



Highland College
Office of Research and community Service

Proceedings of 1st National Conference:
Private Higher Education for an Inclusive Development

April 28, 2023

Bahir Dar

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Motto:

- “What is high in Highland is its quality Education and training”.

Vision:

- To become one of the most recognized private university Colleges in Ethiopia by 2035.

Mission:

- a) Provide quality training supported by the state-of-the-art facilities in response to the labor market.
- b) Produce competent and ethical professionals equipped with the necessary Knowledge, skill and attitude to the business world.
- c) Promote demand-driven research through partnership with active engagement of staffs and students and disseminate findings to end users.
- d) Provide community services and consultancy based on the needs of the nearby society;

Core Values:

- a) **Excellence:** Outstanding quality is the hallmark of our work.
- b) **Students’ First:** They are our primary clients.
- c) **Accountability:** We are each responsible for our overall output.
- d) **Diversity:** Each individual brings value to our efforts and results.
- e) **Integrity:** Our principles and standards are never compromised.
- f) **Transparency:** Rules, regulations and decision makings at all levels to be transparent.
- g) **Equality:** Equal opportunity for all employees and students.

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Part-I

Preface

On April 28, 2023, Highland College held its 1st National Conference in the theme of "Private Higher Education for Inclusive Development." Conducting the 1st national research conference and preparing this proceeding to stakeholders and supporters and to any interested audience is a significant honor for Highland College. We hope you'll find it informative, exciting, and motivating. The 1st National Conference proceeding intends to offer an opportunity for discussion of the problems, possibilities, and research discoveries related to the theme of Private Higher Education for an Inclusive Development. The scope and quick development of private higher education institutions in Ethiopia have given rise to new issues and inquiries about their inclusivity, necessitating the urgent requirement for the exchange of brilliant concepts and the promotion of good knowledge of this crucial research area. While the support received and the passions seen have truly surpassed our expectations, we vow to create a positive image and charming landscape for private higher education institutions. As a result, we were really happy and inspirational on the day the national research conference came to an end. As a result private higher education institutions in Ethiopia can then advance towards a more sustainable and pleasant future by achieving inclusiveness.

Despite the fact that Highland College was hosting its first national research conference, the response to the call for papers was overwhelmingly positive. Unfortunately, a large number of articles from esteemed scholars were not able to be accepted due to the results of the reviewing process and our capacity limitations. In order to maintain the excellent caliber of the manuscripts included in the proceedings published by Highland College, we would like to express our gratitude and appreciation to the entire reviewer professors from Bahir Dar University. We also like to express our gratitude to the conference planning and organizing team, including the president of the college, for all of their hard work.

The subjects covered by the writers revealed a considerable body of expertise, resources, and knowledge among private and public higher education institutions, which in turn made a significant contribution to the overall development of the nation. Therefore, our sessions acted as

a distinctive venue that inspired academics and professionals from both home and abroad to work together in order to share their wealth of knowledge and priceless insights.

We are now hopeful and upbeat about receiving the 1st National Conference proceedings, which include an introduction by the RCS Coordination Office, a message from the college president, a welcome address by the board chairman, a speech of sensitization by a guest of honor from the Education Ministry, a speech of introduction by the RCS Coordinator, presentations from two key note speakers, and presentations from five authors. We understand that 1st National Conference's writers may desire to increase the visibility of their work. And we'll do everything we can to help them succeed.

The conference aimed to provide a forum for communication among all stakeholders from academia, government, and society through a series of academic research presentations and keynote speeches. We also offer fantastic opportunities for researchers, academics, and scholars to network, as well as significant channels through which they can share their ideas and experiences, in order to foster the development of research on the Inclusive Development of Private Higher Education institutions in particular and our nation in general and to advance future research and collaborations. Overall, the conference provided a truly complete perspective and motivated the participants to develop sound suggestions to address current issues regarding the private higher education institutions in Ethiopia. We'd like to take this chance to thank the keynote speakers, presenters, authors, and sponsors for their contributions.

We could also see that everyone who attended 1st National Conference had a good and productive time there, and that our visitors relished their stay in the lovely city of Bahir Dar.

Amdework Amsalu (PhD Candidate)
On Behalf of the Conference Organizing Committees
April 2023, Bahir Dar.



Message from the President of the College

I am delighted to welcome everyone who will read this proceeding from Highland College's 1st National Research Conference. Highland College organized its first-ever national conference on April 28, 2023, with the key theme **"Private Higher Education for an Inclusive Development."** Since its start in 2003, the College has been dedicated to achieving excellence in the teaching and learning aspects of its purpose.

Highland College, as an academic institution, has exerted a lot of effort to perform problem-solving research and provide need-based community services. Accordingly, the college is expanding its emphasis on research and community service each year and basing both objectives on the perceived needs of stakeholders and communities. In order to make the College's contributions more community-focused, the College established a coordination office for research and community service, which reports to the College's president. The College has not yet created or shared any research-based materials, such as proceedings or extracts from policy issue papers. To close this gap, the College made the decision to host a national research conference where academics from Ethiopian HEIs presented, thought about, and discussed numerous issues relating to higher education and their effects on Ethiopia's inclusive development. In order to accomplish the college's lofty goals of resolving social issues, the president's office feels that having a national research conference is essential, and that it should be followed by the publication and distribution of the study findings.

The purpose of the national research conference was to provide a venue for discussion and debate on how Ethiopia's higher education institutions may support the inclusive growth of the entire nation. The conference is anticipated to provide a venue for information exchange and collaboration among various academics in the field of private higher education for inclusive development. No private higher education institution that I am aware of in the Amhara region is hosting the national research conference for such a long time.

On behalf of Highland College, I really hope that everyone who attended the conference was able to expand their knowledge and expertise in research methodology, in practicing scientific communication, and in establishing new collaborative relationships.

I want to express my gratitude to all of the research presenters, keynote speakers, invited visitors, board members, and Highland College staff members who gave us the motivation we needed to keep going. I also wish to thank Abay Bank, the research coordinator's office, and the organizing committee for helping to organize and publish this proceeding.

Finally, I want to express my sincere gratitude to Bahir Dar University on behalf of Highland College for its readiness to host this national conference and for providing a meeting space and smart rooms. I wish you all a great reading experience and pleasure in academic works.

With Best Regards,

Temesgen Amara Teshager (BA, M.ED)
President of the College

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



Conference Introduction

Highland College is hosting its first international research conference with the theme "**Private Higher Education for Inclusive Development.**" The conference aims to demonstrate that private higher education institutions should prioritize research and community service in addition to teaching. The conference encourages teachers and students to gain awareness, knowledge, and experiences on research work, enhance education quality, contribute to the country's development, and demonstrate that higher education institutions should prioritize research and community service.

Highland College is holding its first international research conference under the motto "Private Higher Education for an Inclusive Development." the conference aims to demonstrate that private higher education institutions should prioritize research and community service in addition to teaching. These institutions should install the practice of research as a culture rather than an obligatory activity. Problem-solving research and community service is very important for the country's development asserting that this is only through research that HEIs get any opportunity to reflect on their research challenges and successes.

The conference mainly aims also to encourage teachers and students of Highland College to gain awareness, knowledge, and experiences on research work, to enhance education quality in the college, to contribute to the country's development and to demonstrate that HEIs should pay more attention to research and community service in addition to teaching.

Since Highland College is aware that higher education institutions are in charge of more than just instruction it has developed clear policies and procedures for research and outreach.

The presented papers were blind reviewed and selected for this conference through clear criteria. Accordingly, two of the presenters are experts from Ministry of Education, one of the presenters is an expert from ANRS Labor& Training Bureau, one of the presenters is a PhD Fellow from AAU, one of the presenters is a Lecturer from Bahir Dar University & the other one of the presenters is a PhD candidate from Bahir Dar University.

With Best Regards,



Welcoming Message

Board Chairman of Highland College

Prof. Enyew Adgo

Bahir Dar University

April 28, 2023

Dear Dr. Eyob Ayenew, Director of Private Higher Education Institutions Service at MoE and Guest of Honor for the Conference, Dear Keynote Speakers (Professor Tirusew and Dr. Dawit), Dear Paper Presenters, All Invited Guests and Staff of our College, Ladies and Gentlemen:

It is an honor and privilege for me and the Highland College's community to welcome you all to this 1st National Conference of our College with the theme of “**Private Higher Education for an Inclusive Development in Ethiopia**”.

