



## The level of supervision performance of the Ministry of Higher Education of Afghanistan on universities: A survey study of Kabul Province 2020

Ahmad Zia Yosufzai <sup>1\*</sup>; Khawirn Ghulam Dastgeer <sup>2</sup>

<sup>1</sup>Department of Molecular Biology, Faculty of Medicine, Kabul University of Medical Sciences, Afghanistan

<sup>2</sup>Department of Biology, Faculty of Education, Kabul University, Afghanistan

\*Corresponding Email: [zia.yosufzai2014@gmail.com](mailto:zia.yosufzai2014@gmail.com) Phone Number: +93 747859971

### Article History:

Received: 05. 09.2024

Accepted: 12. 09.2024

Online First: 10.11.2024

### Citation:

Yosufzai, A. Z. & Dastgeer, K. G. (2024). The level of supervision performance of the Ministry of Higher Education of Afghanistan on universities: A survey study of Kabul Province 2020  
*Kdz Uni Int J Islam Stud and Soc Sci*;1(2):211-219

e-ISSN: 3078-3895

This is an open access article under the Higher Education license



Copyright:© 2024 Published by Kunduz University.

## Abstract

Today, the role of efficient monitoring and evaluation systems and methods in the improvement and excellence of organizations are well known. Measuring performance of organizations has many advantages for the organization. In order to perform duties and maintain dynamism and promotion, Universities and higher education institutions need appropriate models and tools to evaluate and ensure the quality of related programs and processes and the efficiency and effectiveness of graduates in the job market. The present survey study is carried in Kabul (Kabul University, Kabul University of Medical Sciences, Kabul Education University and Polytechnic University) and five private institutions in Kabul Province (Kardan, Katib, Salam, Ibn-e-Sina and Khatam ul-Nabihin Universities). This study was conducted from March to November 2020. A total of 343 participants (254 males and 89 Female). Statistical analysis was done using the SPSS program by presenting the frequency of participants' answer statistics. Statistical analysis was done using SPSS v.16 software, presenting the frequency of participants' answer statistics. The results of this study show that the supervisory performance of the Ministry of Higher Education is at the average level. However, the frequency of monitoring the budget expenditure has been higher.

**Keywords:** Afghanistan, Higher Education, Institutions, Kabul University, Supervision.

## Introduction

The world today is facing rapid changes and developments in the field of technology, and higher education institutions, according to their mission and commitments to society, must strive for their survival and effectiveness, and on the other hand to be as rule model for other organizations in terms of effectiveness. To be able to produce valuable products by deploying effective and efficient methods. Lack of commitment and timely agreement of universities with the environment will cause disruptions and tensions in university performance. Therefore, one of the useful and effective examples is the systemic approach

in the higher education system, in which the two elements of customer orientation and consequentialism have a key and very important role in the quality of system output (Saadi Kia, 2007). Quality, cost and effectiveness are considered as the three main factors of universities and higher education institutions, while attention to quality is considered in comparison with the other two factors, because cost and effectiveness by one way or another influenced by the quality factor. If quality improves, cost reductions are revealed and increase efficiency and productivity (Chungam, 2002). The world is moving from the era of industrial economics to the era of knowledge economics. The most important feature of this era can be considered that all economic activities are based on a variety of knowledge activities, including knowledge production (research), knowledge distribution (education), knowledge promotion (publications), knowledge conversion (invention) and knowledge use (innovation) (Taufiqi Daryan, 2009). and countries around the world seek to clarify the relationship between higher education and national development programs and knowledge promotion. And technology is at the highest possible level (Hatami and Mohammadi, 2013: 146).

As a result, higher education institutions should continuously expose themselves to assessing stakeholder's supervision and provide them with the necessary information such as resources, work processes, outputs and outcomes of their educational institutions, and reliable and documented reports on how they are performing, the cost and financial resources and the effectiveness of their expenses for public awareness (Eaton quoted by Farastkhah, 2009: 12)

## Material and Method

### Study Area

The present study is carried out among students, professors and administrative staff in State-Owned Universities in Kabul (Kabul University, Kabul University of Medical Sciences, Kabul Education University and Polytechnic University) and five private institutions in Kabul Province (Kardan, Katib, Salam, Ibn-e-Sina and Khatam ul-Nabihin Universities) This study was conducted from March to November 2020 in Kabul province. A total of 343 participants (254 male and 89 Female) It is defined by the mean of age as shown in Table 1. (Considering the size of the statistical population, using the Cochran's second type of Cochran's formula follows:

$$n = \frac{pqz^2}{d^2}$$

(p) Here is the probable equivalent of an adjective that is 50%

(q) At the same time, the probable equivalent of the adjective uniqueness which is 50%

