BOOK OF ABSTRACTS

The 1st National Conference

(NC-HLC-2023)

Private Higher Education for an Inclusive Development

Highland College, Bahir Dar, Ethiopia

NC-HLC-2023 Organizing Committee:

Mr. TemesgenAmera- Conference Overseer

Mr. Amdework Amsalu- Conference Chairman

Mr. Assefa Dessalegn - Logistics Committee

Mr. Mulu Misikir- Logistics Committee

Mr. Mitiku Awoke- Logistics Committee

Mr. Fetahi Bekalu- - Logistics Committee

Mr. Yibeltal Yetwale- Sponsorship committee

Mr. Abayneh Tsega- Sponsorship committee

Mr. Mengistu Delele- Sponsorship committee

Mr. Assefa Alemayehu- Text editing committee

Mrs. Addise Fentahun-Hospitality committee

Mr. Awoke Kerebih-Hospitality committee

Mr. Muhammmed Abedela-Hospitality committee

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Enyew Adgo (Professor)
Chairman for the board of Highland College

It is a great honor for me to convey this message on the occasion of this 1ˢᵗ ever National Conference organized by Highland College on the theme **"Private Higher Education for an Inclusive Development"**. Permit me to begin by first thanking the two keynote speakers and all paper presenters. In particular, I would like to thank Professor and Laureate Tirusew Teferrra from Addis Ababa University and Dr. Dawit Asrat from Bahir Dar University for their willingness to deliver the keynote speech to this occasion. Your presence here today under-scores and confirms the importance of the conference theme to our nation.

Highland College has been established before 19 years (in 1996 E. C) to bridge the training gaps of skilled manpower in the area of teach-ers' training in the region. Since then, different programs have been opened and as many as 20,000 students graduated in different fields of specialization and joined the labor market. Hence, the College has contributed immensely to the socioeconomic development of the na-tion at large and the Amhara region in particular. Currently, the col-lege has more than 3000 students and employed about 100 adminis-trative and academic staffs.

The Vision of the College is to become one of the most recognized private University Colleges in the country and beyond within the next ten years. This requires to aggressively working on both program di-versification and the expansion of the physical infrastructures includ-ing classrooms, administrative and faculty offices, student and re-search

laboratories, workshops, ICTs, recreational areas, and playgrounds for outdoor games, along with strict security. One of our focus area of training will be online learning and distance education which are instrumental for lifelong learning citizens.

As a higher learning institute (HLE), Highland College, has not given yet much emphasis on the generation of new knowledge by undertaking both adaptive and basic research. The College's community service activities are by far much greater than the research undertakings. We need research activities focusing on major socio-economic bottlenecks of the society of our nation that have also implications for the global communities. To this end, Highland College will launch soon postgraduate programs in various fields demanded by the labor market. In addition, building the capacity of the academic staffs to write competitive research projects so that they can access funding opportunities nationally, continentally and globally; remained crucial. Especial emphasis will be given to train and nurture the next generation researchers by installing tailor-made research training programs annually. Such type of a National Conference helps to expose the faculty to the outside world and the type of research that different institutions are being engaged.

The Board of the College has unwavering commitment to train quality graduates demanded by the labor market, demand-driven research that solves societal problems take roots in College. Discharging its social responsibilities remained one of our key missions and will be enhanced further. With this few remarks, I wish you all fruitful deliberations and a pleasant stay here in Bahir Dar for those who came outside the city.

With Best Regards,

IV

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Temesgen Amera Teshager
President of Highland College

I am delighted to greet all of you who will read this abstract from Highland College's National Research Conference. Highland College will organize its first-ever national conference on April 28, 2023, with the key theme **"Private Higher Education for an Inclusive Development."** The College has been committed to excellence in the teaching and learning components of its mission from its inception in 2003. Nonetheless, we have found it a bit challenging to perform research activities in multi-dimensional study areas, so far. Thanks to our present active academic staff members, the college is becoming one of the leading colleges in the research aspects as well.

Highland College, as an academic institution, is required to perform problem-solving research and provide need-based community services. Accordingly, the college demonstrates its efforts by increasing its focus on research and community services from year to year and basing its research and community service agenda on the perceived needs of communities and stakeholders. To this effect the College's board established a research and community service coordination office under the president of the College to make its contributions more community-centered.