This conference is held at a time when Highland College in particular and the Private Higher Education sector in Ethiopia in general are close to celebrate their two and three decades of services to the community, respectively. Highland College will celebrate its 20 years of Anniversary just in a year's time. These are times when we will be reflecting on our achievements and challenges with a view to charting our future.

In Ethiopia like in the other parts of Africa, Private Higher Education emerged in the mid-1990s. It has been argued that the birth of the Private Higher Education Institutions in Ethiopia, like in other countries in Africa, was the result of economic reforms that African countries must adhere to in order to secure a loan from the International Monetary Fund and/or the World Bank, the budgetary constraints of the government to expand Higher Education through public universities only, and the less responsiveness of public universities to respond swiftly to labor market demands. Private Higher Education has now become the fastest growing area of the education sector in many parts of Sub-Saharan Africa. Currently more than 300 Private Higher Education Institutions are operating in Ethiopia. If well regulated, Private Higher Education Institutions can play pivotal roles in improving access and equity of higher education training in the country and also bridging skill gaps in different sectors of the national economy.

Highland College started its journey in 2004 by providing teachers' training program at certificate level followed by diploma training in the subsequent years. Currently, the College admitted more than 3000 students in 12 programs (six degree and six ATVET programs) in Bahir Dar and Injibara Campuses. So far, more than 16,000 students graduated from our college in different programs with **high rate of graduate employability**. We also received several positive feedbacks from employers of our graduates which is the source of our energy and inspiration. More than 123 students have different social problems but with outstanding academic achievements, received free scholarship from the College. In monetary values, this is estimated to be about 6million Ethiopian Birr. Besides, various types of donations have been given to private individuals as well as government entities and thus the College is trying its best to discharge its social responsibilities.

The quality of training in Private Higher Education Institutions is the concern of many citizens even though public universities are also not immune from this. Our motto is “**what is high in Highland is its quality training**”. Achieving educational quality will continue to be remained the center of all our future efforts; namely improving input, process and output categories of the education system

We firmly believe that creating a fair and robust legal and regulatory framework will help a lot to maximize the benefits of both public and private providers in terms of improving access, relevance, and quality education. Committed and corruption free regulatory bodies at different levels, remained the major pillar to improve educational quality and relevance. How many of us do we know that the top ranked universities in the world are private universities especially in America? The problem is not the ownership of the Higher Education Institution, rather, the regulatory frameworks they are operating in.

To the best of my knowledge, this conference is the first ever National Conferences of Private Higher Education Institutions operating in Amhara region. It can give participants an opportunity to reflect on the challenges and achievement of Higher Education in general and Private Higher Education Institutions in particular. It also helps to define the tasks and the social responsibilities waiting ahead, inspiring faculty to undertake research, disseminate research findings to scientific community, policy and decision makers.

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 human capacity building,

program diversification and expansion of the physical infrastructures including classrooms, administrative and faculty offices, student and research laboratories, workshops, ICTs and other supporting facilities. Highland College recognizes the importance of raising its profile through research and publication. Launching postgraduate programs in various fields, will promote the research capacity and culture of the College and so the adaption and/or generation of new knowledge and technology. Towards this end, we need to strengthen research offices, earmark resources, assign personnel, and publish papers and annual proceedings and institutionalize faculty promotion based on research productivity.

Building the capacity of the academic staffs to write competitive research grant projects so that they can access funding opportunities nationally and globally; remained crucial. Special emphasis will be given to train and nurture the young researchers by installing tailor-made research training programs. Such type of a National Conference helps to expose the faculty to the outside world and the type of research different institutions are doing.

This first National Conference brings 12 research papers including the two keynote speeches from highly experienced and distinguished scholars. The variety of papers presented will focus on challenges facing Private Higher Education in quality assurance practices to the satisfactions of major stakeholders, namely students and employers. This conference, I hope, will also give us the opportunity to reflect on achievements in the private higher education sector. The deliberations would also help a lot in highlighting the directions of the sector in the years to come.

Let me use this opportunity to acknowledge and thank, the conference organizing committee, the College's management and all involved to realize this conference.

I wish you all a successful conference and kindly request **the Guest of Honor, Dr. Eyob Ayenew**, to declare the conference open.

I thank you for your attention.

Opening Speech by the Guest of Honor for the Conference

Dr. Eyob Ayenew

Director of PHEI Service at MoE

Respected Key note speakers, researchers, organizers, invited guests, Ladies and Gentlemen, I am happy to be a guest here and participate in this research conference organized by Highland College entitled with “***Private Higher Education for an Inclusive Development***”. Among the missions of Higher education institutions, research activity is the one that contribute a lot to the development of the country`.

Ethiopia aspires to join the rank of a middle-income country by 2030 with sustainable socio-economic development and transforming the country. It can be hastened by knowledge generation for evidence-based policy making and implementation. This happened through quality, relevant, innovative and problem-solving research. To this end, research undertakings should be aligned with the national development agenda which addresses societal and economic demands. Consequently, research plays key role in improving the well-being of society, and ultimately brings economic development.

However, to achieve the desired goals from research activities, research works has to be aligned with the 10 years National Development Strategy (P&C, 2002) and the national research strategy (MoSHE, 2021). The National Research strategy directs all research undertaking in the country be aligned with these development priority sectors. Based on the 10 years development plan of Ethiopia, The National Research Strategy document identified 5 research thematic areas: Agriculture, Manufacturing, Tourism, Information Communication Technology and Mining.

The national research strategy has also included three cross-cutting sectors namely education, health, and Peace & diplomacy. The National Research Strategy is assumed to improve *knowledge management, research governance, research financing and incentive schemes*.

Ethiopian Higher Education Institutions have numerous *senior and young staffs*. They can do *research, contribute to technology transfer and provide community services immensely*, however, there is

- ✓ *very low level of scientific skills to do research on young staffs,*
- ✓ *Poor research infrastructure,*
- ✓ *poor integration of teaching and research,*
- ✓ *poor linkage of research findings to the community, and*
- ✓ *low potential of Institutes to solve problems of industries and*
- ✓ *poor HEIs-industry linkage*

Hence if Higher Education Institutions have to excel in research, enough attention is necessary to strengthen facilities in research work. Physical resources like equipment, facilities, and inputs/consumables are required by all research institutes to generate technologies, knowledge, and information relevant to socioeconomic needs across the country. The conference Highland

College undergoing is really important to motivate researchers and institutes to get awareness, knowledge and experiences on research work. This enhances education quality which in turn the development of the country.

Finally, I wish to have constructive and fruitful discussion while you are staying here and this research conference is officially opened.

Thank you!

Keynote Speeches

Keynote Speech-1

By: Tirussew Teferra (Professor and Laureate)
Addis Ababa University
April 28, 2023

Invited guests,

Dear participants,

First of all, I would like to extend my sincere thanks to the Board of Highland College for inviting me to deliver keynote speech in this Conference. It is indeed an honor and a privilege to be part of this assembly.

I would also like to seize this opportunity to congratulate the Highland College for Organizing the National Conference on the theme “Private Higher Education for an Inclusive Development”. In my opinion, it is a very critical issue that should be a topical agenda for both public and private higher education institutions across the country. As to my understanding the central theme entails a critical assessment on the status of higher education institutions in terms of quality, relevance and diversity management which are instrumental for promote in inclusive development in the country. Indeed, in my view, such undertaking should be in place in the entire educational system in the country embracing early childhood education which is the bedrock for building inclusive society. As you may know, it is the foundation for building an inclusive society which appreciates diversity, mutual respect, tolerance, peace, stability and sustainable development. Without peace and tranquility inclusive development is inconvincible.

Dear participants,

The need for continuous national discourse and dialogue among educators, researchers, policy makers and other stakeholders is essential to address issues such as access, quality, relevance, equity and diversity in the country. Such a platform creates the chance to discuss opportunities, gaps and challenges embedded in the educational system and shade light on feasible interventions to improve the present status-quo and sustain peace and inclusive development in the country. It is a matter of bridging attitudinal gaps, developing positive relationships, trust, respect and inter-cultural sensitivity among fellow citizens in general and young generation in particular.

Ladies and gentlemen,

I would like to underscore that education takes the major share to be instrumental in transforming the quality of life of all citizens in any country. It is supposed to ensure the respect for democratic values; diversity, human rights and assist in the self-fulfillment and enhancement of once potential or talent. As an inherent human right, education is one of the main tools in reducing poverty and improving socio- economic conditions by enabling citizens to learn according to their own needs and wants throughout their lives. It is widely seen as a means to mobilize resources, enhance individual capabilities, improve economic performance, and enjoy citizenship and independent living.