(z) The standard value of the level to be analyzed and checked, which is usually 95%, where the value of z is 1.96

(d) An error of 05%.

$$\frac{(1.96)^2 0.5 * 0.5}{(0.05)^2} = 343$$

**Table 1.** Distribution of the studied population based on gender, age, education level and ethnicity.

<b>Sex</b>	<b>N (%)</b>
Male	254 (71.1)
Female	89 (25.9)
Total	343 (100)
<b>Age (Year)</b>	
15-26	194 (56.6)
26-35	91 (26.5)
36-45	28 (8.2)
46-55	14 (4.1)
55>	5 (1.4)
Missing	11 (3.2)
<b>Education</b>	
Primary and Secondary college	108 (31.5)
Bachelor and Student	143 (41.7)
Master and student	92 (26.8)
<b>Ethnic</b>	
Pashtun	93 (27.1)
Tajik	153 (44.6)
Hazara	77 (22.4)
Uzbek	2 (0.6)
Others	18 (5.2)

### Statistical Analysis

Statistical analysis was done using SPSS v. 16 software, presenting the frequency of participants' answer statistics

## Results

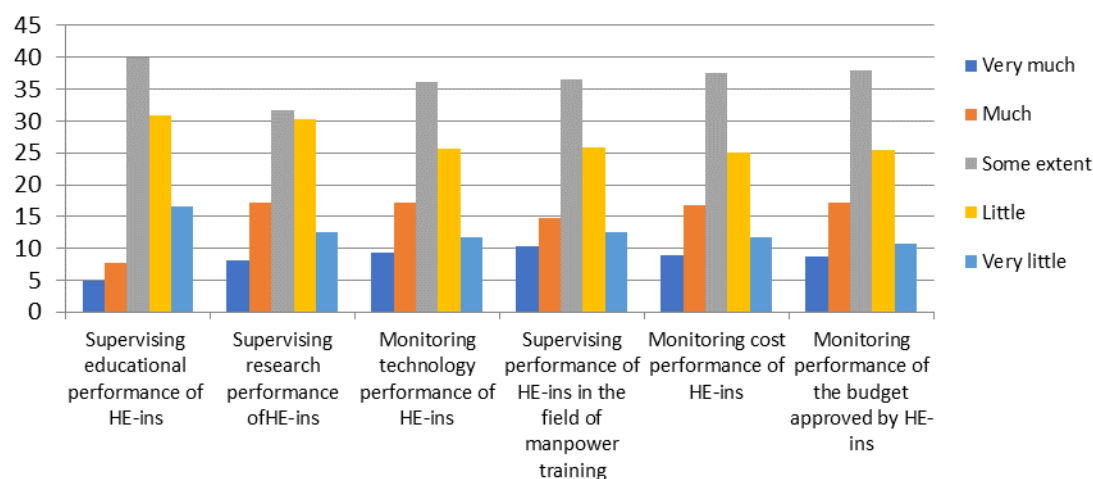
The results of this research show that the level of respondents' satisfaction with the supervision of the Ministry of Higher Education on the performance of Afghanistan's higher education institutions is at an average level (Table 1).

**Table 2.** Frequency distribution of supervision of the Ministry of Higher Education performance of higher education institutions (HE-ins)

<b>N0</b>	<b>Common cases</b>	<b>Very much</b>	<b>Much</b>	<b>Some extent</b>	<b>Little</b>	<b>Very little</b>
1	Supervising educational performance of HE-ins	4.8	7.8	39.9	30.9	16.6

2	Supervising research performance of HE-ins	8.2	17.2	31.7	30.3	12.6
3	Monitoring technology performance of HE-ins	9.3	17.2	36.1	25.7	11.7
4	Supervising performance of HE-ins in the field of manpower training	10.4	14.7	36.5	25.9	12.5
5	Monitoring cost performance of HE-ins	8.9	16.8	37.5	25.1	11.7
6	Monitoring performance of the budget approved by HE-ins	8.7	17.2	37.9	25.4	10.8

Although the participants of this research have determined that the educational performance of universities with the highest frequency (16.6) is very little monitoring and the level of monitoring of scientific research performance is with a little frequency (30.3) and very little (12.6). Meanwhile, the monitoring of the performance of expenses and budgets has been given more attention (Figure 1 and Table 2). The results of this research generally indicate that in all six indicators, the level of supervision of the Ministry of Higher Education is at the average level with the highest frequency.



