

The Impact of Applying Quality Assurance Standards on Teaching Methodologies of Bilingual Teachers at Kabul University, Afghanistan

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Abstract

Quality assurance)QA(in academic settings is a systematic process to determine whether the provided services meet the requirements of the society. In order to consistently ensure that the process and the services are reliable enough, application of quality assurance standards)QAS(is a must. Thus, the purpose of this research article is to illustrate the impacts of implementing of quality assurance standards on teaching methods of the bilingual instructors at Kabul University. In addition, the level of achievements that have been made will be outlined, the challenges will be specified and necessary recommendations will be provided. The result of the study demonstrates that how teaching methodology has been changed through applying QAS in different faculties at Kabul University. This study employs a qualitative content analysis, so conducting interviews with the faculty members and using survey questionnaire are the supportive tools for collecting relevant data.

Keywords: Quality Assurance, Standards, Teaching Methodology, Bilingual Teachers, Qualitative Content Analysis, Impact

Introduction

Quality Assurance refers to a progressive process of monitoring of different aspects of teaching and learning in higher education institutions. In addition, it includes the best strategies to observe the quality of the services that are provided for the learners. Since it is one of the main goals of each institution to produce such kind of graduates who can better help the society with capabilities of generalized higher-order to fulfill the needs of the market, that is important to provide effective learning programs to achieve that goal. As Kabul University is one of the best public universities in Afghanistan, the system of quality assurance and its application is somehow better in some regards.

Quality assurance has been started at Kabul University since 2009 and for the years it was considered something strange and vague to most of the teachers; however, gradually it was changed to its real meaning. It is worthy to be mentioned that the teachers' perspectives were entirely different from now as majority of the faculty members believed that the tasks related to quality assurance are just waste of time and something which do not have practical aspects at all.

Though it seemed difficult to make common the culture of this system and to change the faculties' ideas on quality assurance at Kabul University, it has been changed from a difficult issue to a possible one by the help of the academia.

However, the evidences show many remarkable changes in different areas of teaching and learning process in this institution, still some issues seem problematic and they need to be improved. Since quality assurance is consisted of several standards and criteria that need to be applied, this research paper aims to notify how applying the standards have been affected teaching styles of the instructors both senior and junior ones. Moreover, improvements on learning outcomes and learning process of the pupils will be evaluated too.

In addition, there are many positive changes that Kabul University has made by applying quality assurance standards that will be highlighted in this paper

Literature review

Quality Assurance and Accreditation Framework was approved and issued by the Quality Assurance and Accreditation Directorate)QAAD(within the Ministry of Higher Education)MoHE(. The frame work was initially drafted from 2012-2016 and was piloted in 8 universities in Afghanistan which KU was one of them.

The Accreditation Framework covers 11 standards with 49 specific sub-criteria: mission and strategy, contribution to society, governance, leadership and administration, financial resources and management, academic programs, research, faculty members and staff, students' experiences, quality assurance and enhancement, library and information resources, and lastly teaching, IT and other resources. The standards are all related to effective teaching in one way or another.

In general, Quality Assurance Standards are the best tools of making improvements in different academic areas especially in effective instruction. QA Standards in Afghan Institutions start with having a well-defined and attainable strategic plan as it plays critical role in different academic spheres especially in effective teaching as through strategic plan the faculty members can have clear goals to be planned and to be achieved for better teaching and learning. Akpan)2001(asserts that strategic plan is the process thinking about future and it closely connects with controlling the future and decision making. Vision and mission statements are parts of a strategic plan that lead the institutions toward a common set of objectives. For instance, if the mission and strategy of the academic programs are not well defined, the teachers will not be able to plan their lessons according to the needs and demands of the learners, faculty and university. In addition, development of a clear mission and vision as well as specific goal statements have been pertained more specifically to the fundamental processes of institutions improvement as they mainly focus on increased levels of learning for all pupils)Hallinger and Heck, 2002(. According to Hallinger and Heck)2002(, vision and mission statements should be well defined because they switch institutions into effective learning organizations, so this standard plays an important role regarding teaching and learning since through these institutions can have clear purposes. As Akpan)2001(states that to clarify persistence can eliminate a great deal of pointless encounter in an organization and can conduit argument and activity efficiently.

