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AMC TODAY

AFRICA MEDICAL COLLEGE

"Committed to academic excellence and cultural diversity"

AFRICA MEDICAL COLLEGE CELEBRATES 6TH GRADUATION CEREMONY FOR DOCTOR OF MEDICINE PROGRAM

Africa Medical College graduated 44 students (28 female and 16 male) in Doctor of Medicine for the 6th time at Elile International Hotel on November 16, 2024.

Mr. Anwar Ibrahim, Dean of the College, in his welcoming speech,

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TWO OUTSTANDING GRADUATES OF AFRICA MEDICAL COLLEGE, DR. MUHAMMAD MEKIN MUHAMMAD TUAHIR AND DR. HELINA TEKELEMICHAEL, RECEIVE JOB OFFERS FROM ST. PETER HOSPITAL

On their graduation day, November 16, 2024, Dr. Muhammad Mekin Muhammad Tuahir and Dr. Helina Tekelemichael, two exceptional graduates of Africa Medical College, were offered

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Inside this issue:

- Some concepts of quality assurance in higher education (p.4)
- The relation ship between job satisfaction and organizational commitment

AMC Graduates 44 Students in Doctor of Medicine ...

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expressed that he was honored and pleased to welcome the guest of honor, Dr. Eyob Ayenew, MoE, Head of Private Higher Education Institutions' Affairs Desk, families and staff of the College to the colorful ceremony and congratulated students on their successful graduation. He said graduates have gone through intensive education and training programs of exceptional qualities with strong professionalism and discipline.

Mr. Anwar reported on the occasion that in the current academic year, Africa Medical College was successful in helping students pass the National Exit Examination. As a result, 62% of students who sat for the examination were able to score above 50 percent.

Dr. Eyob Ayenew, having extended his congratulations to the graduating class, praised their high level of competence, reminded them that their parents, the College and the society at large have done a great deal to prepare them for the greater challenges that lie ahead, and to nurture them and construct a strong foundation for their futures. It is therefore imperative that they should serve the society in their line of duty professionally and ethically.

H.E. Dr. Werkye Tigabe, a specialist in Pediatric Surgery and Head of the Academic Department at St Peter Hospital also passed his good wishes and encouraged graduates to do their level best to ethically discharge their duties using the knowledge, skills and competencies they acquired through the years and support their country, families and themselves.



Dr. Eyob Ayenew, MoE, Head of Private Higher Education Institutions' Affairs Desk

St. Peter Hospital Offers Jobs to Two Outstanding Graduates St ...(cont'd from page)

positions at St. Peter Hospital. The job offers were extended by Dr. Werkye Tigabe, a Pediatric Surgery specialist and Head of the Academic Department at St. Peter Hospital.

St. Peter Hospital expressed its deep appreciation for the outstanding performance and professional conduct demonstrated by all Africa Medical College students during their training at the hospital. Over a period of thirteen months, which included both internship training and prior practical attachments, the students consistently exhibited a high level of dedication and competence.

Dr. Werkye Tigabe specifically commended Dr. Muhammad and Dr. Helina for their tireless work ethic, extraordinary dedication, and passion for the medical profession. He emphasized that the hospital is thrilled to welcome them as permanent members of the St. Peter Hospital team.

AMC Launches a College Management Information System (CMIS)

Africa Medical College is implementing an integrated College Management Information System (CMIS) to modernize its operations by replacing outdated paper-based and spreadsheet-dependent systems with a fully digitized platform. This upgrade will streamline processes across key divisions, including Admissions, Registrar, Finance, and Administration.

The project coordinator highlighted that the new system is expected to significantly enhance the College's operational efficiency. The contractor responsible for developing and installing the CMIS outlined a two-phase implementation plan:

Phase One:
This phase will focus on developing and fully implementing core functionalities, including student admissions, financial management, course registration, and grading.

Phase Two:
This phase will involve the digitization of administrative and academic workflows, such as ID card generation, attendance management, reporting capabilities, student records management, and automation of financial

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QUALITY ASSURANCE CORNER

Some Concepts of Quality Assurance in a Higher Educatio Institutions

https://blueskyeducation.co.uk/quality-assurance-in-education

What is Quality Assurance in Education?

Quality assurance in education refers to the mechanisms and processes put in place to **monitor**, **assess**, and **improve** the quality of teaching, learning, leadership, and student outcomes. It ensures higher education institutions operate efficiently and effectively, adhering to high standards in both education delivery and management. QA practices aim to provide a consistent and excellent education that helps students develop academically, socially, and emotionally.

Key Components of Quality Assurance

Higher education institutions employ a range of quality assurance practices, combining internal evaluations with external assessments. Here are some of the key components of the QA framework:

Self-Evaluation

Self-evaluation is a continuous process in which higher education institutions assess their own performance across various areas, including teaching and learning quality, student progress, leadership effectiveness, and overall school environment. Higher education institutions regularly review data on student achievement, attendance, and behavior, and seek feedback from staff, students, and parents.

Self-evaluation helps higher education institutions identify strengths and areas for improvement, guiding their development plans. It also serves as evidence during external inspections and contributes to strategic planning.