So far, no research-based papers, such as proceedings or policy issue extracts, have been produced or disseminated by the College. To fill this gap, the College decided to hold a national research conference at which scholars from Ethiopian HEIs will present, reflect on, and discuss

various problems concerning higher education and its impact on Ethiopia's inclusive progress. As a result, the president's office believes that holding a national research conference is critical to meeting the college's grand aims of solving community problems, and that it should be accompanied by publishing and dissemination of the research results. The national research conference aims to provide a forum for academics, researchers, and government leaders to explore how higher education institutions in Ethiopia may contribute to the inclusive growth of the entire country.

I wish all the upcoming attendants on behalf of Highland College that the conference will be an occasion to advance your knowledge and skills in conducting research, in practicing scientific communication skills and in securing new collaborations.

I also would like to take this opportunity to thank all of the researchers who submitted their research abstracts on time and encourage them to keep going. I would also want to thank the research coordinator's office and the research organizing committee for arranging for the publication of these selected abstracts. I hope you all a good reading experience and enjoyment of scholarly outputs.

With Best Regards,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
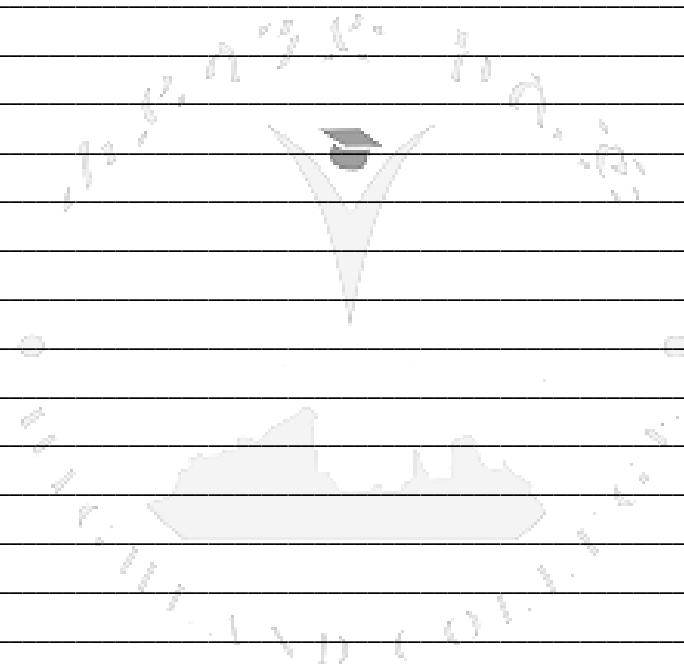
Amdework Amsalu Mekoya (PhD Candidate)
Coordinator for Research and community Service
Highland College

In response to the call for papers by Highland College, multiple research abstracts were submitted by researchers to the coordination office for research & community services. Aligned to Highland College's bold and ambitious agenda, the thematic area of the national research conference is **Private Higher Education for an Inclusive Development**. A significant portion of the conference will be devoted to the voices of educators; researchers keynote speakers, as well as professional government executives from across the country. Therefore, it is very important to cognize that the conference is intended to benefit the neighboring community and the nation from discussions by those responsible and concerned bodies. It further implies that the conference to be held by Highland College on April 28, 2023 is anticipated to have a positive impact on our country since it may serve as a vital scene for generating new ideas, detecting knowledge gaps, developing novel concepts, disseminating fresh information and suggesting policy issues.

The coordination office for research & community services believes that activities connected to research and community service should be collected, structured, published, disseminated, and documented for a variety of reasons. On one hand, the release of these abstracts is aimed to generate awareness of the significance of the research conference theme ahead of the conference's scheduled date. In other words, this brief research document is created to provide brief information to participants and stakeholders on the ideas to be discussed on conference day.

On the other hand, it is hoped that the disclosure will prevent repeat. If the presented research works and their abstracts are not disclosed and everyone in the academic sector is uninformed of what has previously been done, the same research works may be submitted and seek an unwanted duplication of funding. This will result in redundancy of themes and extravagance of budget. It unnecessarily wastes materials and money, as well as human energy and time. Thus, to generate a prior awareness and to resolve those anticipated issues, Highland College decided to

publish and record these abstracts of the winning papers for the national research conference. It contains 11 abstracts from scholars who are selected as presenters.

On behalf of the coordination office for research & community services, I wish all incoming attendees a productive conference as well as the possibility to further develop your skills in scientific research, policymaking, forming new networks, alliances and partnerships, and creating new employment and research prospects.