Contribution to society is the second QA standard which has been used for years at KU. There are several ways to provide contribution to the society, but here the researchers have been

mainly focusing on how this part can lead teachers toward applying new methodologies in their classrooms. This standard mainly focuses on the points which encourage the learners to be aware of the institutional commitment to society and engage them with different tasks to be problem solvers. Since contribution to the society is one of the core standards of QA, it should be implemented through various methodologies. In another words, it refers to specific teaching methodologies which enhance students' knowledge and skills. Though there are many teaching methods which can address this issue, the most effective and common one is called practical teaching and learning. According to Barnett)2000(, practical teaching strategies help students to be life-long learners and help them to develop higher-order thinking skills such as applying, analyzing, evaluating, and creating. In addition, practical teaching help students to construct their own understanding of the course materials in order to know what to learn and how to learn.

Governance, leadership and administration is the next QA Standard which mainly focuses on proper committees and management system. To consider excellent management and to establish an organized structure for the faculties it is something essential to clarify each staff terms of references, prevent corruption and consider gender equality. Each faculty at KU has several committees which plays essential roles on teaching and learning effectively. The most helpful committee is the evaluation or assessment committee which is directly related to teaching methodology of the teachers. Teachers are evaluated through various strategies such as students' evaluation forms, by the head of the departments and their peers. The main responsibility of the evaluation committee is providing feedback for the teachers to make positive and possible changes on teachers' teaching styles. Mackey)2000(states that feedback is important for the teachers as it enable the teachers to find their weaknesses and strengths and somehow to change their behavior. Fortunately, using evaluation forms is common evaluation tool at KU that let students to state their viewpoints on each individual course as well as the best opportunity for the teachers to receive feedback from the learners; then based on that they make their teaching improvement plans. Essentially, it helps teachers to make possible changes on their methods and behavior.

The fourth QA standard relates to financial resources and management system which covers issues related to financial reports, management process, independency plans and revenue generation plans. If we think about effective teaching, it connected with facilities that need to be provided for the teachers in order to teach effectively. There are several factors related to financial management related to this issue. For instance, it closely relates with E-Learning or Technology which is a sub-criterion of the 5th QAS. If teachers are well equipped with electronic instruments and materials, their teaching methods will be switched from the traditional to the modern ways. According to Lam and Lawrence)2002(, teaching through technology has mad noticeable changes in today's education system as it not only helpful for the teachers, but also gives learners the ability to control their own process of learning. Kim)2002(states that it is a great idea to use technologies inside the classrooms to make variety in teaching; though, there are critical factors that should be considered if teachers want to integrate technology in their courses.

Moreover, Redmond, Albion and Maroulis)2005(add that teachers' backgrounds such as personal confidence, interests to use technology and eagerness to use different tasks or activities are the main factors that can make teaching styles of the teachers different and interesting for the learners. Based on a research conducted by the U.S. Department of Education)2004(, literacy and teaching through technology has become one of the most important factors in today's teaching

and learning, so if it poorly integrates with classroom activities, the teaching will be the same as the past.

Academic Programs which cover Annual Program Monitoring)APM(and Periodic Program Review)PPR(is the fifth QA standard. Mainly these points are applied by the administrative staff, but teachers play essential role in this regard too as part of them refer to teaching methods of the teachers. The learners and the teachers are the main stakeholders of APM and PPR, and teachers receive feedback from the learners and then they have to consider the feedback in order to make possible changes on their teaching method as well as the teaching materials they have used. Program Review or Program Monitoring is the suitable, well-timed, and organized collection, analysis, and reporting of data to enable stakeholder decision concerning program value in regards to its design, demands, size and type of effect, as well as to see if there is a balance between effect and need, cost effectiveness, strength of causal connections, and efficacy)Harvey, 1993(. According to Houston)2008(, the feedback and evaluation through applying APM, PPR and program review helps the teachers to know what needs to be improved and what goes well, so it is the best way of improving and changing the methodology of the teachers whose teaching styles are not suitable for the learners.

