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Conclusion

The result indicated that their significant relationship was based on the data observed. A Likert item in this survey was used as the type of question required to measure the variables of teaching, learning, and research with a value of 1 to 5, considering 1 for strongly agree and 5 for strongly disagree. The Likert scale presents the item in a statement, followed by options indicating varying degrees of agreement. Similar items would be developed to assess the theme further. The quantitative data was analyzed statistically to determine significance. It was followed by a scale from 1= *strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree.*

It is necessary to acknowledge and consider the result of the means measured 2.66, while the median calculated 2, and similarly, the mode calculated 2 for indicating the relationship between effective teaching, learning, and research, which are adequate to show the positive conditions falling under highly relevant values. Likewise, based on the data, all the tables emphasize the positive relationship between the teaching, learning, and research effectiveness and quality assurance framework application in the higher education system of Afghanistan.

Mean, median, and mode statistical analysis was used to test if there was a significant relationship between the quality assurance framework applied and teaching, learning, and research effectiveness; as calculated, surprisingly, the result indicated that a significant relationship exists between the quality assurance framework implemented and teaching, learning and research effectiveness, which is on the contrary of the null hypothesis stating that "there is no significant relationship available between quality assurance framework applied in Afghanistan and the effective teaching, learning, and research."

The mean is very close to 4. However, the mean, median, and mode above the score 3 show a negative relationship between research effectiveness and Afghanistan's quality assurance framework cycle. The research table shows four cases that had missing values for research effectiveness and quality assurance framework cycle. Because of this exclusion, there are now 76 valid cases. As mentioned above, among all valid cases (n =76), the average mean was 2.58, the median was two, and the mode was 2 for the relationship between research and quality assurance applied in the universities. As a result, it shows a positive tendency.

Table 8: Research Effectiveness Variable

		Enhancing Research	University Research	Research Process	Institutional accreditation	The QA process in 3 different stages	Research Training	Research quality improvement
N	Valid	76	76	76	76	76	76	76
	Missing	4	4	4	4	4	4	4
Mean		2.76	2.68	2.64	2.47	2.59	2.47	2.41
Median		3.00	2.50	2.00	2.00	2.00	2.00	2.00
Mode		2	2	2	2	2	2	2

Table 8 of the Research variable includes the observation we can make about the mean of effective research considering the quality assurance framework in Afghanistan. This table had the opinion of participant cases (n = 80), with 7 items, while the average (Mean= 2.58), (Median=2), and (Mode=2). The mean is very close to 4. However, the mean, median, and mode above the score 3 show a negative relationship between research effectiveness and Afghanistan's quality assurance framework cycle. The research table shows four cases that had missing values for research effectiveness and quality assurance framework cycle. Because of this exclusion, there are now 76 valid cases. As mentioned above, among all valid cases (n = 76), the average mean was 2.58, the median was 2, and the mode was 2 for the relationship between research and quality assurance applied in the universities. As a result, it shows a positive tendency.

Table5: Education Country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abroad	45	56.3	59.2	59.2
	In the country	31	38.8	40.8	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

The Education Country Table 5 shows the country where the participants pursued their higher education. There are two levels for *Education country* (Abroad 45 making 59.2 percent and in the country 31 with 40.8 percent), while all the participant cases (n=80), out of which four cases are missing. Total makes 95.0 percent of all participants.

Table 6: Learning Effectiveness Variable

		QA and Learning	QA Evidences	Practicing QA	QA & Ins. accreditation	TheQA3 different stages	(APQN)	Learning Imp. &QA
N	Valid	76	76	76	76	76	76	76
	Missing	4	4	4	4	4	4	4
Mean		2.45	2.67	2.25	2.17	2.42	2.05	2.20
Median		2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mode		2	2	2	2	2	2	2

Table 7: Teaching Effectiveness Variable

		(OBE) teaching system	(SCL) method	Main&sub-criteria	Effectively Teaching	The QAA in 3 different stages	Establishing quality Teaching
N	Valid	76	76	76	76	76	76
	Missing	4	4	4	4	4	4
Mean		2.75	2.50	2.25	2.34	2.41	2.32
Median		3.00	2.00	2.00	2.00	2.00	2.00
Mode		3	2	2	2	2	2

Table 7 of the Teaching variable includes the observation we can make about the mean of effective teaching considering the quality assurance framework in Afghanistan. This table had the opinion of participant cases (n = 80), with six items, while the average (Mean= 2.83), and (Median=2), with (Mode =2).