**Figure 1.** The Frequency of supervision of the Ministry of Higher Education

## Discussion

The results of this research generally indicate that in all six indicators, the level of supervision of the Ministry of Higher Education is at the average level thus the Ministry of Higher Education should show more attention in this field and have more supervision over the performance of higher education institutions in these indicators, especially educational indicators, so, Afghanistan's higher education institutions will be able to should show better performance and the level of education and training of Afghan human resources should be in a more favorable status. According to the research result, it can be said that the use of electronic monitoring by the Ministry of Higher Education is madiam level and if the Ministry of Higher Education would use more facilities in this area, it will be easier to

increase productivity of supervision as well as efficiency of higher education institutions. Using technological platforms, expedites oversight of performance of institutions and universities and facilitates continuous evaluation.

With the expansion of higher education fields with two emerging factors such as globalization and information and communication technology, it has created a completely different and changing environment for higher education systems in all parts of the world. The evolving environment at the national and international levels has put pressure on both universities, higher education institutions, and public and private institutions to change and expand concepts such as traditional structures, methods, and preparations. As a result, with the expansion of higher education and its increasing costs, on the one hand, it raises the level of demand and, on the other hand, pays attention to the issues of university activities (Brennan, 2000: 22). In human societies, the level of demand for higher education is increasing significantly, which in turn requires an upward trend to provide sufficient information to applicants, to be able to ensure a demand-oriented and customer-oriented ratio of different functions. In view of the above, higher education institutions should continuously expose themselves to stakeholders and provide them with the necessary information such as resources, work processes, outputs and outcomes of their educational institutions, and reliable and documented reports on how they are performing, the cost and financial resources and the effectiveness of their expenses for public awareness (Eaton quoted by Farastkhah, 2009: 12)

In summary, one of the main challenges facing the higher education system in Afghanistan is the lack of a coherent model for performance appraisal, Continuous evaluation of the performance of universities in the indicators of education, technology research, cost and training of human resources and the institutionalization of evaluation in higher education institutions. Therefore, the existence of an appropriate model for the implementation of the appropriate performance appraisal system is essential, and on the other hand, the performance appraisal system emphasizes the development of indicators and components for the success of the performance appraisal system.

### **Research practical Recommendations**

- Considering the nature, objectives and necessity of evaluation and, consequently, the existence of responsible structures in different departments and units inside and outside the Ministry of Higher Education, it is necessary and essential that all the above activities be designed and implemented to complement each other.
- The boards of trustees and University administrations, by compiling the basic regulations, should base the evaluation in the University on the internal evaluation by the departments, and provide the relevant evaluation offices and units in the University with financial, information, software, legal and organizational support. Assign self-assessment in groups.
- Recognizing vulnerability and detoxification of higher education evaluation systems in both public and private sectors

- It is suggested that the Ministry of Higher Education should have a process view on the issue of evaluating performance of the universities and not only on administrative activities and assignments
- It is suggested to investigate relationship between the selection process of the sample employee and its relationship with motivation and efficiency.
- Considering that the present study has had an exploratory aspect and has classified these factors in several categories, it is suggested that a research with the same title be conducted and through factor analysis and structural equation modeling to test these factors and this model to be informed about the type and extent of the impact of these factors on the level of satisfaction of the Ministry of Higher Education's supervision on the performance of institutions.
- It is suggested that similar research to be conducted continuously at intervals so that more information is available, as this issue is one of the most important comprehensive issues and more research should be conducted continuously in order to be done during policy making and planning and more accuracy and these policies will lead to more success.

## **Conclusion**

This study shows that the supervisory performance of the Ministry of Higher Education is at the average level. However, the frequency of monitoring the budget expenditure has been higher.

## **Acknowledgment**

The authors also thank the anonymous reviewers for their helpful comments and suggestions.

## **Data Availability Statement:**

The data that support the findings of this study are available from the corresponding author upon reasonable request.

## **Conflicts of Interest:**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## **References**

- Ahmed, I., Nawaz, M. M., Ahmad, Z., Ahmad, Z., Shaukat, M. Z., Usman, A., & Ahmed, N. (2010). Does service quality affect students' performance? Evidence from institutes of higher learning. *African Journal of Business Management*, 4(12), 2527.
- Alipour, Alireza and Nasiri, Faramarz (2017). Study and analysis of educational performance indicators of the University of Marine Sciences by balanced scorecard method, *Quarterly Journal of Marine Science Education*, 6: 60-45.
- Andere, E. (2015). Are Teachers Crucial for Academic Achievement? Finland Educational Success in a Comparative Perspective. *Education Policy Analysis Archives*, 23(39), n39.