The sixth QA Standard refers to the research including all the activities that the teachers do regarding improving their knowledge, skills and promoting their community. In addition, it covers supports and trainings that are offered through the institution for the teachers since research activities need further support of the academic settings. Since, teachers at Kabul University have to improve their academic ranks by conducting research and producing research articles, this has made many noticeable changes on applying this standard at KU. In addition, the level of research skills has upgraded if we compare recent research situation with the past. Teachers at KU conduct research based on their own field of studies and needs which they believe are good for their departments. Since research needs and require reading several materials, it is the best tool to upgrade teachers' knowledge as well as their teaching methodology would be changed too. Various studies have shown that research has effective role on effectiveness of teaching in academic settings)Djelic and Quack, 2003(. Koslowski)2006(state that the variances in teacher success were found to be the main factor affecting students' academic gain. Hoffman)1999(believes that conducting research will assist teachers of different fields to train students in better ways, and pave the ground for the learners to be independent and life-long learners. According to Goodstein)1994(, effective teaching is a complicated but possible activity which requires pedagogical content knowledge which can be built through conducting research. Thus, it is something essential for the teachers to do enough research based on their field in order to make possible and positive changes in their teaching styles.

The seventh Quality Assurance Standard refers to Faculty Members and Staff which includes academic capacity, non-academic capacity, policies, performance review, and staff complaints. Among the mentioned points, the policies are the most relevant issue to the teachers and their teaching methodologies as they can be influenced well if the teachers know about their terms of references, their academic activities which are evaluated by the heads of the departments where they have their courses of teaching, and the feedback that they receive through the learners. One of the important points in this regard is having a clear action plan for the teachers. Fortunately, the instructors at Kabul University have their own action plans based on the courses they teach. Teachers at KU use the same action plan format; however, the contents differ based on the subjects they teach. They use the same format because it is easy to evaluate and monitor their progress as well as much easier to produce well-written progress and implementation reports.

According to McConkey)1981(, having a clear action plan helps teachers achieve their goals since it measures success and provide several ways of measuring progress towards achieving the goals. The author adds that action planning allows teachers for a realistic assessment of how long each task will take in case it should have a clear completion date. Jurinski)1993(states that action plans for the teachers provide an opportunity for the teachers to reflect as an action plan lets teachers to think about what has happened before and what actions need to be taken into account in order to make positive changes on teaching. According to Kaplan and Norton)1996(, an action plan creates accountability since it contributes realistic suggestions that are often things they have some influence over the teachers. Evaluation of the teachers by the learners and the heads of the departments is another important issue which closely relates to effective teaching of the instructors. All the instructors at Kabul University are evaluated by using different questionnaires after ending each semester. Then, teachers evaluate their own teaching based on the evaluation forms and the feedback that the learners provide them. Receiving feedback helps the teachers to know about their weaknesses and strengths and plan for improvement of their teaching. According to Seldin)1997(, student feedback is the best way to evaluate and improve teaching effectiveness since the learners are the only direct and daily observers of the teachers' performance; thus, students are potentially valuable sources of information about their teachers' teaching. There are enough empirical evidences which clarify the fact that students' feedback provides reliable and valid information through which teachers can change their teaching methods as well as their behavior)Angelo, 1994(.

The next Quality Assurance Standard which is applied at Kabul University is student experience which covers many sub-issues, but the point which is related to effective teaching includes graduate skills. It means that the institution should provide academic programs for the learners to enable them to be successful in their career. Thus, teachers play essential roles in this regard as they are the role models for the learners and the teachers' teaching and perspectives are great contributors for the students and society. If teachers teach well, the pupils will be life-long learners; in this case, they can be successful in their work sites. In addition, effective teachers train autonomous learners who are able to link what they have learned with their real life and their experiences. One of the most important issues that help the learners to be effective graduates is setting goals for each stage of their academic live because without goal is not possible to be successful. Moreover, it is important for the institutions to have contact with the graduate learners to receive their comments on what they learned and if their lessons have been helpful for their career. The feedback received through graduates can help the institutions to update their curriculum. Furthermore, it is the best way for the teachers to deliver efficient lessons for the learners.

Quality Assurance and Enhancement is the ninth standard, and it has been for a decade that quality assurance and enhancement has been applied at Kabul University, and many positive changes can be seen in different regards, especially in teaching as it mainly focuses on quality of teaching, better learning, assessment and administrative tasks; however, academic and administrative staff at KU have had different perspectives towards QA during the last years. Some of them defined QA a paper-based activity or increasing bureaucracy with less practical actions, and some others believed that compiling lots of documents is a relevant definition for QA. Though, their perspectives have been changed by the hardworking of the outstanding leadership and commitment of a group of the academia who worked days and nights in order to make constructive changes through QA and proved that it is not compiling files, but it is organizing, managing, teaching, and assessing in better ways. Currently, most of the staff at KU work eagerly as they are

well familiarized with what it is and why we have to implement requirements related to QA in our institutions.