The Age Table 2 indicates the average age of all participants. Based on the table above, there are three categories for age (25-35 makes 35.5 percent, 36-45 makes 30.3 percent, and 46 and above makes 34.2 percent), and with participants (n=80), four cases are missing. Total makes 95.0 percent of all participants.

Table3: Degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	4	5.0	5.3	5.3
	Masters	60	75.0	78.9	84.2
	PhD	12	15.0	15.8	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

The Degree Table 3 is concerning the degree of the participants. The table shows that the participants are holding three different educational degrees. There are four bachelor's degree holder participants, making 5.3 percent, 60 master's degree holders, 78.9 percent, and 12 Ph.D. degree holders, completing 15 percent of all the participants with participant cases (n=80), of which four cases are missing; total makes 95.0 percent of all participants.

Table 4: University Title

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pohanyar	25	31.3	32.9	32.9
	Pohanmal	19	23.8	25.0	57.9
	Pohandoy	7	8.8	9.2	67.1
	Pohanwal	21	26.3	27.6	94.7
	Pohand	4	5.0	5.3	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

The University Table 4 includes the university titles. In the table, there are five usual titles given by Afghanistan's higher education ministry, including Pohand (Professor), Pohanwal, Pohandoy (Associate professor), Pohanmal and Pohanyar (Assistant professor). While professor participants make up 5.3 percent, Associate professors make up 36.8 percent, and assistant professors make up 57.9 percent of all the participants—the participant cases (n=80), out of which four cases are missing. Total makes 95.0 percent of all participants.

The teaching-learning-research in the QA cycle

Teaching = a process of transferring knowledge

Learning = an opportunity offered for gaining knowledge over a course of time.

Research = knowledge output from teaching and learning to seek ways for an academic and/or social issue.
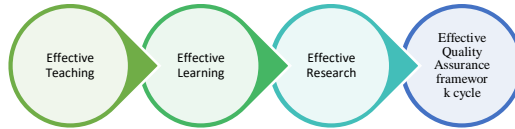
Mean for Teaching, Learning, and Research Effectiveness in QA cycle

Tables analyses.

The Case Processing Summary tables show four cases with missing values for all the teaching, learning, and research indicator variables. The Report table has the descriptive statistics concerning each group and the overall average mean of the valid cases ($n = 80$).

Table1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	73	91.3	96.1	96.1
	Female	3	3.8	3.9	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

The Gender Table 1 shows that there are two levels for *Gender* (Male 91.3 percent and Female 3.8 percent) and with the participant (n=80), out of which four cases are missing. Total makes 95.0 percent of all participants.

Table2: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	27	33.8	35.5	35.5
	36-45	23	28.8	30.3	65.8
	46- over	26	32.5	34.2	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

Based on this, quality assurance and accreditation (QAA) may be improved and strengthened to mirror international standards and their utilization. Nationally, the Quality Assurance and Accreditation Directorate (QAAD) of the Ministry of Higher Education (MoHE) takes this initiative to provide the service and supervise the process (QAAD, 2023).

Quality Assurance and Accreditation Processes and Procedures in Afghanistan started the interest in 2012. It was modified and formally released in 1389 (2009). British Council, The University Support and Workforce Development Program (USWDP), which is a five-year program funded by the U.S. Agency for International Development (USAID), and the Higher Education Development Program (HEDP), funded the Quality Assurance program in Afghanistan. Initially, 12 main criteria and sixty-three sub-criteria (without indicators) were suggested to apply and ensure better education. Since then, there has been confusion and duplications in the framework. Thus, the revision of the framework has been made. The chaos was averted, and repetitions were removed inside the teams running collectively; simultaneously, eleven most important and fifty-eight sub-criteria have been suggested. The Framework was piloted in five state and private educational institutes and successfully applied in July 2017 (QAAD, 2023). Then, 11 main and forty-nine sub-criteria were advised, which will be applicable for ten years as decided by the Quality Assurance and Accreditation Directorate (QAAD) board of the Ministry of Higher Education. The accreditation Framework may be used as a road map for institutional development.