Dear participants,

Investment in education is investment in development. To this end, public, private and non-governmental organizations must refrain from exercising any form of exclusionary practices in the entire educational system in the country. Instead schools and higher education institutions should be encouraged to solicit inclusive culture, policies and implementation strategies which can embrace all, and provide appropriate services according to the educational needs and talents of the learners.

Such transformation in the educational system assists to curb inequality and ensures peace, stability and sustainable inclusive development of the country. It is about human rights, social and economic development in country. Recent studies have also indicated that issues of lack of coherence and accountability in the educational system are serious problems which need immediate attention. Even worse is, its main focus of the educational system is on the inputs and process not on the outcomes of the learners. All these are pertinent issues which need to be redressed in the entire educational system in the years to come in the county.

Dear participants,

Education as a fundamental human right, it is one of the main tools in promoting social cohesion, peace and tranquility, reducing poverty and improving socio economic conditions of citizens. Inclusion targets efficient and effective diversity management to promote harmony and mobilize talents to achieve the wellbeing of individuals and transform society at large. Inclusive education is the road map to address diversity and build inclusive society.

Ladies and gentlemen,

Indeed, all these are pronounced in UN human rights declaration and conventions as well as national policy documents including the FDRE Constitution (1995). In the Universal Declaration of Human Rights in 1948 Article 21 sub-articles 2&1 stating that everyone has the right to equal access to public service in his/her country and the right to a standard of living. Following this, the UN Convention on the Rights of the Child (CRC, 1989), Education for All (EFA, 1990), The UNESCO Salamanca Statement (inclusion to be a norm) and Framework of Action (the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic, health or other conditions) (1994) and the Millennium Development Goals (MDGs, 2000), the UN Convention on the Rights of Persons with Disabilities (2006) as well as the ongoing UN Sustainable Development Goals (SDGs) which are envisioned to get rid of poverty, hunger, and safe from the worst effects of climate change by the year 2030 (2015). Among SDGs 17 set of goals, Goal 4 under Quality Education states “ensuring inclusive and equitable quality education and lifelong learning opportunities for all” (UN Sustainable Development Goals, 2015).

Ladies and gentlemen,

The Ethiopian Constitution which was adopted in 1995, in its article 41(3, 5) stipulates “the right of citizens to equal access to publicly funded services, and Government shall within available means allocate resources to provide rehabilitation and assistance to the physically and mentally disabled ...” It further states in Article 9(4) that “All international agreements ratified by Ethiopia are an integral part of the law of the land. “

Following the ratification of all these international declarations Special Needs Education Strategy Program (SNEPS, 2006) was launched by the Ministry of Education. This was the first Strategy which paves the way towards inclusive education in the country. The Strategy’s main focus was to increase the enrollment of children with special educational needs targeting to achieve EFA goals in 2015. It was in the middle of this phase, following the ratification of the new UN Convention on the Rights of Persons with Disabilities in 2010, the Ministry of Education developed the 2nd Special Needs Education Program Strategy (SNEPS, 2012). Noting the limitations in previous strategy (SNEPS, 2006) such as lack of clear strategic directions and

commitment towards inclusive education and failure to address the needs of gifted and talented students.

Dear participants,

The ongoing strategy which is under revision is focused on strengthening educational management and administration, increasing access, capacity building, establishing promoting inclusive curriculum, designing individual education plan, improving learning assessment, introducing functional support system, undertaking research, strengthening partnership among stakeholders, monitoring and evaluation. The General Education Quality Improvement Program of the Ministry of Education GEQIP II(2013-2019) and the ongoing GEQIP-E, is focusing and supporting equity and inclusive education and development (2018-2022).

The New Education and Training Policy (2023) as one of its general objectives underscores that:

“producing citizens who would enrich the country’s good traditions; are patriotic; respect diversity, human rights and equality; stand for justice and peace; are well-groomed in morality, ethics, and democracy; know the history and stand for the unity of their country; love the people and their country, and have a well-developed all-rounded personality.”

Dear participants,

I have come to know that among the core values of Highland College two of them are diversity and equality. It is also acknowledged by the College that equal opportunities and appropriate diversity management adds value to its efforts and result. Therefore, it should revisit and work hard towards achieving these interconnected core values end to end. That is, all along from the time of students’ admission to the time of graduation.

Dear participants,

The theme of this Conference is “Private Higher Education for an Inclusive Development”. I consider inclusive development as the central theme of the Conference. Among the research topics solicited by the Conference Organizing Committee; today’s parallel session presenters will dwell on issues surrounding higher education institutions focusing on: quality, relevance, roles, opportunities and challenges, , achieving sustainable development goals, academic

integrity, students' satisfaction, employment opportunities and teachers' profile. These are interwoven or connected thematic areas. They are in one way or the other related to the role of higher education for an inclusive development.

Indeed, inclusive development is the concept of engaging every citizen regardless of its identity, ethnicity, disability, gender, location, income, health etc in the transformation of its society. Several studies and global practices have confirmed that development processes that are inclusive yield peace, social cohesion and better outcomes. Inclusiveness underscores the right that no one should be excluded or left behind in all walks of life; that is, in public, private and non-governmental services and developmental issues. Education plays a key role in the transformation process and acts as the major agent for reducing poverty and overcoming "dependency syndrome" which is widely prevalent not only in Ethiopia but also in Sub-Saharan Africa countries.

Dear Participants,

The FDRE constitution (1995) has endorsed federal system, which recognizes unity in diversity. The constitutional provision mentioned in article 88-sub article 2 puts duty on the government to strengthen ties, but unity and fraternity is not implemented as desired in the educational system. Indeed, studies indicate that it is only very few universities which have the issue of equity as one of their core values (Education and Training Roadmap, 2018-2030). The Higher Education Proclamation (HEP, 2009) emphasizes multiculturalism in higher education. Similarly, in the ESDP VI (2020:29), one of the core learning objectives for higher education unequivocally states that "...*appreciation for diversity, interculturalism and inclusion*".

Similarly, among the societal goals the recent higher education policy and strategy states:

"... a society in which the diversity of peoples backgrounds and circumstances is appreciated and valued, a society in which similar opportunities are available to all and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in wider community" (MOSHE, 2020:49).

The importance of addressing diversity is also underlined by the Ethiopian Education and Training Roadmap (2018-2030) as well as Higher Education Proclamation (2009). That is, disparities, discriminations and mismanagement students by disability, gender, ethnicity, income health etc. are no more tolerable. They must be addressed systematically not only through the creation of an inclusive learning-teaching environment but also through competence building in the learners intercultural sensitivity which is paramount importance for students in higher education institutions in the country.

Dear participants,

The traditional one-size-fits all model of education is no more acceptable! It is outdated and broken (Tirussew, 2022). The present scenario of higher education institutions in Ethiopia highly warrants for the development of an efficient and effective diversity management and inclusive culture. Indeed, I would like to reiterate that such transformation should address the entire educational system in the country. However, the current situation in higher education institutions calls for an immediate attention to maintain stable and peaceful learning-teaching academic and psycho-social environment. Students with diverse cultural, ethnic, religion, health and economic backgrounds come from different corners of the country which call for appropriate policy and diversity management strategy. These days, polarization and tension among students' tends to widely to prevail across higher education institutions.

Dear participants,

I would like to retreat and underscore that peace building should follow the bottom-up model or frame-work as a long-term strategy as of the early years of schooling (Tirussew, 2022). During the critical period of development, parents, teachers, communities and other relevant stakeholders at large should join hands and be able to renounce the social and structural rubrics of conflict, violence and replace them with pro-social behaviors, practices and aligned with values of human rights, democracy, and inter-culturalism. Such a long-term strategy is envisaged to arrest the development conflict through incubating love and affection, respect and appreciation of diversity and tolerance among citizens in the earliest stage of personality formation. Traditionally the task of peacemaking and reconciliation has always been the exclusive domain of the community elders and religious leaders in Ethiopia. Such indigenous knowledge should be

explored and cross-fertilized with the modern way of peace building and conflict resolution strategies.

Dear participants,

Indeed, educational institutions should spearhead and have their own share in peace building through undertaking research in the area and using appropriate learning-teaching strategies for fostering reciprocity, social cohesion, inclusivity and peaceful conflict resolution approaches.