Finally, I would like to express my appreciation and encourage all of the researchers who submitted their paper abstracts on time. I would also thank the staff and board members of Highland College for arrangement of this selected abstracts for publication. I hope you all a pleasurable reading and a love of intellectual works.

With Best Regards,
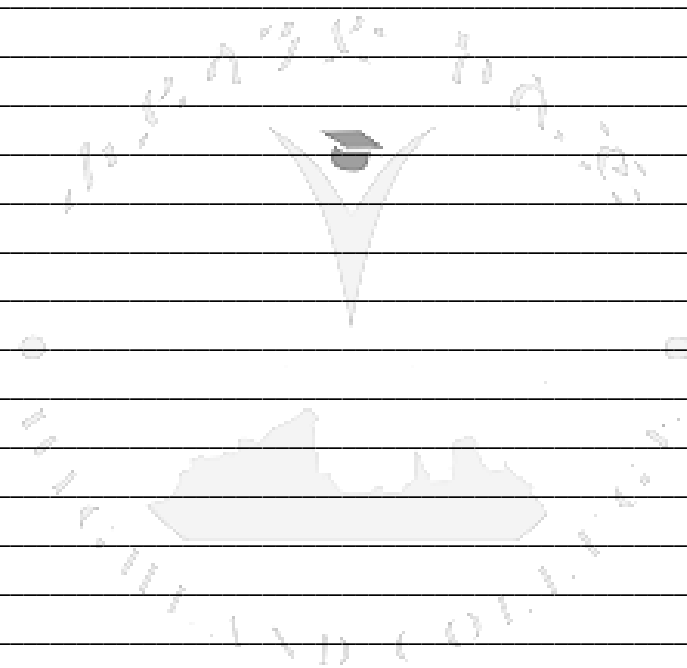
LIST OF ACRONYMS/ABBREVIATION

AAU: Addis Ababa University

AD: Academic Dishonesty

ANOVA: Analysis of Variance

ANRS: Amhara National Regional State,

AS: Administrative Service

BoLT: *Bureau* of *Labor and Training*

CEBS: College of Education and Behavioral Science

CSA: Central Statistics Agency

ES: Educational Support

ETA: Education and Training Authority

HEI: Higher Education Institutions

HLC: Highland College

ICT: Information and Communications Technology

IES: Industry Extension Services

MA: *Master of Arts*

MoE: Ministry of Education

MSW: Master of Social Work

OS: Occupational standards

PhD: Doctor of Philosophy

PHEI: Private Higher Education Institution

PRISMA: Preferred Reporting Items for Systematic Reviews and Meta-Analyses

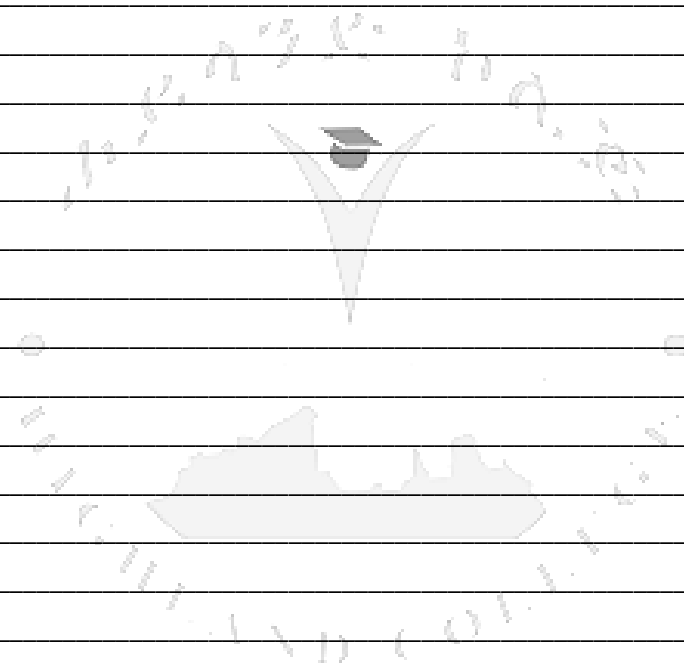**SP:** Students' Personality

TL: Teaching-Learning

About Highland College

Highland College (HLC) is located in the beautiful city of Bahir Dar and at the shore of Lake Tana, the largest freshwater body reserved by UNSCO biosphere. HLC was established in 2003 by a team of professionals who have many years of teaching experience at university and business consultancy service. Some of the share members are PhD holders and all others are at master level in different disciplines. It's a pioneer private College in the region, which was first started by providing a one year Teachers Training (TTI) for students who completed 10th and 12th grade with the aim of producing a middle level skilled man power who can contribute to the economic growth of the country.

