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Abstract

In accordance with the recommendation concerning the status of higher-education teaching personnel approved by the General Conference of UNESCO in November 1997, higher education institutions and their academic personnel have long been expected to exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally-accepted values; and enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society. Academic freedom is a key parameter of sound governance of higher education systems in any country. To what extent can academic freedom be a function of effective management systems and does it have any implications for quality education in developing countries? The paper answers in the affirmative. Data from a sample of academic staff, university managers, students and policy-makers were analysed using correlation and regression techniques and it was found that management significantly contributes to academic freedom in higher educational institutions. In this way, a better-managed institution enhances academic freedom and this

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consequently offers answers to the quality of education. The results are compared with international findings and policy and management implications are presented. A conceptual framework is suggested that links management systems with academic freedom and the quality of education, using the systems theory approach. (HRK / Abstract übernommen)