I would therefore like to suggest priority areas of interventions which should be given due attention to promote inclusive education and culture among students in higher education institutions which I think need immediate attention and are instrumental for an inclusive development in the country in the years to come.

Intervention areas:

1. Develop policy or incorporate article/s that recognize diversity and inclusivity ,
2. Establish Inclusive Education & Diversity Management Institute/Center which is in charge of developing and monitoring mechanisms to promote formal, informal inclusive learning-teaching and living in campus life. That is building an inclusive culture & improve quality of life for all students (receptive & responsive social environment from entry to exit). Besides, introducing the human element in the teaching-learning process {Bridging attitudinal gaps/positive relationships /mind-set/ trust & sensitivity}. These among others require the following seven interventions in place:
 - i. Introducing an inclusive non-exclusionary admission policy,
 - ii. Making conducive physical and psychosocial environment accessible and responsive to all,
 - iii. Designing curriculum and pedagogical modifications (flexible, learners' centred) to accommodate the diverse needs of the learners,
 - iv. Developing mechanisms to help students overcome the intercultural intolerance, tensions and suspicions between groups, and thereby create cooperative and peaceful learning community. These among others may include organizing different intercultural events including sports, art, music,

drama, excursions, discussions, co-curricular and extra curricula activities etc.,

- v. Building the capacity of the academic as well as the administrative staff to understand students' diversity and promote inclusive learning and living conditions by practicing active learning pedagogy through individual and, group work as well as creating conducive and relaxed grounds for mixing and living together,
- vi. Giving the necessary guidance and support for students in need and assist them to thrust and self-confidence and be ethical responsible citizens, and
- vii. Availing digital technology/assistive devices to facilitate the learning - teaching process and accessibility.

Dear participants

The intervention areas mentioned above are believed to shade light on possible strategies to address the gaps on equity and diversity in higher education institutions. However, they need to be discussed and contextualized with the specific situation of the respective colleges and universities across the country.

On the other hand, the new Education and Training Policy (2023) underlines that all higher education programs will administer exit exam and be part of the international accreditation system. In order to go along and successfully meet the expectations of the government, I think, the following areas require due attention;

- Set-up transparent and participatory governance system,
- Avoid program duplication, and focus in areas of comparative advantage,
- Strive to attain proper staff mix for the program,
- Introduce staff development and promotion schemes,
- Ensure the availability of the necessary equipment and facilities such as laboratories, libraries, ICT and research infrastructure,
- Establish partnership and networking with national and international educational institutions.

- Undertake research, technology transfer and community service,
- Assist students to develop academic honesty/integrity, think ethically and do the right thing, and
- Design and implement internal quality assurance system.

Dear participants,

In the today's deliberations presenters are expected to deal with range of issues surrounding private higher education institutions envisaged to improve the present status-quo. I hope the platform we will create a lively and stimulating discussion. I would therefore like to kindly request every one of you to actively participate and make the sessions interactive and productive!

Finally,

I would very much like to suggest that Highland College develops the tradition of organizing such a national and international event occasionally. Such academic exercise inspires and engages scholars in research and innovations to improve the quality of the educational system in the country.

Last but not least,

I would like to kindly extend my gratitude to Highland College, the Conference Organizing Committee and paper presenters for creating such a platform and make it happen!!

I thank you for your attention!!

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Keynote Speech-2

By: **Dawit Asrat Getahun (Ph.D.)**

Bahir Dar University

April 28, 2023

The role of higher education institutions towards achieving Sustainable Development Goals (SGDs)

A Paper presented at the national conference organized by Highland College with the theme: Private Higher Education for an Inclusive Development Bahir Dar, Ethiopia

DawitAsratGetahun (Ph.D.) April 2023

Introduction

Higher education:

All types of studies or trainings at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education (UNESCO, 1998). Education in the arts, social Sciences, and sciences and technology programs offered to undergraduates and graduate students who attend degree programs through any of the delivery modes (regular, continuing, distance, or virtual) (The Ethiopian Higher Education proclamation 1152/2009). Higher education is a program through which citizens are expected to acquire more specialized knowledge and skills and higher education institutions are places where the next generation of scientists, policy-makers, business leaders and entrepreneurs, public servants and other professionals are produced (FreduaKwarteng, 2021).

Traditionally, HEIs have four functions (Castells, 1993) - Dissemination of ideology – this has been observed in the early days of establishment of church-based universities - Produce dominant elites in society – educating the ruling class members - Generation of new knowledge – a function which is for granted presently as proper to HEIs. It came following the technological revolution in the west - Professional training for the bureaucracy – preparation of students for the state bureaucracy (labor force) and for the expanded basic services (such as health, education, etc.) in the society.

However, the contemporary environment surrounding higher education makes the first two functions as no more relevant. When the environmental context surrounding higher education is examined there is transition from an Industrial Society to a Knowledge Society - a change in

economic growth led by industry-led mass production to knowledge-based growth is seen in the latter half of the 20th century.

Globalization of society, economy and information – development of technology made the movement of people, goods, money and information to become easier and it accelerated the globalization of the world economy. Rising demand for higher education – as a result of the aforementioned contexts the demand for human resources who can function in the increasingly complicated society and economy increased the demand for higher education.

Change in the political and social environment of developing countries – emergence of democratic movements, debates on issues of governance, civil society, human rights, multiculturalism in the political discourses of developing countries. Higher education is expected to contribute to the development of a healthy civil society and the cultivation of social cohesion. So, the traditionally known missions of higher education, teaching and learning (to educate and train), research (to undertake research), and community engagement need to consider such new contexts (environments) surrounding them.

One of the contemporary global agendas is sustainable development. Countries are required to make sustainable development part of their national policies and strategies. As sources of human assets who can produce knowledge and as sources of creativity and innovation higher education institutions need to play essential roles towards attaining sustainable development. The focus of this presentation is on the role of HEIs in effecting the global agenda of sustainable development/Sustainable Development Goals.

Sustainable Development

Particularly in the 20th century, the world globally faced problems pertaining to environmental (e.g., climate change), social (e.g., governance), and economic (e.g., unemployment) issues which led to concern about type of development countries carry out. The issue has become agenda in global summits/conferences since 1970's. Sustainability, more specifically sustainable development (SD), has become a central issue and global concern in discussions about development.

Sustainable Development can be defined as “a model which aims at better economic results for both humans and natural environment not only in the present but in the indefinite future as well” (Brundtland, 1987). It is considered as a way of trying to solve environmental, social, and economic problems and guarantee future generations’ needs.

SDGs and Inclusive development

It is necessary that development is inclusive in a sense that it: includes all in the opportunities for development – enhancing opportunities for education and employment, includes the knowledge of all in development processes – indigenous and community knowledge, engages all in the politics of development – economic, social, environmental processes, builds targeted capacity building to help the most vulnerable benefit from opportunities and engagement processes and enhances the level of protection for the most marginalized communities.

Many of the SDGs have inclusion component. Mainly ending poverty, ending hunger, improving health, enhancing education, attaining gender equality, ensuring access to water, sanitation, energy and employment within inclusive settlements and societies, and reducing inequalities make the SDGs strong on inclusiveness. Hence, the course of achieving SDGs promotes inclusive development. That is, working towards achieving SDGs is working towards inclusive development.

Role of HEIs in achieving SDGs

As agents of knowledge creation and dissemination, as agents of change, and as leading institutions in search of solutions to societal and environmental problems, higher education institutions need to assume responsibility to contribute for sustainable development. The role of HEIs in promoting SD can be effected through four dimensions: Research, education, external leadership (public engagements), and operations and governance.

Research: research, particularly responsible research and innovation, is critical for the achievement of SDGs. Engaging in research in such a wide range of sustainability-related topics (protection, poverty alleviation, citizenship, peace, ethics, responsibility, democracy and governance, human rights, gender equity etc) will not only generate new and relevant knowledge

but will also lead to better informed policy development as well as effective teaching on issues related to sustainable development.

Education: by mobilizing students for action, education for sustainable development, SDGs related jobs support and capacity building; open and distance learning to ensure that education is accessible to all wherever they are.

Operations: (management) and governance, incorporation of principles of SDGs into institutional governance, operations and the general institutional culture is critical for the realization of SDGs in HEIs. This include SDGs in university practices and management and governance aligned with SDGs principles; sustainable development should then be viewed as an institutional commitment reflected in institutional management, the curriculum and its implementation, research and extension services.