The College has recorded enormous remarkable achievements in the past 19 years. Since its establishment, it has graduated thousands of competent professionals in various fields, programs, and levels; and as a result, it has contributed to the overall development endeavours of the country.

The College enrolment capacity has now reached more than 3000 students. HLC is offering Business, Health and IT fields of study through regular, extension and Distance. The college operates with its own buildings; G+2 and G+4 buildings in Bahir Dar Campus and 5 ground floor buildings in Injibara Campus.

The College has now a total of 12 programs, of which 6 are first degree and 6 TVET Programs in Bahir Dar and Injibara Campuses. HLC has more than 100 academic and administrative permanent staff working in the two campuses. HLC strives to contribute substantially to the region, the nation and beyond through quality education, research and community service.

Vision, Mission and Core Values of Highland College

|	
Vision	To become one of the most recognized private University Colleges in the country and beyond within the next ten years.
Missions	HLC is vested in with the following missions: • Provide quality education supported by the state-of-the-art facilities in response to the labor market. • Produce competent and ethical professionals equipped with the necessary skills and attitude to the business world. • Promote demand-driven research through partnership with active engagement of staffs and disseminate findings to end user. • Enhance linkages with regional, national and international organizations to advance science and technology transfer in the region and country.
Core values	**Excellence:** Outstanding quality is the hallmark of our work. **Students' First:** They are our primary clients. **Accountability:** We are each responsible for our overall output. **Diversity**: Each individual brings value to our efforts and results. **Integrity:** Our principles and standards are never compromised. **Transparency:** Rules, regulations and decision makings at all levels to be transparent. **Equality:** Equal opportunity for all employees and students.

Morning, Friday 28,

April 2023

The 1st National Conference (NC-HLC-2023)
Highland College, Bahir Dar, Ethiopia
Venue: BDU Old Senate, Peda Campus
Preliminary Session

| Time	Activities/ Topic	Speaker/ Responsible person	Facilitator
	Audiovisual Presentation		Audiovisual Experts
08:20-08:35	Registration	Participants	Registration Team
08:35-08:55	Conference Introduction	Amdework Amdwork, PhD candidate, Coordinator for RCS,HLC	Girmaw A
08:55-09:15	Welcome Speech	Enyew Adigo, Professor, Board chair-person of HLC	Girmaw A
09:15-09:35	Opening Speech	Honorable Guest	Professor Enyew A.
09:35-10:20	Keynote Speaker -1	Tirusew Teferra, Professor and Laureate ,CEBS, Addis Ababa University	Girmaw A
10:20-11:05	Keynote Speaker -2	Dawit Asrat, PhD, Associate professor, CEBS, BDU,BDU-NORHED Project Coordinator	
11:05-11:35	Tea break	Participants	Hospitality Committee
11:35-12:05	Discussion	Participants, keynote speakers	Dr. Salehu Anteneh
12:05-13:30	Lunch		Hospitality Committee

Afternoon, Friday 28,

April 2023
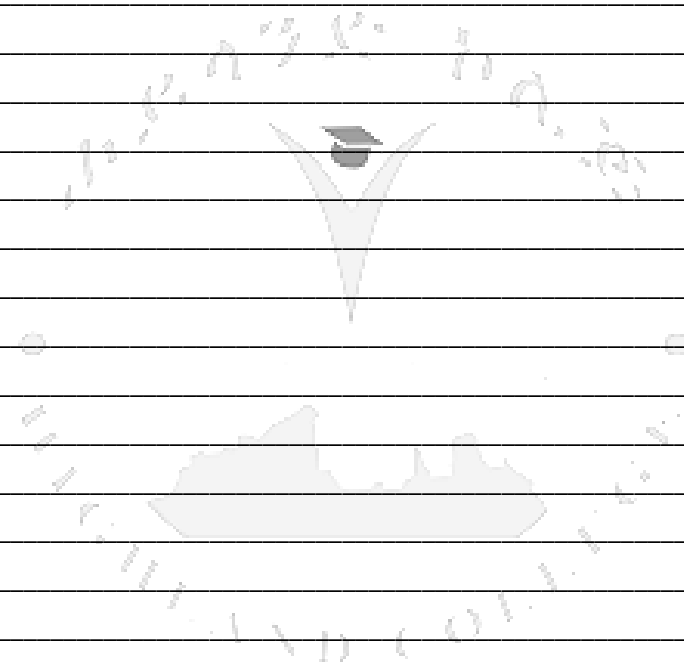
Venue: BDU: NCR- Room 02
Parallel Session I

