional and continental levels, the Southern African Quality Assurance Network (SAQAN) and the African Quality Assurance Network (AfriQAN) have been established (Morley, 2004). Currently, the HEA is affiliated with SAQAN.

Currently, accreditation is, probably, the most common form of external quality assurance in higher education. The distinguishing characteristic of accreditation is that external quality assessment leads to a summary judgment (pass/fail, or graded) that has consequences for the official status of the institution or programme. Often, accreditation is a condition for recognition of degrees and their public funding. Accreditation is the simplest and, therefore, prima facie most transparent form that quality assurance can take. However, the transparency function of quality assurance is an additional aim its primary aim is to assure that quality standards are met.

In several countries, the focus of accreditation has recently emphasised achieved learning outcomes. The degree to which study programmes succeed in making students learn what the curriculum intends to teach is assumed to present a more transparent, more pertinent, and more locally-differentiated picture of quality. However, prospective students derive little information from the accreditation status of a study programme, as it is a binary piece of information.

Additionally, some academics regard this approach as an infringement of their academic freedom rather than as aiding quality enhancement. The emphasis on achieved learning outcomes redirects accreditation more towards the diversified information needs of students, i.e. more on higher education's public value and intends to enhance transparency. Still, the additional effort needed to assess achieved learning outcomes may produce better and more useful information, i.e. higher levels of transparency (Rosemary and Simmy, 2017).

C. Continuous Professional/Staff development

The study further established that Continuous Professional/Staff development is one of the measures that can enhance quality assurance in private universities. This finding is supported by Materu (2007) who adds that the importance of professional development has been well documented. In the spirit of academic environments as learning communities, private universities must move away from traditional views of professional development initiatives towards the notion of continuous professional development. The need for professional development has originated because practitioners contracted into teaching in the higher education environment are usually highly skilled field. Some private universities in Zambia have been focusing on professional development to up skill practitioners to teach effectively into underprepared and increasingly diverse undergraduate student populations. Often, these programs however, suffer from low uptake because of poor planning and roll-out strategies.

In view of the aforementioned, Ogeto (2015) expounds that Continuous professional development initiatives can easily be regarded as merely another imposition on an educator's time. Lecturers, especially recently inducted ones, are expected to comply with teaching practice criteria and pressures such as adhering to clear goals, adequate preparation, appropriate methods, significant student learning results, effective facilitation skills, and reflective critique which can limit their scholarly work. Under such pressures, especially in private higher education institutions, it thus remains challenging for lecturers to see the long term benefits of professional learning for teaching.

Continuous Professional Development (CPD) has been reported as an important measure to enhance the synergy between academic staff and their institution (Daka, 2019). Well-designed and concerted CPD efforts can assist in fostering trust and enhancing the motivation of academic practitioners. Earlier, Kasimba (2016) observed that "a university cannot literally develop people;

rather, people are the university, and it is their learning and its influence within a social context that modifies the university's goals, priorities and strategies for action.

Academics should also be good communicators with a sound understanding of academic ethics and positive attitudes towards lifelong learning (Daka, Chipindi and Mwale, 2020). The need for inter-professional learning and sharing good educational practices resonates with competitive educational environments. Often, however, academics might feel time constrained and pressurised, while professional learning initiatives can easily be seen as an additional burden. Induction into scholarly practice criteria such as setting learning goals, preparing adequately, using facilitation strategies effectively, and being able to reflectively assess own educational practices has also been emphasised by Daka, Namafe and Katowa – Mukwato (2019) as things that might hamper scholarly work. In private higher education it is thus the task of the academic campus manager to emphasise a larger vision of long term developmental benefits to practitioners already under immense pressures.

Academic professional development within learning organisations comprises collaborative and needs-driven activities – preferably identified and initiated by academic staff themselves. This contrasts with a focus on training and development that suits the institution. This view resonates with the practice turn as proposed by Martins (2007), which moves away from that which the institution needs, to what the practitioner does in his or her own teaching-learning environment, and where practice is integrated through linking thinking with doing and people with their contexts (Morley, 2004). Such practice-based growth resonates with private higher education where lecturers are faced with long teaching hours and few incentives for personal development and growth.