One of the most important issues related to this standard is the management and process of QA through Internal Quality Assurance Unit (IQU) at the university. This unit is essentially important as it functions as a bridge between the institution and faculties. According to Adina (2014), Internal Quality Assurance (IQA) is one of the verification procedures of the Quality Assurance that helps institutions meet the expected conditions, and it is the best tool which helps institutions achieve their mission and vision. Berman (2006) states that IQA in every institution plays a major role since it is the unit which can make decisions based on data analysis and the process which is carried out, and this unit is responsible for involving all staff in every quality effort. Moreover, the author adds that IQU continuously encourage other staff for quality improvement. Providing feedback for the teachers is done through the questionnaires which are prepared by IQU. That is why, IQU plays essential role on quality of effective teaching and learning.

The next QAS refers to Library and Information Resources which covers providing enough library resources to support conducting research for both learners and teachers at KU. Without library and information resource center an institution is not called a real academic setting; fortunately, KU has its own main libraries with different types of resources that teachers and students can use them for different purposes such as using them as reference sources, reading, completing their projects and so on. In addition, each faculty has a library that is equipped with the resources based on the specific field of that faculty. Having well equipped with updated sources can be closely linked with effective teaching. The more the learners and the teachers read, the better they will write different types of papers. More reading also helps teachers to familiarize with modern types of methodologies in teaching their classes. As Oakleaf (2011) states that information resources help teachers to train students' practical learners, critical thinkers, and access to informative resources makes students able to analyze and solve complicated issues. The author also adds that different sources in a library build students' ability to organize and evaluate information from multiple sources.

The last Quality Assurance Standard that is used in Afghan institutions is related to teaching facilities and information technology. Teaching facilities refer to any aptitude that a teacher needs in order to deliver the lesson and impart the knowledge and skills to the learners including classrooms, libraries, research centers, and so on. Kabul University is the largest institution in Afghanistan which has 21 faculties and 96 academic programs. Most of the faculties have their own building and few of them share one building. Each faculty has its own library, classrooms, and a conference hall for specific purposes. Most of the faculties are well equipped with a computer lab as well. In addition, most of the teachers use information technology for delivering of their courses to make the class different and interesting. Moreover, variety in teaching makes the class thought provoking. Also, teaching through using information technology is the best way for visual learners and it is one of the teachers' responsibility to consider students' learning styles. Using technology in the classrooms gives learners the opportunity to control the process of their learning and makes them ready to access to variety of information that the teachers will not have them all (Lam and Lawrence, 2002). Using technology helps the pupils to be independent and responsible learners. In addition, students' research skills will be improved if teachers integrate technologies in their classes (Banerji, 2006).

Based on the idea of Prosser and Trigwell (1999), teachers who believe that learning is a conceptual change are enthusiastic to facilitate conceptual change, and such teachers are eager to

use student-centered teaching approach where students are given enough chance to discuss, debate, and let them ask as many questions as they have. Thus, using technology would be a great tool to train students' debaters as they can find information through various ways like watching videos, listening to audios, PowerPoints, and other sources. Although using technology has lots of positive effects on teaching and learning, some factors like pedagogical, personal attitudes, financial problems, insufficient materials and lack of technical support are the main issues that cause barriers in teaching practices through information technology in some of the faculties at Kabul University.

Research methods

Research questions and hypothesis

Main research question: Does quality assurance)QA(standards influence teaching methodology of bilingual teachers at Kabul University?. Research hypothesis: Applying quality assurance)QA(standards influence teaching methodology of bilingual teachers at Kabul University

The research questions of this research study are as follows:

1. Which QA standards are mainly applied at KU by the teachers?
2. What are the main challenges that teachers face with when they apply the standards?
3. How do the teachers deal with such kind of challenges?

Objectives of the study:

1. To find out if quality assurance)QA(standards are applied in teaching process at Kabul University.
2. To know how QA standards influence teaching methodology at Kabul University.
3. To study the challenges faced by lecturers while applying the QA standards at Kabul University.

Questionnaire and sample size determination

The questionnaire was prepared in standard format on a letterhead A4 paper with and introduction including a consent statement, demographic information, nominal multiple-choice questions along with Likert scale questions of five answers and the suggestions asked at the end of questionnaire. A simple random sampling and purposive sampling methods were used to select the representative lecturers at Kabul University as respondents for the study to get optimum and reasonable information based on probability)simple random sampling(.