Moderator : Dr. Salehu Anteneh		Rapporteur: Mr. Molla Wassie	
Time	Activities/Topic	Presenter/Responsible person	Facilitator
13:30-14: 00	Evolution of Private Higher Education Institution Ethiopia	Mr. Temesgen Ayele, Scholarship & Internationalization Senior Expert, MoE	Mr. Mitiku Awoke
14:00-14:30	Roles and Challenges of Private Higher Education Institutions in Ethiopia: A Systematic Review	Fentahun Gebrie, PhD candidate, IDRMFSS, BDU	Mr. Yibltel Yetwal
14:30-15:00	Higher Education for Achieving Sustainable Development Goals: A Case study of Private Higher Education Institutions in Amhara Region, Ethiopia	Mr. Bayleyegn Ayalew, Department of Social Work, Faculty of Social Science, BDU	Mr. Assefa Alemayehu
15:00-15:30	Practices, Opportunities, and Challenges of Private Higher Education Institutions in D/Markos City Administration	Mr. Temesgen Denekew, Department of S.Sc D/Markos College of Teachers	Mrs. Seblewengel Mezigebu
15:30-16:00	Tea break		Hospitality Committee
16:00-16:30	Discussion	Participants	Dr. Salehu Anteneh
16:30- 17:00	certification	Prof. Enyew A. & Dr. Salehu A.	Girmaw A
17:00– 17:15	Closing	Mr. Temesgen Amera, president of HLC	Girmaw A
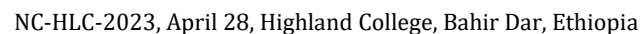
Afternoon, Friday 28 April 2023   Venue: BDU: NCR- Room 03
Parallel Session II

	Moderator : Dr. Chanyalew Enyew	Rapporteur: Mr. Amdework Amsalu	
Time	Activities/Topic	Presenter/ Responsible person	Facilitator
13:30-14: 00	Quality of Education: Academic Dishonesty in Ethiopia Higher Education Institutions.	Esubalew Getnet, PhD, Private Higher Education Desk MoE	Mr. Abayneh Tesga
14:00-14:30	Student Satisfaction Survey in private Higher Education Institutions and Implications for Quality Education	Manaye Adela, PhD Candidate, AAU	Mr. Mengistu Delele
14:30-15:00	Ethiopian National Labor Market, job search and its role in Creating Employment Opportunities	Mr. Adelahu Fentie, ANRS Labor & Training, Senior expert	Mrs. Mesayt Ayehunie
15:00-15:30	Teachers' Professional Competency: the Case of Injibara University: Implication for Private and Public Higher Education of Ethiopia	Amsalu Molla, PhD Candidate, CEBS, BDU	Mr. Asrat Misganaw
15:30-16:00	Tea break		Hospitality Committee
16:00-16:30	Discussion	Participants	Dr. Chanyalew E.
16:30- 17:00	certification	Prof. Enyew A. & Dr. Salehu A.	Girmaw A
17:00-17:15	Closing	Mr. Temesgen Amera, president of HLC	Girmaw A

NOTE BOOK

programs, and ICT. A few of others have training programs in law, health, and other natural sciences. With regard to challenges, college deans of the PHEIs replied that the government uses unnecessary bureaucratic procedures in accrediting academic programs and to enforce rules and regulations. About 83 % of teacher respondents also replied that lack of adequate and qualified personnel, absence of staff development opportunities, the paradox between increasing cost of education and decline of enrollment rate has been creating sustainability difficulty, inadequate technology based teaching, and limited research activities are the most common challenges. On the other hand, the findings from open-ended questions of teachers confirmed that: 1) the higher education proclamation that allows the establishment of PHEIs; 2) the increment of students in secondary school and the consequent increasing demand for higher education; 3) the introduction of cost sharing system in public higher education are some of the opportunities that encourage PHEIs in the country. Based on the findings, recommendations were forwarded. The MOE should develop a sustainable policy that fully integrates the PHEIs into the Ethiopian higher education institutions soon. PHEIs should work together to overcome the existing challenges through their collective means. Both the federal and regional governments should develop their capacity of enforcing rules and regulations, and provide adequate support to the PHEIs based on merit, and institutional performance early to alleviate various challenges faced by PHEIs. Finally, the findings of this research will serve as a spring board to other researches on untouched issues specially the strengths and contributions of PHEIs in the study area.