Result and Discussion

To know how to measure the effectiveness of the Quality Assurance framework in Afghanistan's educational setup, the following model helps to be kept in mind and applied, as it is the effective local model. The below-drawn model results from the data gathered and analyzed through qualitative interviews collected in writing.

Quality Assurance and Accreditation (QAA) Framework Cycle in Afghanistan

Afghan policymakers perceive QA for the higher education of Afghanistan as necessary for the educational system to increase the quality and develop the country. The higher education system is a pool of excessively educated human assets, including policymakers, certified instructors, and lecturers, which are essential for the future and development. Based on this fact, the Government of Afghanistan and the World Bank (WB) have agreed to help higher education through Higher Education Operations to prevail over the previous Strengthening Higher Education Project (SHEP). The new Higher Education Development Project (HEDP) will support the general Government's attempt to expand and reinforce its higher training area (QAAD, 2023).

These initiatives help modernize and enhance the exceptional relevance of teaching and learning, stimulating improvement-orientated research. The Director of the Operations and Monitoring Support Team (OMST) inside the Ministry of Higher Education (MoHE) will coordinate and facilitate the implementation of HEDP in close collaboration with its affiliated departments.

The objective is to promote universities' essential and procedural autonomy. This enables universities, in principle, to generate and hold revenues from postgraduate stages, research and consulting activities, and extension for institutional improvement. Membership of a worldwide accreditation network and the Asia Pacific Quality Assurance Network (APQN) for Afghanistan supports the quality assurance process. This will help MoHE to benefit from excellent global practice in educational setup (QAAD, 2023).

QA assurance framework is designed for universities to work for their autonomy and accountability; as a result, a clean, long-time imaginative approach would be implemented. It is required that universities prepare and put into effect strategic institutional development plans (SPs) aiming to gradually grow the excellence and relevance of their accreditation, research outputs, teaching, and learning to use the feedback from external and internal audits.

There is a tendency to think that traits for instructors' effectiveness could be defined as their cognition experiences and the conditions he has to adjust by providing outcome-based education (OBE) and student-centered learning (SCL). Although every trait may contribute to a teacher's success, they're no longer the substance of effective coaching. A proper conceptualization of teaching and trainer's effectiveness as a measure for first-class assurance is essential for better expertise of what makes learning effective. It is thought that, based on OBE and SCL approaches, observational techniques could pass a protracted manner in making instructors effective. This explains why this paper examined how QA via instructor effort adds effectiveness to learning (Ziarati, 2002).

Also, Wonah (2020) indicated that in his study, there is a significant relationship between academic supervisory exercise and the effectiveness of public universities. This result is in settlement with the finding of (Ifedili and OFA, 2016), who stated that instructional supervision is those activities that are more often than not and without delay involved with analyzing and enhancing the conditions, which consists in getting to know and increasing the students' understanding, and whatever is completed to improve at the lecturer's potential to supply effective teaching and learning. Also, (P. Eya, 2012) regarded academic supervision in colleges merely as a method for lecturers' improvement purpose, including ensuring that lecturers carry out their assigned features. The results of the QA studies suggest a significant relationship between effective teaching and public universities' good service. Research supports that the QA process at the university level ensures the university's adequate educational satisfaction and research output. It confirms that the research effectiveness is the best outcome of quality assurance practices and effectiveness of both private and public universities. QA is a component of exceptional university management centered on fulfilling high-quality requirements, and its objective is a good business model (Manghani, 2011).

Nevertheless, educational purposes are adopted within the quality assurance process, and traditionally, there has been a great deal of institutional autonomy (BILLING, 2003). QA has been uplifting the duty of universities claiming to build the 'country-wide interest' inside the international marketplace. Vidovich's evaluation of the public discourse about QA demonstrates how the various definitions of standards, assurance, and development have been used to improve authorities' manipulation of the satisfactory tasks of universities (Vidovich, 2001).

Discussions and modern-day debates within the better education area could help that more control of the higher education area become a significant motive for the usage of the lecturers; no doubt that the external QA initiatives with which they have been working had been led with the aid of accountability rather than improvement concerns. These enhancements have improved the university's applications and the learning and teaching process.