External leadership: (public engagements); SDGs provide HEIs a unique opportunity to re-interpret institutional strategies and determine structures and mechanisms needed for strengthening engagements between HEIs, governments and communities. One such mechanism is public engagements through research partnerships and collaborations. Strengthened partnerships and collaborations of universities with governments and communities are key to the achievement of SDGs as they have potential of contributing to the solutions of cross-sectorial challenges facing society (Jha et al. 2016; Van Tulder et al. 2016). By establishing partnerships and collaborations and by clearly defining areas of collaborations, HEIs can contribute to knowledge and skills transfer as well as contribute to the provision of sustainability services to society.

Conclusions

Higher Education institutions are important development agents. Given that society is facing a myriad of social, economic, and political problems and given that HEIs have the social responsibility to deal with such problems, they need to promote sustainable development. To this end, there needs to be: integration of sustainability thinking and practice into disciplinary and interdisciplinary courses; focus should shift from discipline focused courses to inter and multidisciplinary courses; from academic impacts to social impacts; and integration of

sustainability in disciplinary and interdisciplinary research activities related to Sustainable Development Goals.

Concrete sustainability of campus buildings, promoting and leading campus initiatives (establishing environmental friendly educational structures) such as solar panel installation, biking, etc. need to aim to integrate sustainability. Curricular and extracurricular activities of the institutions need to take into account national and regional development agendas and need to into account sustainability principles in strategic plans.

Part-II: Papers Presented at the Conference

1. Ethiopian National Labor Market: Job search and its Role in Creating Employment Opportunities

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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 were 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.

Introduction

1. Background

Defining effective labor market strategies at the national level requires first and foremost the collection, dissemination and assessment of up-to date and reliable labor market information (ILO, 2016). Ethiopia being a developing country with a relatively fast-growing population and emerging economy needs the proper management and efficient utilization of the labor market. In

this respect, the capacity of the economy in absorbing the labor force needs to be regularly monitored and appropriate employment policy should consequently be adopted. The level of employment and unemployment is widely used as overall indicators of the current performance of the economy. Furthermore, the breakdown of employment by occupation, industry and sector is vital for planning education, business and ensuring the match in supply and demand for economic progress. Migration also contributes to the distribution, size and utilization of manpower in the economy. Hence, this study tries to give a brief insight into current labor market situation in Ethiopia with respect to the demand and supply side of the labor market and the challenges related to employment creation. The insights that have been drawn could also contribute to the growing literature on the nexus between job search and employment opportunities in Ethiopia.

1. Problem Statement

The overwhelming fact of the labor market in Ethiopia is the rapid growth of labor supply. The labor force is growing much more rapidly than the population as a whole because of the young dominated demographic profile, those below the age of 30 being 72% of the population (Alemayehu, 2021). Further, Ethiopia is experiencing the largest youth bulge in Africa. Of the country's total population of 112 million people in 2019 (World Bank, 2019), about 41 per cent are under the age of 15. About 28 per cent are aged 15–29 and increasing labor force participation rates in the country has on average led to 1.2 million new job seekers each year (IMF, 2015). Generating employment opportunities that can absorb the large number of youth reaching working age is a development challenge (Admassie et al., 2015). The problem is more pronounced in rural areas where more than 84% of the youth did not complete primary school and their access to productive resources such as land and credits is limited (Bezu and Holden, 2014; World Bank, 2017). Rural youth are often employed in family works (>50%) and self-employed (about 40%), and the nature of their employment is considered low-quality due to low payments and lack of secure contracts (Lenhardt et al., 2015).

The relatively limited growth of the agricultural sector (where the rural youth are expected to be employed and earn a living), compared to manufacturing and service sectors, complicates prospects for new job-seeking youth in rural areas. Furthermore, the need to develop labor - intensive industries to create employment opportunities remains pressing (IMF, 2015). Such slow expansion of formal employment, coupled with rapidly growing urban ward migration

among young people, has forced the largest share of the workforce to join the informal sector (ILO, 2013). This “imbalance between the increase in the supply of and demand for workers” will create increasing and long-lasting unemployment for Ethiopian youth.

Alongside unemployment, Ethiopia is experiencing intense rural–urban migration, attributed more to push factors (the scarcity and degradation of agricultural land, and limited non-farm employment opportunities) than pull factors (positive dynamics within the labor market). The lack of livelihood opportunities has contributed to the increase in both internal (rural–urban) and international migration (ILO, 2021). A needs assessment conducted by the ILO in 2014 established that youth in migration-prone areas believe that labor migration is the only way to improve their lives. Consequently, over the last decade, large numbers of young people have migrated, by both regular and irregular means. Likewise, a survey conducted by Ethiopia’s Central Statistical Agency (CSA) in 2013 showed that, among recent migrants, finding a job was the main reason for migration, followed by living with family members, marriage and education (CSA, 2013).

In sum, unemployment and underemployment continue to be serious social problems in Ethiopia despite some improvements in recent years. This is mainly a result of rapid population and labor force growth and limited employment generation capacity of the modern industrial sector of the economy (MoLSA, 2009). But high unemployment and underemployment is certainly and primarily due to the generally poor performance of the economy and its incapacity to create new jobs following population growth, and less effective role of active labor market policies in general and of public employment services in particular (ILO, 2006).

It is therefore, necessary to address the nature of the Ethiopian labor market profile and its main characteristics with respect to the current rural and urban unemployment scenario and other key labor market indicators. This study, thus, will focus on an examination of the national labor market situations of Ethiopia with respect to key labor market indicators, job matching and employment

2. Objective of the Review

General Objective

The overall objective of this paper is to review the national Labor market situations of Ethiopia with respect to Key Labor Market Indicators: job matching and employment.

Specific Objective

The specific objectives of this study are:

- To assess labor market situation in Ethiopia with respect to Key Labor Market Indicators.
- To analyze the policies and strategies for increasing employment opportunities.
- To identify the role of labor market institutions in facilitating the governance of labor market relations and labor market services
- To identify the nexus between job search and employment opportunities in the private sector and public employment;

3. Method of the review

The study is mainly empirical in nature, relying on critical analysis of data and literature. The study will focus on providing the profile of labor market and its main characteristics. This will be conducted using descriptive and data exploratory analysis which will be based on national labor force survey (NLFS) and the urban unemployment and employment survey (UUES) of the Central Statistical Agency (CSA) for the period 1999-2021.

4. Organization of the paper

The paper is structured in the following manner: Part one examines theoretical notion of labor market, the labor market situation, laws, policies and strategies vital for processing LMI data. The third and the fourth sections are concerned with the analysis of Key Labor Market Indicators in general and the basic Key Labor Market indicators in Ethiopia in particular. The fifth part is devoted for job search and its application for facilitating employment. The last section briefly presents the conclusion consisting of major findings and policy implications on Ethiopian national labor market: job search and employment.

Part One: Theoretical Framework

4.1.1 Defining Labor Market

The labor market, like other markets, can be described from the supply or demand side. On the demand side, we find all types of employers who need, or might need, workers and their services. On the supply side, we find the workforce composed of workers, actual or potential, offering labor services in exchange for compensation.

According to Sorensen and Mas (2018) labor market information systems (LMIS) is all of the information about the labor market, which includes the structure, characteristics and dynamics of the labor supply (e.g. its composition, skills or qualifications), and of labor demand (employer locations, industry, sectors, skills needs, types of jobs being offered, hiring practices, etc.). Labor market information also encompasses information on the intermediaries, or lack thereof, facilitating or obstructing the attainment of a labor equilibrium; in other words, situations where demand meets supply. It can take the form of "hard" data (i.e. quantitative data), which, once processed, becomes statistics. It can also take the form of "soft" data (i.e. qualitative data) on the functioning and characteristics of both sides of the labor market.

1.2. Merits of Labor market information systems (LMIS)

Labor market information systems (LMIS) provide an essential basis for employment and labor policies, and inform the design, implementation, monitoring and evaluation of policies that are better focused and targeted. LMIS also contribute to a reduction in the transaction costs of labor markets as they help overcome incomplete information of labor market agents (ILO).

Three main functions of Labor Market Information Systems can be distinguished:

Depending on its applicability, labor market information has four main purposes.

1. Intervention-oriented information

The Intervention-oriented information caters to decision makers and other labor market stakeholders who work to improve the functioning of labor markets (i.e. removing obstacles to employment, distortions, inequities and undesirable phenomena such as lower pay or higher unemployment for certain groups). In Australia, for example, the "Employment Research and Statistics" platform helps policy makers' access comprehensive labor market intelligence (research, analysis and statistics), down to the most local level, in the areas of skill shortages, recruitment trends, labor and skills needs and industry and employment signals.