The determination of the sample size was adopted from Cochran table with 95 samples size while there was two missing out of a population of 95, lecturers from 21 faculties)schools(affiliated to Kabul University; where the population were assumed satisfactory and representative for the data analysis based on Morgan Table and Cochran Formula assuming 5 percent error. all the teachers are bilinguals. they speak both two national languages: Dari and Pashtu.

Data collection methods

Data collection methods were focused on the basic techniques of primary and secondary data collection, focusing on both qualitative and quantitative data. Survey was conducted for primary data collection by distributing questionnaire, as the main tool for gaining primary information in practical research is questionnaires, while the secondary data collection taken place through a vast review of available literature.

The respondents were requested to reply to an identical list of questions. The questionnaires developed were based on a five-item Likert scale)1 = "strongly disagree" to 5 = "strongly agree."(and nominal multiple choice questions with other demographic information of respondents.

Methods of data analysis

The data analysis part answered the basic questions raised in the problem statement.

Quantitative data analysis

Quantitative data were obtained from primary research. This data analysis was done using SPSS 24.0, which focuses on numerical/quantitative data analysis. Before analysis, data coding of responses and analysis were made. In order to analyze the data obtained easily, the data were coded to SPSS 24.0 software as the data obtained from questionnaires.

To achieve the objectives, the researcher has conducted excessive document review in both online and offline modes. From a methodological point of view, literature reviews can be comprehended as content analysis, where quantitative and qualitative aspects are mixed to assess structural)descriptive(as well as content criteria.

Findings

The output from SPSS based on main research question, as operationalized, is stated as below: The first information in the output is the Statistics frequency table.

Table 1: Frequency Table)1(

Statistics						
					Do you use quality assurance)QA(standards in your teaching process?	Which standards do you use the most?
N	Valid	93	93	93	93	93
	Missing	2	2	2	2	2
Statistics						
		How often do you use QA standards ?	Do the QA standards influence teaching methodology at Kabul University ?	Do most of the lecturers at Kabul University use QA standards?	Are there challenges faced by lecturers at Kabul University ?	What are the main QA challenges faced by lecturers at Kabul University?
N	Valid	93	93	93	93	93
	Missing	2	2	2	2	2
			Teachers at Kabul University mainly use QA standards.	There are challenges faced by teachers at Kabul University?	Teachers can deal with challenges of QA standards at Kabul University.	

N	Valid	93	93	93
	Missing	2	2	2

Table 1(displays that, how many valid cases)N(were processed and how many cases had missing values for each of our variables. Since there is two missing value, the number of valid cases is 93 out of 95 lecturers of different faculties of Kabul University for all variables.

Table)2(

What is your age?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	48	50.5	51.6	51.6
	36-60	45	47.4	48.4	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

In this table)2(, the respondents of different age categories had been taken, which stands “between 25 to 60”. The frequency column shows 48 respondents of age group 25 to 35, while 45 people aging between 36 to 60. Thus, most of the respondents are young lecturers at Kabul University, as the frequencies converted to percentages in the percent column 51.6 valid percent is young aged, which can be concluded from this inspection.

Table)3(

What is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	59	62.1	63.4	63.4
	Female	34	35.8	36.6	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

This table shows the gender of participant lecturers at Kabul University; where around 63 valid percent of respondents were included male, while around 36 valid percent included female.

Table)4(

What degree do you hold?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	21	22.1	22.6	22.6
	Master	66	69.5	71.0	93.5
	PhD	6	6.3	6.5	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

Table)4(, shows the data collected on the education of respondents, as they hold different degree of education. The Frequency columns in this table shows 66 respondents are holding Masters degree while 6 of them hold PhD and 21 bachelor degree holders. Therefore, most of the respondent lecturers at Kabul University hold Masters Degree, as the frequencies converted to percentages in the Percent column 71 valid percent holds Masters Degree as concluded from this inspection.

Table)5(

Do you use quality assurance)QA(standards in your teaching process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	71	74.7	76.3	76.3
	Sometimes	20	21.1	21.5	97.8
	No	2	2.1	2.2	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

In table)5(, the application of quality assurance is portrayed. The data collected in this regard, shows above 76 valid percent of respondents make use of quality assurance standards in their teaching process, while 20 respondent that includes more than 21 valid percent responds saying “sometimes” and only 2.2 percent responds negatively.