- Anyamele, S. C. (2004). Institutional management in higher education. A study of leadership approaches to quality improvement in university management–Nigerian and Finnish cases. Helsingin yliopisto. Kasvatustieteen laitos. Tutkimusraportti, 195.
- Arif, S., Ilyas, M., & Hameed, A. (2013). Student satisfaction and impact of leadership in private universities. *The TQM Journal*, 25(4), 399-416.
- Bahri Komishani, Abolqasem, Zolfaqari Zafarani, Rashid and Shahrakipour, Hassan (2019). Conceptual model of evaluation and monitoring of educational performance of technical and vocational colleges with emphasis on human resources, *Higher Education of Iran*, 11 (2): 167-143.
- Bazargan, Abbas (2006). *Educational Evaluation: Concepts, Patterns and Operational Process*, Tehran: Samat Publications
- Bryson, J. R., & Daniels, P. W. (Eds.). (2015). *Handbook of service business: Management, marketing, innovation and internationalisation*. Edward Elgar Publishing. Available from: <https://books.google.com>
- Butt, B. Z., & ur Rehman, K. (2010). A study examining the student's satisfaction in higher education. *Procedia-Social and Behavioral Sciences*, 2(2), 5446-5450.
- Chan, Y. K. (2016). Investigating the relationship among extracurricular activities, learning approach and academic outcomes: A case study. *Active Learning in Higher Education*, 17(3), 223-233.
- Cheng, M., Taylor, J., Williams, J., & Tong, K. (2016). Student satisfaction and perceptions of quality: testing the linkages for PhD students. *Higher Education Research & Development*, 1-14.
- Chong, Y., & Ahmed, P. (2014). A phenomenology of university service quality experience: Uncovering the essence of meaning among business undergraduates in Malaysia. *International Journal of Educational Management*, 28(1): 36-52.
- Chung, T. (2006). *The Moderating Effects of Involvement on the Relationships Among Perceived Service Quality, Customer Satisfaction, and Customer Citizenship Behavior*. Electronic Theses,
- Deem, R. (1998). 'New managerialism' and higher education: The management of performances and cultures in universities in the United Kingdom. *International Studies in Sociology of Education*, 8(1), 47-70.
- Dill, D. D., & Soo, M. (2005). Academic quality, league tables, and public policy: A cross-national analysis of university ranking systems. *Higher education*, 49(4), 495-533.
- Dora, Y. M. (2016, September). *WORD OF MOUTH IMPLICATIONS OF SERVICE QUALITY MEDIATED STUDENT SATISFACTION Studies on One Private University in Bandung*. 8th Widyatama International Seminar on Sustainability (WISS 2016), Widyatama University and IEEE.
- Douglas, J., McClelland, R., & Davies, J. (2008). The development of a conceptual model of student satisfaction with their experience in higher education. *Quality Assurance in Education*, 16(1), 19-35.
- Ekinci, Y. (2003). An investigation of the determinants of customer satisfaction. *Tourism Analysis*, 8(2), 193-196.
- El-Hilali, N., Al-Jaber, S., & Hussein, L. (2015). Students' satisfaction and achievement and absorption capacity in higher education. *Procedia-Social and Behavioral Sciences*, 177, 420-427.
- Farasatkah, Maghsoud (2006); *Compilation and Presenting a Framework for Evaluating and Credit Finding in Higher Education of Iran Based on Experiences in Iran and the World*; Thesis of Higher Education ph.d, Tehran: College of Pedagogic and Psychological of Shahid Beheshti University