2. Observation-oriented information serves a general purpose for overall research on the labor market to contribute to the study of the economy and society. Job Effekter ("Job effectiveness"), a Danish platform dedicated for research, is one such place where users can find studies and research (public or private) on the labor market. One of its key functionalities enables comparison and analysis of the effectiveness of a wide range of labor market policies.

3. Demand-oriented information

The main purpose of a data-driven LMIS is to produce information describing the situations that prevail in the labor market. Such systems are especially useful for policy makers and for designing interventions aimed at improving the situation in, or the functioning of, the labor market. They build on a set of statistical indicators such as macro-level labor market performance indicators including unemployment rates, new job formation by sector, information on labor market demographics, etc. They offer longitudinal statistics providing insights into evolutions and trends. Their main sources of labor market information are surveys, i.e. household surveys (supply side), manpower establishment surveys (demand side) and labor force (supply and demand). The premise that drives such systems is that quality data improves analysis, which in turn creates better intelligence that should translate into more meaningful policy interventions on the job market. Improves employers' ability to hire efficiently, to become more successful in optimizing new hires or to improve the capacity of their human resources. "Universal JobMatch" (UK), "Pôle Emploi" (France), "America's Job Center California" (California), "JobActive" (Australia) or "Jobnet" (Denmark) are all widely used job matching platforms by companies to find and hire workers, classified by detailed occupations and using advanced search functions. The rationale underpinning this type of LMIS is that mismatching between demand and supply is largely due to imperfect information leading to inefficient allocations of demand and supply of labor.

3. The service-oriented LMIS

Centers on providing information to workers, employers (and labor market intermediaries) to enhance their efforts to improve their work situation or their labor force, respectively. The rationale underpinning this type of LMIS is that mismatching between demand and supply is largely due to imperfect information leading to inefficient allocations of demand and supply of labor. In a recent manual in which the German International Cooperation (GIZ) equates LMIS with "labor intermediation services", LMIS primary objective is to reduce "the job search costs

for both workers and employers by improving the information flow between the labor demand and supply sides concerning available jobs and skills needed." In this model, the statistical function is only secondary. An LMIS is designed to "improve job placement and matching , to provide information on professions and training, to help people to develop a job profile and to develop skills for searching and applying for jobs, to collect and evaluate information necessary for governments to be able to formulate labor market policy and to identify focus groups." (Woltermann, 2012, p. 13)

1.3. The Status of Labor Market Institutions in Ethiopia

Labor market institutions play important roles with regard to employment relations, labor protection and provision of labor market services. However, institutions established to manage labor market in the country are not well developed (FDRE, 2016). Labor market institutions in Ethiopia include government bodies such as the Ministry of Labor and Skill (MoLS) at the federal level and its regional counterparts - Bureaus of Labor and Training (BOLTs) at regional levels, labor courts, trade unions and employers' associations, private employment agencies and many others.

Government institutions

I. Ministry of Labor and Skill and its Regional Counterparts:

In Ethiopia, the main state institutions which play a significant role in facilitating the match between labor supply and demand and which bear responsibility in planning and coordinating employment promotion activities are the Ministry of Labor and Skill (MOLS) as well as regional Labor and Training Bureaus (BOLT) and their structures at sub regional and local administration levels.

The MoLS is responsible for registering labor organizations, registering collective bargaining agreements and assuring their enforcement, facilitating the settlement of disputes including assigning conciliators and arbitrators upon request, undertaking studies on the national labor force, collecting and disseminating information on the labor market, developing special programmes for vulnerable groups of workers and issuing directives on working conditions, and occupational health and safety. Public employment service provision and administrative labor market information collection, management and reporting are also the responsibilities of the Labor and Skill offices at local governmental levels. Related employment services and other

LMI are also collated and aggregated by Labor and Training Bureau offices at regional, zonal, and woreda levels.

II. Workers' Organizations

The workers or employees in Ethiopia are not well organized as mentioned in the MoLs National Employment Policy and Strategy of Ethiopia of 2009. In 1964 the Confederation of Ethiopian Trade Unions (CETU) was established and is still the only institution in Ethiopia representing workers. At present it consists of nine federations and as of March 2020, it has membership of 751,887 workers organized in 1182 basic unions.

III. Employer's Organizations: The Ethiopian Employers' Federation (EEF), founded in 1964, is the only federation representing employers and their associations in the country. EEF's current membership is composed of 1250 enterprises and 17 employers' associations. It currently has 12 regional branches and membership is open to all private and government owned enterprises level organizations. The Workers' Organizations and the Employer's Organizations process data such as labor standard, social dialogue, occupational health and safety ,settlement of disputes, labor protection and decent working conditions ,wages, vacancies by occupation or geographic area, access to information on trainings, compensation counseling information services, working hours, among others.

Iv. Private Employment Agencies

There are a large number of private employment agencies in Ethiopia operating on the basis of providing of job matching services through advertising employers' job vacancies and providing placement services on behalf of employers. Private employment agencies register jobseekers regardless of whether they are unemployed or employed; that is, their services extend to those looking to change jobs or who want to be employed.

1.4 Limitations of the Labor market institutions

Labor market institutions are generally considered to be weak in Ethiopia (NEPS, 2016 ;MOLSA 2009). Labor market institutions in Ethiopia provide limited range of employment services particularly compared to other countries around the world. Important services such as organization of job fairs, applicant training, computerized job matching services, Internet-based services (vacancies and registered user bank, job search information, and self-service facilities) are non-existent. Moreover, services are not also provided in a cost effective manner due to

limited use of information technology. Services specific to employers are even much more limited and less institutionalized (ILO, 2018)..

The LMI producers produce simple statistical and annual reports, and disseminate their LMI products to users in hard copy based upon requests. More LMI producers are uploading their LMI data on their websites, though this is a rare occurrence at Zonal level. In general, the LMI producers lack adequate knowledge about the users of their LMI and are using a standardized format. In addition, the publications focus on presenting facts without making associations among different data elements and addressing implications. This is related to the lack of experienced, qualified and trained staff at all levels and to the provision of incomplete data and the data quality gaps from lower level reporting bodies, irregular reporting from private employment agencies and the limited access to communications technology particularly at woreda level.

Private employment agencies are believed to have underreported or failed to report as required, which was related to their intention to pay lower taxes. Besides, monitoring their activities and performances has remained difficult at local government levels as licenses are issued at different administrative levels and mechanisms and institutional set-ups for coordinated monitoring of private employment agencies are also weak (ILO,2018)

Part Two: Legal and Policy Framework

2.1. Labor Laws

Ethiopia has issued proclamations in the effort to improve employment outcomes through improving employment relations. The Labor Proclamation (Proclamation No. 1156/2019), the Right to Employment of Persons with Disability (Proclamation No. 568/2008), the provisions of Ethiopian Employment Abroad Proclamation (Proclamation No. 923/2016) govern the relations between employers and employees. There are also employment related ILO Conventions (about 20) that Ethiopia has ratified as part of its domestic law.

The Labor Proclamation (1156/2019) is the principal source of labor governance in the country. It was adopted in 2019 and covers the rights and obligations of the employees and employers, and provides guidelines around termination of contracts and severance pay, wages and compensation, occupational health and safety rights, and other factors related to working conditions and the contractual relationship between the employee and the employer. The revised

Proclamation repeals previous Labor Proclamations No. 377/2003, No. 466/2005, and No. 494/2006, and includes changes for increased maternity period coverage and longer probation periods for employees.

Since Ethiopia has ratified all ILO Core conventions, the labor proclamation generally encompasses the fundamental principles contained in the conventions. Specifically, it protects the core labor standards as outlined in the 1998 ILO Declaration of Fundamental Principles and Rights at Work. These core labor standards are freedom of association and the effective recognition of the right to collective bargaining, the elimination of all forms of forced or compulsory labor, the effective abolition of child labor and the elimination of discrimination in respect of employment and occupation.⁵⁸ As such, it protects the freedom of association of employees and employers and their right to collective bargaining, both constitutionally and statutorily.