Key words/phrase: *Practices, Opportunities, Challenges, Private Higher Education Institutions*

Abstracts

Ethiopian National Labor Market, job search and its role in Creating Employment Opportunities

Adelahu Fentie Gelaye
ANRS Labor & Training Senior Expert;
y.adelahu@yahoo.com

ABSTRACT

The main purpose of this study is to assess the national labor market situations of Ethiopia with respect to Key Labor Market Indicators vis-à-vis job search and employment. To this end, review and analysis of the existing literature, facts and figures will be employed. The assessment heavily relies on annual statistical report of the national labor force survey (NLFS) and the urban employment unemployment survey (UUES) of the Central Statistical Agency (CSA) for the period 1999-2021.The study revealed that unemployment is a serious problem in Ethiopia and is basically the result of lack of job creation relative to labor force growth. Thus, understanding the challenge of unemployment is an important issue that deserves the utmost attention. Moreover, the Ethiopian national labor market is manifested in such a way that employment services in Ethiopia are weak to cope up with the changing requirements of the labor market. Though it lacks established employment rules and regulations, the informal sector plays a lion's share in reduction of unemployment and poverty. The rural-urban migration in Ethiopia is increasing and remains a major policy challenge as driven by the dwindling amount of farmland available to the rural population and low level of agricultural productivity. Lack of employment opportunities in rural areas is also the main motives for rural–urban migration. Based on the findings, a number of policy implications are derived. Improving the capacity of labor market institutions in terms of providing modern, efficient, and effective labor market information system; establishing a system that helps transforming the informal economy to the formal economy, promoting non-farm employment and income generating activities, and offering skill training for rural migrants with the necessary skills and knowledge, among others.

Key words/phrase: unemployment, labor market, job search, employment creation

PRACTICES, OPPORTUNITIES, AND CHALLENGES OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN DEBRE MARKOS CITY ADMINISTRATION

Temesgen Denekew
Lecturer at Debre Markos College of Teachers Education, Research Publication and Dissemination Center Coordinator
temesgendenekew47@gmail.com

ABSTRACT

Currently, Ethiopia has realized that higher education is a means to accelerated and sustainable development. To this end, the contribution of private higher education institutions has been important in empowering human capital. Thus, the main purpose of this study was to explore the current practices, opportunities, and challenges of Private Higher Education Institutions (PHEIs) in Debre Markos city administration. To achieve this objective, a descriptive survey design was employed. Both quantitative and qualitative approaches were used to collect and analyze data. Since 257 students and 96 teachers were selected from different colleges and departments, proportional stratified random sampling technique was employed to represent the various characteristics of the target population. In addition, about 5 college deans and 8 department heads those who have more experience with regard to the topic of study were selected using purposive sampling technique. Questionnaires with both close-ended and open-ended items were used for teachers and students, and semi-structured interview was used to elicit relevant information from college deans and department heads. After the questionnaires were adapted from other previous researchers, pilot study was made to check both validity and reliability level. The quantitative data were analyzed using descriptive statistics. Direct quotations and narrations were used to analyze the qualitative data. Thus, the findings revealed that the PHEIs in Debre Markos city administration have degree programs. In relation to mode of delivery, both regular and extension/ weekend classes are the most common programs implemented by these PHEIs. In terms of areas of training, the PHEIs offered business related

Evolution of Private Higher Education Institution in Ethiopia

Temesgen Ayele
Ministry Of Education, Scholarship & Internationalization Senior Expert
temeayele09@gmail.com

ABSTRACT

This paper explores the evolution of private higher education institutions in Ethiopia:- key issues and challenges on the in the Ethiopian higher education landscape and their policy implications. It critically examines issues related the evolution of PHE in the Imperial Regime, Dergue and EPRDF. This paper draws mainly on secondary sources of data from official government documents including policies, proclamations, pertinent national and international research reviews, national and organizational level plans and strategies, statistical abstracts and reports key to analyze the issue under study. In the Imperial Regime and Dergue, there were no private higher education's whereas during the reign of EPRDF, they came to picture..The paper discusses the enrolment trends, programs of study, levels of training, mode of delivery, geographic distribution of the institutions, and institutions that have gone out of the market. To this end, the findings revealed that the private higher education flourished after 1991 and are playing a significant role in addressing the unmet social demand for higher education through increasing access and thereby creating employment opportunities. Finally, policy implications for improvement of the current status of private higher education institutions are suggested based on the findings.