- Farahmandian, S., Minavand, H., & Afshardost, M. (2013). Perceived service quality and student satisfaction in higher education. *IOSR Journal of Business and Management*, 12(4), 65-74.
- Farast khah, Maqsood (2008). Investigating the effect of internal evaluation process on planning to improve the quality of university departments; A comparative analysis in terms of implementation or non-implementation of internal evaluation, research and planning in higher education, 14 (3): 175-145.
- Fatima, J.K. & Abdur Razzaque, M. (2014). Service quality and satisfaction in the banking sector. *International Journal of Quality & Reliability Management*, 31(4), 367-379.
- Hanaysha, J. R., Abdullah, H. H., & Warokka, A. (2011). Service quality and students' satisfaction at higher learning institutions: The competing dimensions of Malaysian universities' competitiveness. *The Journal of Southeast Asian Research*, 2011, 1-10.
- Hasan, H. F. A., Ilias, A., Rahman, R. A., & Razak, M. Z. A. (2008). Service Quality and Student Satisfaction: A Case Study at Private Higher Education Institutions. *International Business Research*.
- Hatami, Javad and Mohammadi, Reza (2013). Design of National Organization for Evaluation, Accreditation and Guarantee of Higher Education, *Quarterly Journal of Educational Measurement and Evaluation Studies*, 3 (3): 174-145.
- Hossain, M. E., & Siddique, T. (2012). Career Preference of Business Graduate in Bangladesh: A Case Study of Some Selected Private Universities.
- Ismail, A., Abdullah, M. M. B., & Francis, S. K. (2009). Exploring the relationships among service quality features, perceived value and customer satisfaction. *Journal of Industrial Engineering and Management*, 2(1), 230-250
- Khan, M. M., Ahmed, I., & Nawaz, M. M. (2011). Student's perspective of service quality in higher learning institutions; an evidence based approach. *International Journal of Business and Social Science*, 2.(11)
- Khodayari, F., & Khodayari, B. (2011). Service quality in higher education. *interdisciplinary Journal of Research in Business*, 1(9), 38-46.
- Lee, P. K., Cheng, T. E., Yeung, A. C., & Lai, K. H. (2011). An empirical study of transformational leadership, team performance and service quality in retail banks. *Omega*, 39(6), 690-701.
- Ling, K. C., Piew, T. H., & Chai, L. T. (2010). The Impact of Resource Input Model of Education Quality on the Overall Students' Perceived Service Quality / L'IMPACT DU MODÈLE D'ENTRÉE DE RESSOURCES DE LA QUALITÉ DE L'ÉDUCATION SUR LA QUALITÉ DE L'ENSEMBLE DES SERVICES PERÇUE PAR LES ÉTUDIANTS. *Canadian Social Science*, 6(2), 125.
- Mansori, S., Vaz, A. F., & Ismail, Z. M. M. (2014). Service quality, satisfaction and student loyalty in Malaysian private education. *Asian Social Science*, 10.(7)
- Mazen J. Al Shobaki, Samy S. Abu Naser, Ashraf A. M. salama(2018). The Role of Measuring and Evaluating Performance in Achieving Control Objectives- Case Study of "Islamic University International Journal of Engineering and Information Systems (IJEAIS). 2 Issue 1, January – 2018, Pages: 106-118.
- Mohammadi, Reza, Jalil Fathabadi, Gholamreza Yadegarzadeh, Mohammad Hassan Mirzamohammadi and Kouros Parand (2005); *Evaluation of Quality in Higher Education (Notions Principles Methods and Criteria's)*; Tehran: Publishing Center of Country s Educational Evaluation Organization



- Mohammadi, Reza, Arefi, Mahboba, Bazargan, Abbas and Ishaqi, Fakhta (2014). Designing an optimal model for auditing the quality of higher education in Iran, *Quarterly Journal of Educational Measurement and Evaluation Studies*, 4 (5): 153-115.
- Mohammadi, Reza; Shariati, Sidiqa; Mokhtarian, Frank and Karamzada, Somaya (2008). Evolution of the establishment of the performance appraisal system in the Ministry of Science, Research and Technology. *Higher Education Letter*, 1 (1): 167-133.
- Sheykhalizadeh, Siavash and Ezzatollah Ahmadi (2004); "Higher Education University and National Development; Collection of Articles Concerning a Seminar on Higher Education and Sustainable Development, No.1, Institute of Research and Planning in Higher Education and Association of Higher Education of Iran .
- Tawfiqi Darian, Jahfar (2009). The need to improve quality in higher education in Iran, *Journal of Industry and University*, 2 (6): 10-5.
- Teresa Speziale, Maria (2012) Differentiating higher education accountability in the global setting: a comparison between Boston University and University of Bologna; *Social and Behavioral Sciences* 47, 1153 - 1163
- Yarmohammadian, Mohammad Hossein, Shah Talebi, Somaya, Foladdond, Maryam and Shah Talebi, Badri (2015). Provide a model for evaluating the performance of universities; Case Study of Islamic Azad University, Khorasgan Branch, *Quarterly Journal of New Approach in Educational Management*, 6 (22): 38-19.