2.2. National Employment Policy and Strategy

The National Employment Policy and Strategy (which relates to Decent Work) has been endorsed by the Council of Ministers of Federal Democratic Republic of Ethiopia (FDRE) in April 2016. The policy prioritizes decent employment opportunities through harmonization of macro and sectoral policies and strategies for matching the supply and demand for labor, improving labor market information and employment services, creating an enabling environment that facilitates a transition from the informal to the formal economy, maintaining industrial peace, and other cross-cutting issues for employment creation. A focus is provided to youth, people with disabilities and women by adopting practical and supportive strategies that ensure equal participation in the labor market.

Part Three: Key Labor Market Indicators

According to the ILO, Key indicator of labor market was designed with two main objectives in mind:

- (a) To present a core set of labor market indicators; and
- (b) To improve the availability of the indicators to monitor new employment trends.

These indicators were designed to satisfy the ever-increasing demands of governments and the social partners (workers' and employers organization) for timely, accurate and accessible information on the world's labor markets (MoLSA, 2013). Summary of the 18 ILO Key Indicators of the labor market are given in below:

Box1: ILO Key Indicators of the Labor Market (KILM)

KILM 1: Labor force participation rate
KILM 2: Employment-to-population ratio
KILM 3: Status in employment
KILM 4: Employment by sector
KILM 5: Employment by Occupation
KILM 6: Part-time workers
KILM 7: Hours of work
KILM 8: Employment in the informal economy
KILM 9: Unemployment
KILM 10: Youth unemployment
KILM 11: Long-term unemployment
KILM 12: Time-related underemployment
KILM 13: Inactivity rate
KILM 14: Educational attainment and illiteracy
KILM 15: Average monthly wages
KILM 16: Hourly compensation costs
KILM 17: Labor productivity
KILM 18: Poverty, income distribution and the working poor

The design and presentation of the core indicators has evolved since the first edition (1999). Two new indicators were added in the second edition (2001-2002) – occupational wages and earning indices (KILM 16) and labor market flows (KILM 19), but were subsequently dropped when updates were no longer made available from the original data sources. Therefore, the 18 indicators in the latest KILM edition represent a streamlining of content and presentation for the list of new developments.

The Central Statistical Agency (CSA) of Ethiopia has been conducting Census (every ten years), Labor Force Survey (every five years) and Urban Employment Unemployment Survey. Henceforth, based on available data, only seven key indicators of the labor market are considered feasible for Ethiopia, which are provided in Box below.

Box 2: Ethiopia Key Indicators of the Labor Market (KILM)

KLMI 1: Labor force participation rate
KLMI 2: Employment-to-population ratio
KLMI 4: Employment by sector
KLMI 8: Employment in the informal economy
KLMI 9: Unemployment
KLMI 10: Youth unemployment
KLMI 13: Inactivity

Part Four: Overview of Ethiopian Labor Market

4.1. Labor Force Participation Rate

4.1.1. Economically Active, Not Active and Activity Rate of the Population

The labor force participation rate (LFPR) is defined as the ratio of the labor force (employed plus unemployed) to the working-age population, expressed in percentages. It provides an indication of the relative size of the supply of labor available for the production of goods and services. The survey reveals that the total population of the country was estimated to be 98,038,146 of which 69,964,475 persons (71.4 percent) were aged ten years and above in February 2021. The economically active population comprises employed and unemployed persons aged ten years and above.

The size of economically active persons based on the current status approach was 45,245,760 (64.7 percent) out of the total population aged ten years and above. Economic activity rate or labor force participation rate is the percentage of the economically active population to the total population of economically active plus not active population. This means, the labor force Participation rate (LFPR) at national level is about 64.7 percent. This implies 65 persons out of 100 persons are active to participate in the production of goods and services, showing a decline compared to the rates observed in June 2013 (79.8 percent) and March 2005 (80.7 percent). Region wise, Benishangul-Gumuz, Amhara and Oromia regions show the highest activity rates above the national average. The lowest activity rate is observed in Somali and Gambella regions (51.2 percent, 51.5 percent), respectively.

The economically not active population who were neither engaged in productive activities nor available to furnish their labor due to homemaking activities, attending school, old age/pensioned, illness, too young to work...etc account for 24,718,714 persons (35.3 percent). From the total economical inactive persons, the proportion of female account for 61.5%, which is higher than male (38.5%). The LFPR for female at national level decline radically in 2021 compared to the preceding years, for example, in 1999 (66.9%), 2005 (74.9%), 2013 (74.6%), and 2021 (56.8%; CSA, 2021).

Table 1. Ethiopian Key Labor Market Indicators (1999,2005,2013,2021)

	Indicator	1999	2005	2013	2021
Working-age population	%	49.6	49.6	52.1	71.4
Labor force participation rate	%	75.1	80.7	79.8	64.7
Unemployment rate – relaxed	%	8.4	5.6	5.2	8.0
Youth Unemployment rate (15-29 yrs)	%	11.1	7.4	6.8 %	12 (M 7.4,F 16.7
Rural		6.5	3.8	3.6	5.2
Urban		35.9	29	21.3% M 16.1% F 26.4%	23.1 (M 15.9,F 28.8
Employment-to-working-age-population ratio (last 12 months)*	%	7.8	91.7	80.8	
Informal sector (Urban)	%	50.6	38.5	25.8	

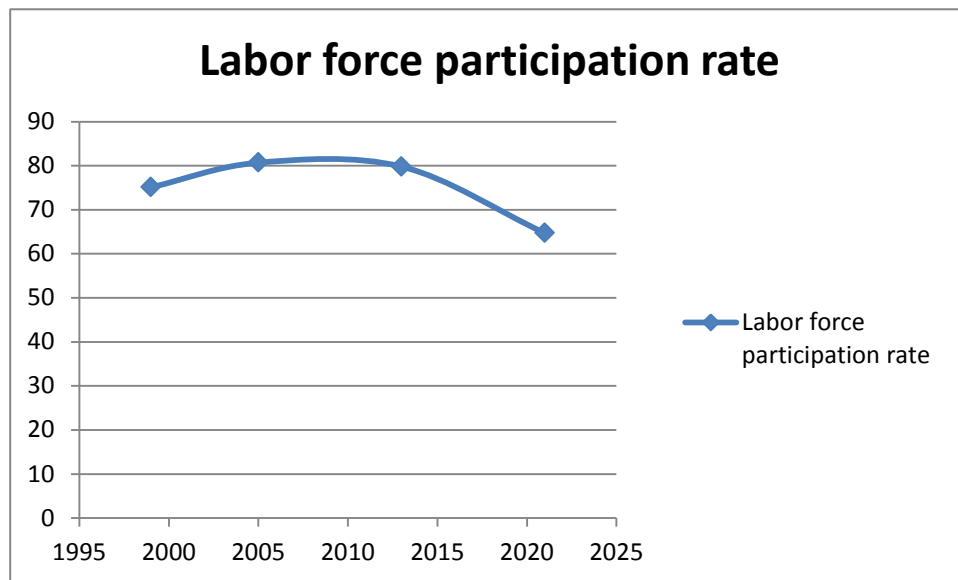


Figure 1: labor force participation Rate

4.2: Employment to Population Ratio

Employment to population ratio provides information on the extent to which the population is engaged in productive activities. It is calculated as the percentage of total employed persons to

the total population aged ten years and above. The value of the ratio has its own implication. A high employment to population ratio implies large proportion of the population is employed, while low employment to population ratio reflects large share of the population is not involved in productive activities due to unemployment or out of the labor force.

According to the CSA,2021, at the national level the size of employed population aged ten years and above is 41.6 million (about 20% of them in urban and the rest in rural areas) (CSA, 2021). This gives an “employment to population ratio” of 60%. This means, 60% of the total population aged ten years and above are employed. The differential by gender, furthermore, depicts that the ratio of male (69%) is higher than female (50.2%). The national rate was lower for urban areas (51%). The national “Employment to Population” rate has been 76.2% in 2013—showing a significant decline between the two periods.