Data-Driven Decision Making

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Students in Assuring Quality...(cont'd from page 4)

Higher education institutions collect data on a wide range of metrics, including student attainment, attendance, and behavioral records. Quality assurance processes in higher education institutions often involve analyzing this data to **identify trends**, **strengths**, and **weaknesses**.

By using data to inform decisions, higher education institutions can better target **resources**, **interventions**, and **strategies** to improve outcomes. For example, higher education institutions can identify students who would benefit from additional support, or analyze trends in attendance to address underlying issues.

Curriculum Development and Monitoring

The curriculum is central to quality education. Higher education institutions regularly review and evaluate their curricula to ensure they meet **statutory requirements** and are **responsive to the needs of their students**. Higher education institutions must ensure that the curriculum is balanced, and provides opportunities for all students to succeed.

- Monitoring the delivery of the curriculum through **lesson observations**, **student work scrutiny**, and **feedback from stu-**

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AMC Implements CMIS... (Cont'd from page 3)

transactions. Additionally, role-based access control will be introduced to strengthen data security.

The entire project is scheduled for completion within 17 weeks. The transition to this modern system is anticipated to reduce manual errors, improve data management, and create a more efficient environment for students, staff, and administrators.

Overall, the implementation of the CMIS will support Africa Medical College in achieving its mission to deliver high-quality education and maintain competitiveness in an ever-evolving educational landscape.

RESEARCH CORNER

The Relationship between Job Satisfaction and Organizational Commitment of Academic Staffs: A study of selected Ethiopian Public Universities

Dr. G. Sudarsana Rao * & Girma Tadessse Gorfie

Abstract

Job satisfaction and organizational commitment of academic staffs is one of the major factors for improving quality of education, teachers and students performance with in higher education settings.

The purpose of this study is, therefore, to investigate the relationship and effect of job satisfaction on faculty's organizational commitment at five selected Ethiopian public universities. Accordingly, primary data was collected from 402 faculty members using self-administered survey questionnaire. The instruments used to collect data were adapted from Spector's (1977) 9 facets measures of job satisfaction and Meyer and Allen (1997) revised organizational commitment questionnaire. By design, the study is both descriptive and quantitative correlational research using a cross-sectional survey method. In this study, descriptive statistics, Pearson correlation and multiple linear regression analysis were employed to analyse quantitative data. The regression model disclosed that the variance on organizational commitment was explained by the facets of academic staffs 'Job satisfaction. From the nine facets, the study revealed that pay, fringe benefit, Promotion decision, nature of job (teaching) and communication are found to be the major predictor of organizational commitment at the five selected public universities in Ethiopia.

The finding of this study concludes that Faculty's job satisfaction has a statistically significant predictive positive effect on organizational commitment. The major factors that lead faculties to job dissatisfaction

are inadequate payment (salary), insufficient fringe benefits , lack of academic freedom, discrediting merit based practices, inadequate resources, high bureau-

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*Professor. Department of Commerce & Management Studies, Andhra University, Visakhapatnam, AP, India
**PhD Research Scholar: Department of Commerce & Management Studies, Andhra University, India.
Lecturer at Wollo University, Ethiopia

STUDENTS IN ASSURING QUALITY...(cont'd from page 5)

dents ensures that teaching aligns with the intended learning outcomes.

Student Voice

Involving students in quality assurance processes has become increasingly important in higher education institutions. Student voice allows students to provide feedback on teaching, learning, and school culture. Their insights can be valuable in identifying issues that might not be visible to staff.

- Through **surveys**, **focus groups**, and **student councils**, higher education institutions gather feedback from students, which help to shape future decisions and ensures that **their needs and views are taken into account** in the quality assurance process.

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UNDERTAKING SCIENTIFIC RESEARCH ... (cont'd from page 6)

cracy, centralized administration system, denying promotion opportunities for hard-working academic staff members, lack of recognition and respect, problem of empowerment and inadequate scholarship opportunities. The results of this study shows that there is positive and significant relationship between job satisfaction facets and organizational commitment of academic staffs of five selected public Universities in Ethiopia. However, job satisfaction levels of academic staffs were low and minimum level of organizational commitment has been indicated in the study. As a result, to retain well experienced, qualified and high caliber academicians, Universities should increase the level of job satisfaction which in turn results in improved level of academic staffs' organizational commitment to their universities.

Key Terms: Academic staff, Job satisfaction, Organiza-

STUDENTS IN ASSURING QUALITY...(cont'd from page 7)

External Inspections (Education and Training Authority, ETA)

Rigorous external inspections play a critical role in quality assurance for all education settings. These inspections ensure that higher education institutions remain accountable to the government, parents, and the local community. Whilst currently undergoing a period of transition, ETA will continue to provide an external verification of a higher education institution's quality assurance processes and outcomes involvement.

- In some countries, the culture of student union participation in QA is strong and students are actively working to improve the quality of education at an institutional level. In some cases, student unions have their own pool of student experts in QA who can help with both internal and external QA processes.



We are on the web:
Www.amc.edu.et

Ras Mekonen Ave., Yeha City Center Building, Addis Ababa
0116634653/
0116180383/
0116180932/
0116181308
P.O. Box: 13025,