In a wider continuing professional education context, Daka (2019) concludes that developing professional expertise needs to take into account a constantly changing environment, where learning opportunities are offered within a community of practice to enable further future professional development. It steers away from what the institution requires and what practitioners might lack towards addressing the skills and practices needed to get a professional job done (Daka, Chipindi and Mwale, 2020). Translated into teaching and learning within a private higher education context, this approach needs the steering hand of competent academic campus managers who take into account that professional learning is context sensitive and needs to be situated within

a practitioner's own practices. This defies any blanket professional learning solution for an institution, emphasising professional learning activities designed by those in direct feel with the needs of academic practitioners.

The importance of CPD is increasingly recognised by private higher education internationally. Whereas public learning institutions in Zambia have provided such learning opportunities for some time by introducing internal units for staff development (Lungu and Daka, 2022), facilities and opportunities for professional learning in private higher education institutions are considered to be limited. Full-time academics in private higher education function in a business environment and are expected to keep to office hours with less affordances of academic and research leave. Time is often divided between students, management, and subject-related research to promote teaching and learning.

D. Setting up internal Quality Assurance (QA) units

With regards to the measures private universities need to put in place to ensure quality assurance, the study established that some private universities have set up internal quality assurance units for easy engagement with Higher Education Authority. All higher education institutions are compelled by national education laws to establish internal quality management systems for assuring quality in teaching, research, and organisation. Based on this, the HEIs choose those approaches and arrangements that best suit their own needs. There is a call for continuous internal evaluations of the performance of HEI in terms of the performance of staff in the areas of teaching and research. To facilitate this process, HEIs are expected to establish QA units and committees that coordinate issues of QA in an HEI. Duties of QA units or committees include among other things, conducting reviews of the teaching, learning, and research in HEI; checking if they conform to set standards. Quality assurance units also seek feedback from education stakeholders such as students and parents (source). Other responsibilities of QA units include monitoring the quality of assessment judgments; ensuring consistent and reliable assessment judgments are made across a provider; highlighting any problems, trends and development needs of assessors; ensuring all procedures and policies within a provider are adhered to and maintained by staff (Silwamba and Daka, 2021).

E. Auditing

The findings revealed that Higher Education Authority has embraced auditing in order to ensure quality assurance. In ensuring quality in higher education, an institutional audit is conducted which assesses the extent to which an HEI achieves its objectives; establishes whether or not the HEI's processes are effective. The output of an audit is usually a description of the extent to which the claims of the HEI are correct. The audit focuses on internal procedures adopted by an HEI to achieve its objectives. Quality audits help HEIs to identify their weaknesses and areas that need improvement. Studies done by Silwamba and Daka (2021), Daka, Chilala, Hamatanga, Chirwa, Mumba, Kaoma and Chikopela (2021) and Lungu and Daka (2022) also demonstrated that effective academic auditing contribute to institutional academic high performance. The Academic Audit, like more traditional program reviews, is a peer review process including a self-study and a site visit by peers from outside the institution. However, the similarities end there. Unlike the traditional approach to program evaluation, this process emphasizes self-reflection and self-improvement rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their “education quality processes” – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. An audit asks how faculty approach educational decision making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

8. Conclusion

The study found that one of the factors that can be crucial in the realization of quality assurance is embracing accountability and openness in higher education. In both private and public HEIs, there is a growing demand for accountability and openness. They demand that HEIs be subjected to internal and external stakeholder review in order to confirm that the education being offered complies with the minimum internal, regional, and local requirements. Quality assurance must be embraced and practiced in order to deliver exceptional educational services that will attract more students and the top students to private colleges. The findings also showed that the Higher Education Authority has adopted audits to guarantee quality control. An institutional audit is carried out to ensure quality in higher education. It evaluates the degree to which a HEI fulfills its goals and determines whether or not the HEI's procedures are efficient. The study also found that

one measure that can improve quality assurance in private universities is continuous professional development for staff.

9. Recommendations

Following the research findings and in response to the conclusions drawn from the study the following recommendations have been made;

1. Private universities must set up quality assurance units to safeguard the general interest of all stakeholders in sound standards and maintenance of high quality education.
2. Private universities need to find other alternative sources of funding in order to reduce sole dependency on fees.
3. Private universities should use appropriate strategies for allocating the workload among its academic staff so that they fulfill their core functions of teaching, research and community service.



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