Likewise, another study states that Quality Assurance is not just an ultra-modern fashion but a remarkably successful management fashion (Agamy, 2015). Quality Assurance refers to the planned and systematic moves as important to provide adequate self-belief that a service or product will satisfy the necessities for best (Borahan and Ziarati, 2002).

With the adjustments of QA's capabilities inside universities' best development frameworks, greater significance attaches to how high-quality instructors understand their role and the effectiveness of their educational processes. Areas of similar interest consist of growing effective mechanisms for sharing proper practices, concentrating on sources to assist enhancement significantly, facilitating more faculty for teaching, and students' engagement with significant enhancement. The effects show the observational device's efficacy in assessing instructors' effectiveness. QA standards help the assessment process of instructors with the best lecture room tactics, curriculum planning, and preliminary tryouts. It can be concluded that looking at teachers in lecture rooms will move a protracted way in bringing normalcy to the decayed educational gadget. It, therefore, means that teachers should be determined sometimes in the lecture room.

Research Questions

Keeping the lack of budgets allocated to the process of national quality assurance in Afghanistan's higher education system, is the effectiveness of the Quality Assurance framework implementation maintained in Afghanistan's higher education setup?

Q1: Considering the overall quality assurance system and framework implementation in Kabul University, to what extent does the quality assurance framework guarantee continuous quality improvement of teaching effectiveness?

Q2: Has to implement a quality assurance system and framework enabled Kabul University to find answers to challenges befalling effective learning?

Q3: To what extent would quality assurance framework implementation practice be conducive to contributing to actual effective research?

Research Objectives

This study explored the relationships between the quality assurance framework application in Afghanistan's educational system and learning, teaching, and research effectiveness.

Reliability Check

Based on the data collected through written interviews and comprehensive available literature review, and drawing the model of input, output, and process (teaching, learning, and research effectiveness relevance to the quality assurance framework implementation) model, a questionnaire of 20 items (7 on learning, six on instruction and seven on research effectiveness) was designed; the reliability of which was tested through SPSS considering the Cronbach Alpha value 0.9, and the result got was 0.9 for ensuring the reliability of the questionnaire.

Conceptual Literature Review

Quality assurance (QA) is an issue of better education efforts focusing on effective teaching, learning, and research. Applying QA in the education system enhances performance, essential to the state and private educational institutes' needs. Thousands of local and international students benefit from effective and quality education.

Design: Data was collected through a qualitative method through written interviews and a quantitative approach, conducting a survey and distributing questionnaires to professors at Kabul University with a population of around 80 samples from 22 schools.

Procedure: Data was collected through written interviews and a comprehensive survey (questionnaire) distributed to the deans, department heads, and quality assurance sub-committees at Kabul University.

Participants and sample size: The participants of this study included all the instructors involved in the quality assurance process at Kabul University, being well-versed in the impacts of this concept on teaching, learning, and research process. The sample size made 80 instructors of Kabul University holding different degrees (12 Ph.D., 60 masters, and four bachelors) and academic titles (4 Pohand (professors), 21 Pohanwal and 7 Pohandoy (associate professors), 19 Ponmal and 25 Pohanyar (assistant professors) as the titles were defined in the bylaw of Afghanistan's Higher Education). The instrument for the qualitative text relevance categorization: For analyzing qualitative data, codes have been defined in colors to categorize the texts as the relevant concept; while blue indicated Quality, green indicated Quality Assurance, purple indicated Teaching, yellow indicated Learning, and red indicated Research concepts.

Qualitative text relevance categorization

1	2	3	4	5
Quality	Quality Assurance	Teaching	Learning	Research

Hypotheses

Null hypothesis (H0): There is no significant relationship available between quality assurance framework implementation and the concepts of teaching, learning, and research.

Research hypothesis (H1): There is a significant relationship available between quality assurance framework implementation and the concepts of teaching, learning, and research.

Introduction

Afghanistan has been implementing a decade-long developed Quality Assurance (QA) framework, which requires effective teaching, learning, and research endeavors. However, the lack of a national quality assurance developed model in the higher education system undermines learning, teaching, and research approaches. This is the Quality Assurance that examines different approaches to teaching and learning (OBE and SCL-based education), indicating any practical quality assurance model application. The evidence of the study suggests the positive effect of quality assurance on teaching, learning, and research processes.