Table)6(

Which standards do you use the most?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self-assessment	44	46.3	47.3	47.3
	OBE	27	28.4	29.0	76.3
	SCL	22	23.2	23.7	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

Table)6(, shows the data collected on the type of QA standard used by respondents in their teaching methodology, as they use different methods including self-assessment, outcome based education and student centered learning. The Frequency columns in this table shows 44 respondents are using self-assessment, while 27 of them focus on OBE. Therefore, most of the respondent at Kabul University apply self-assessment, as the frequencies converted to percentages in the **percent** column shows 47.3 valid percent use self-assessment, 29 valid percent use OBE and 23.7 use SCL as concluded from this inspection.

Table)7(

How often do you use QA standards?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	56	58.9	60.2	60.2
	Some of the time	35	36.8	37.6	97.8
	Seldom	2	2.1	2.2	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

In this table, the frequent time for using QA standards and its application in the teaching process is indicated. The frequency column shows around 59 percent of the respondents use QA standards most of the time, while around 37 percent says they use it some of the time. As conclusion, lecturers at Kabul University commonly use QA standards.

Table)8(

Do the QA standards influence teaching methodology at Kabul University?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a large extent	13	13.7	14.0	14.0
	Yes	43	45.3	46.2	60.2
	To some extent	33	34.7	35.5	95.7
	No	4	4.2	4.3	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

In this table, the impacts of QA on teaching methodology is shown. The frequency column shows 13 respondents say it affects to a large extent and 43 say, yes it influences, while 33 people say QA influences teaching methodology to some extent. Again, these frequencies are converted to percentages in the percent column. From this inspection, we can conclude most of respondents believe that it influence as it makes 95.7 percent.

**Table)9(
What are the main QA challenges faced by lecturers at Kabul University?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much time requirement for the application	21	22.1	22.6	22.6
	Unavailability of a proper mechanism	39	41.1	41.9	64.5
	The amount of paperwork	33	34.7	35.5	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

In this table, the scores in the first column are the number for the frequency of much time requirement as a challenge faced by lecturers while making use of QA standards.

The frequency column shows the number of respondents and percentage. 39 respondents highlights the unavailability of a proper mechanism, which makes 41.9 valid percent; on the other hand 22.1 valid percent goes to much time requirement and 35.5 valid percent stands for the amount of paper work required for QA standards process.

Table)10(
Teachers can deal with challenges of QA standards at Kabul University.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	14.7	15.1	15.1
	Disagree	39	41.1	41.9	57.0
	Neutral	21	22.1	22.6	79.6
	Agree	17	17.9	18.3	97.8
	Strongly agree	2	2.1	2.2	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

In this table, the scores related to the ability of lecturers to deal with QA challenges is shown.

The frequency column shows 14 respondents strongly disagree with the ability of dealing with QA challenges, while 39 respondents disagree and 21 are neutral. On the other hand, 2 respondent strongly agree and 14 agree with the ability of dealing with challenges of QA.

Again, these frequencies are converted to percentages in the percent column. From this inspection, we can conclude 18 percent agree while 2 percent strongly agree with the ability of dealing with QA challenges. Can be concluded that, challenges are not easy to be dealt by lecturers at Kabul University.

Conclusive discussion

The impact of quality assurance)QA(on teaching methodology at Kabul University was dug into. The data collected shows that respondents make use of quality assurance standards in their teaching process. The lecturers at Kabul University use different types of QA standard including self-assessment, outcome based education and student centered learning, while they frequently use these standards. They believe that it affects largely. There are challenges faced by lecturers at Kabul University, out of all, much time requirement for applying is as a challenge faced by lecturers while making use of QA standards, while unavailability of a proper mechanism is the other challenge. Most of people believe that QA challenges cannot be dealt by lecturers at Kabul University.

Based on the findings the null hypothesis)H0(stating “Applying quality assurance)QA(standards effects teaching methodology at Kabul University” is accepted, because of sufficient evidence in the sample in the favor of H0.

This research flow helps new researchers to the conduct research about quality assurance and there is no “conflict of information” and dispersion. The result of this study will be presented to the Ministry of Higher education, department of quality assurance. It will also be availed by publication and online presentation in national and international journals.

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