Key words/phrase: Evolution, Higher Education, Private, Policy

---

The Status and Challenges of Teachers' Professional Competency of Injibara University: Implication for Private and Public Higher Education of Ethiopia

Amsalu Molla
PhD candidate in the Department of Teacher Education and Curriculum Studies, College of Education and Behavioral Sciences, Bahir Dar University
amsalumolla19@yahoo.com

ABSTRACT

This study was to explore the status and challenges of teachers' professional competency of Injibara University and its implication for private and public higher education of Ethiopia. To this effect, the study identified five main categories to measure teachers' competencies; knowledge of students and their development, competency on creating an effective learning environment, understanding subject matter, plan and design appropriate learning experiences and training on how to use on-going assessment and other practices. A phenomenological study design was used. Academic leaders of the university were selected purposively. Data were gathered through interview guide and documents. This analysis was based on the information obtained from the academic leaders as per the thematic areas of interview guide which is adapted from UMN-SFPS Teacher Standards and Competencies, in Ornstein &Hunkins (2018). Analysis has shown that the teachers' competencies in teaching and other activities of the university are at problematic status. There have been challenges associated with qualification, the inadequacy of teachers continuous development program, limited teachers involvement due to ministry level harmonized curriculum preparation model, lack of teachers interest and job satisfaction, problems associated with technology utilization, the defect in the evaluation of teachers' competency, problem in the recruitment criteria of competent teachers and capacity and interest of students to learning are challenges faced them to have the expected competency of teachers in the university. Therefore, teachers of the university who faced these challenges need to get special emphasis by the university and Ministry of Science and Higher Education.

Key words/phrase: *Teacher Competencies, Higher Education, Challenges of Competency*

Higher education for achieving sustainable development goals: A case study of private higher education institutions in Amhara Region, Ethiopia

Bayleyegn Ayalew Abebe
Bahir Dar University, Department of Social Work, Faculty of Social Science
baye1972@gmail.com

ABSTRACT

To end poverty by 2030, Ethiopia has accepted the 'Sustainable Development Goals declaration'. Higher education offers the prospective to endure local and regional development. This study presents new empirical and conceptual insights into the ways in which private higher education institutions can help to attain and surpass the outcomes treasured in the sustainable development goals. To this effect, a qualitative research method was employed. The study was conducted in eight Private Higher Education Institutions found in Bahir Dar City, North-western Ethiopia. The researcher made the one-on-one in-depth interviews with in February and March 2023 with nine purposefully selected participants to explore the contributions of private higher education institutions in development arena. While the study provides sufficient evidences on the role of private higher education institutions in the Amhara region in human capital development, it shows that budget constraints and low interests towards research and innovation, technology transfer, and limited engagements with the local communities and the wider public impede the full potential of these institutions. The collected data are discussed in greater details based on the sustainable development goals framework and the essentialist and non-essentialist orthodoxies. The paper also presents the link between the immediate human capital and modernization needs of the country and private higher education institutions situated in the region.

Keywords/Phrases: Sustainable development, Research, Community engagement, Private higher education institution, Higher education

---

Student Satisfaction Survey in Private Higher Education Institutions and Implications for Quality Education

Manaye Adela
PhD Fellow at AAU, MBA in General Management, MA in Developmental Psychology
manayeadela@gmail.com