The concept of Quality Assurance as a new phenomenon is implemented through a specific framework with defined criteria in Afghanistan. It was subjected to changes over time in the country. These variations in the application of the requirements often complicate the process and negatively affect the outcome. However, the management of the higher education institutes and universities in Afghanistan is strictly obliged to implement the QA framework process. Based on the action plan prepared and publicized by the Quality Assurance and Accreditation Directorate (QAAD), educational institutes and universities all over the country should be accredited within a timeframe of 5 years from now. All the educational institutes are working hard to prepare themselves for accreditation, as the concept has been implemented in Afghanistan's educational context for the last decade. From the beginning, only four state and four private universities were accredited by passing three stages of the QA and accreditation process.

Research Methodology

This research aimed to examine the effectiveness of the quality assurance framework in Afghanistan with a focus on its relevance in teaching, learning, and research, while studies show that "Effectiveness" in itself is a simple concept to be visualized as a process in a series of steps: introduction; implantation; implementation; modification in behavior; and finally, consequent progress towards related objectives. The descriptive methodology is used for the study in this exploratory quantitative and qualitative.

The Study of Effectiveness of Quality Assurance Framework in Higher Education System of Afghanistan from Kabul University Instructors' Perspective

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Abstract

This paper examines the effectiveness of the Quality Assurance (QA) model in Afghanistan by studying current academic and policy documents on QA in education. In this exploratory qualitative & quantitative research, the descriptive methodology is applied, and data is collected through the survey. The selected population is the department heads and quality assurance sub-committees of Kabul University. The questionnaire reliability tested 0.9 on the SPSS. It included three items: The initial findings show that the QA concept since 2011 was partially developed, and e the process in the state and private universities being monitored and evaluated by the Quality Assurance and Accreditation Directorate (QAAD) at the Ministry of Higher Education of Afghanistan. The outcome of the service provided by QAAD resulted in the accreditation of 88 states and private universities accreditation in three stages so far. The result of the study indicates that most respondents questioned the effectiveness of the QA program, as it failed to ensure the quality desired by the beneficiaries.

Keywords: Accreditation; Effectiveness; Framework; Kabul University; Quality Assurance

بررسی اثربخشی چارچوب تضمین کیفیت در نظام تحصیلات عالی افغانستان از دیدگاه استادان پوهنتون کابل

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چکیده

این مقاله به بررسی اثربخشی چارچوب تضمین کیفیت (QA) در افغانستان با مطالعه اسناد اکادمیک و پالیسی‌های موجود در زمینه‌ی QAپرداخته است. در این تحقیق روش اکتشافی با روی‌کرد کیفی و کمی کار گرفته شده و به شکل توصیفی داده‌ها از طریق پیمایش جمع‌آوری شده است. جمعیت منتخب، آمرین دیپارتمنت‌ها و کمیته‌های فرعی تضمین کیفیت پوهنتون کابل می‌باشند. پایایی پرسش‌نامه در نرم افزار SPSS مورد آزمون قرار گرفت که نتیجه‌ی آن 0.9 می‌باشد و شامل مؤلفه‌های یادگیری، آموزش و تحقیق است. این مؤلفه‌ها در 21گویه مورد آزمایش و بررسی قرار گرفته است. پروسه‌ی تضمین کیفیت از سال 2011 به این‌سو در کشور ترویج گردیده و به تدریج توسعه یافته است. این پروسه، آموزش، یادگیری و تحقیق را در پوهنتون‌های افغانستان افزایش داده است. پروسه‌ی تضمین کیفیت در پوهنتون‌های دولتی و خصوصی توسط ریاست تضمین کیفیت و اعتباردهی (QAAD) در وزارت تحصیلات عالی افغانستان نظارت می‌شود. نتایج اولیه‌ی تحقیق نشان می‌دهد که اکثر پاسخ‌دهندگان اثربخشی برنامه QA را قناعت‌بخش ارزیابی نکردند؛ زیرا از نظر آنان این پروسه در پاسخ‌دهی ذی‌نفعان موفق نبوده است.

اصطلاحات کلیدی: اعتباردهی؛ اثربخشی؛ چارچوب؛ پوهنتون کابل؛ تضمین کیفیت