ABSTRACT

The main purpose of this study was to assess student satisfaction as key customers of selected private educational institutions in Addis Ababa. The sub-categories of satisfaction survey include teaching-learning (academic issues), administrative service, educational support (facilities), and issues related to students' personality. The survey was conducted in four private higher education institutions. In this study, 238 student participants of the study were recruited by using department and year level based stratified sampling. This sampling technique is chosen due to heterogeneity in year level and department. The respondents were second year and above students. ANOVA and Linear Regression analysis were conducted along with other descriptive statistics for data analysis. The satisfaction survey questionnaire, which has 73 close-ended questions with Likert-scale type, was used to gather data. The questionnaire was piloted for reliability and validation. It incorporates four variables Teaching-Learning (20 items with Reliability of Chronbach Alpha 0.938), Administrative Service (15 items with Reliability of Chronbach Alpha 0.911), Educational Support (facilities) (24 items with Reliability of Chronbach Alpha 0.947), Issues related to students' personality (14 items with Reliability of Chronbach Alpha 0.866). The findings from the survey revealed that there are alarms in satisfaction problem in the experience of the aforementioned four categories. There is positive correlation among Teaching-Learning, Administrative Services, Educational Support, and Students' Personality. This shows that there is high interdependence among the variables that determine student satisfaction in college. Private educational institutions should work on educational facilities and issues related with students' personality or behavior in the interpersonal relationship. Student satisfaction is highly related with quality education delivery. Hence, it is recommended to work much on student satisfaction through internal quality auditing. General Service offices should work in the neatness of campuses including classrooms and washrooms. Instructors should carefully handle student needs in the teaching-learning process. Registrar, finance, and program offices should manage student complaints and work on meeting students' needs or expectations.

Key words/phrase: Teaching-learning, quality, administrative services, educational support

Roles and Challenges of Private Higher Education institutions in Ethiopia: A Systematic Review

Fentahun Gebrie Mucha

PhD candidate in IDRMFSS, Bahir Dar University

fent.ged@gmail.com

ABSTRACT

Human capital is a prime basis for sustainable development and it is through education that the skill, knowledge and experience of individuals can be enhanced and developed and since 1990s the pace of expansion of private higher education institutions in Ethiopia is overwhelming. Therefore, the purpose of this review was to examine the roles and challenges of private higher education institutions in Ethiopia. The reviewer used a literature review and followed the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) guideline to identify literature in the area and to process studies included in the review. Google Scholar and Google Search were used to look for papers. The reviewer found that private higher education institutions are the road map for sustainable development of a country through increasing access to education, creating employment opportunities, narrowing gender gap, playing positive roles in local development, and providing models of entrepreneurial culture. However, private higher education institutions experience regulatory challenges, legitimacy-related challenges, funding limitations, lack of access to land and loans from financial institutions, and shortage of highly qualified personnel as barriers to their success. The reviewer recommended that the role of private higher education institutions' contribution should be acknowledged and more studies should be conducted on their roles and challenges.

Key words/phrase: Private Higher Education Institutions, Role, Challenge, Sustainable Development

Quality of Education: Academic Dishonesty in Higher Education Institutions of Ethiopia: Practice, Challenges and Implications to Quality

Esubalew Getnet (PhD)

Ministry of Education, Private Higher Education Desk
getesu212@gmail.com

ABSTRACT

The purpose of this study was to examine the practices and challenges of academic dishonesty in Ethiopian Higher Education Institutions and to draw its implication to quality education. The study applied concurrent embedded design. Both primary and secondary data sources were used in the study. Data were collected from 585 students, 362 academic staff, 9 research coordinators, 9 college deans, and 9 research directors. A total of 974 research participants took part in this study. Simple random sampling, purposive, and census sampling techniques were used to select students and teachers; research coordinators; and college deans respectively. Questionnaires and interviews were used as data collection tools.Descriptive statistics and thematic analysis were used to analyze the collected data. The results of the study revealed that academic dishonesty is prevalent in HEIs of Ethiopia. Cheating and plagiarism were found the major forms of academic dishonesty in Ethiopian higher education institutions. The qualitative information also identified the causes for academic dishonesty including easy access to the internet, desire for academic pressure to get better grades, laziness, peer influences, fear of failure, and being too busy or lack of enough time to complete assignments. Hence, it was concluded that academic dishonesty has become a worrisome challenge as it eroded quality education in Ethiopian HEIs. Therefore, it is high time to suggest that the formulation of academic integrity policy and strategy in HEIs; establishing academic integrity directives; applying anti-plagiarism software to detect plagiarism; using exam code, and strict supervision during exams as immediate strategies. By and large, a system-level strong and massive anti-academic dishonesty campaign is advised to be conducted to bring a lasting effect by participating all stakeholders in charge.

Keywords/Phrases: *Academic dishonesty, Cheating, Plagiarism, Examination Fraud*