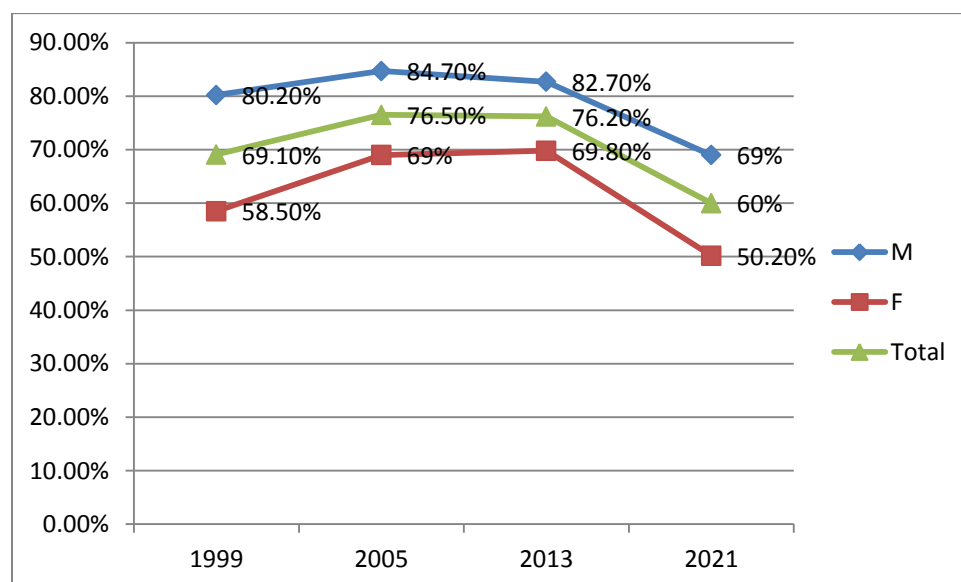


Figure 2. Employment to population ratio

With regard to regions, Benishangul-Gumuz Region shows the highest employment to population ratio (74.0 percent), while Somali Region demonstrates the lowest ratio (45.0 percent)

4.3. Employment Status

As shown in Table 2 the 2013 NLFS reveals that 49% were unpaid family workers, which was the category with the highest number. This has declined to 37% in the 2021 NLFS. The self-employed (at 40%) was the most important category in 2013. This has increase to 50% in 2021 to become the top category of employment type in 2021 (Table 2). The number of government

employees takes a distant third place at 4.4% which increased by about 50%, reaching 6% in 2021. Employment by private organizations/enterprises was not only very small but also stagnated at about 4% during the two periods. The much-hoped category for employment, which is employment in SMEs, is found to be extremely small, accounting only for 0.1% of the employed population. Domestic employees, at about 2% in 2021, actually performed better in terms of provision of employment opportunities than SMEs, despite the significant support of the latter by the government for many years.

Table 2: Percentage distribution of employed population by employment status (in %)

	2013 LFS			2021 LFS		
	Total	Male	Female	Total	Male	Female
Government Employees	4.4	2.9	1.5	5.8	6.4	5.1
Self Employed	40.1	27.7	12.4	49.6	54.4	43.2
Unpaid Family Workers	48.7	19	29.7	36.7	30.4	45.3
Private Organizations	4.2	2.9	1.3	4.1	4.9	3
Domestic Employees	0.9	0.4	0.6	1.8	1.5	2.2
Members of SMEs				0.1	0.2	0.1
Others*	1.7			.9	2.2	1.1
Total	100	100	100	100	100	100

Source: CSA, LFS (2021; 2013).

4.4. Unemployment Rate at National Level

The relaxed definition of unemployment, which best suits the Ethiopian labor market situation, includes persons who had no work but were available for work. They may be either seeking work or not seeking /discouraged job seekers. Discouraged job seekers are those unemployed who want a job but are not taking any active steps to search for work because they think a job is not available in the labor market.

The unemployment rate is one of the core indicators for international comparisons of the labor market. Unemployment rates show the percentage of unemployed persons in the current labor force. It is defined mathematically as the quotient resulting from dividing the total number of unemployed by the corresponding labor force, which itself is the sum of the total persons

employed and unemployed in the group. It should be emphasized that it is the labor force or the economically active portion of the population that serves as the base for this statistic, not the total population.

The unemployment rate simply tells us the proportion of the labor force that does not have a job but is available and actively looking for work. It says nothing about the economic resources of unemployed workers or their family members. Its use should, therefore, be limited to serving as a measurement of the utilization of labor and an indication of the failure to find work. Other measures, including income-related indicators, would be needed to evaluate economic hardship.

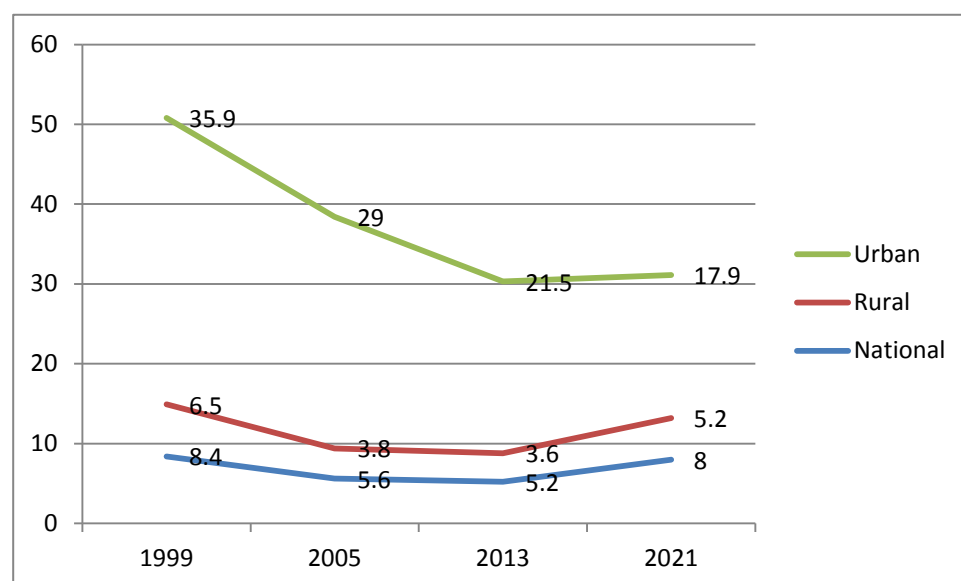


Figure 3. National unemployment rate (urban versus Rural)

The survey result reveals that unemployed person in the country were 3,608,688 with unemployment rate of 8.0 percent (See Figure 3). This means 8 persons are unemployed out of 100 economically active person aged ten years and above, and, furthermore, this indicates an overall increase in unemployment compared to previous years estimates. The differentials of unemployment by sex show that the female unemployment rate (11.7 percent) is more than double the male (5.0 percent) at national level.

4.4.1. Unemployment in Urban vs Rural Areas

Figure 4 shows that the rate of unemployment in urban areas is 17.9 percent, with a higher unemployment rate amongst females (25.4 percent).

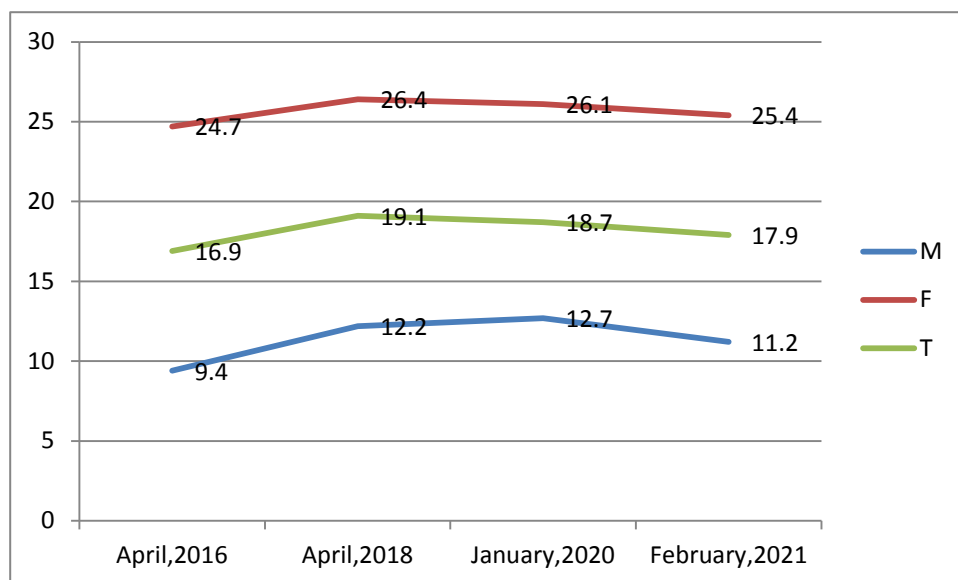


Figure 4: Trends of Unemployment Rate by Sex, During the Four Survey Periods - Urban

Unemployment in urban areas shows a declining trend from January 2020 to February 2021. Figure 4 also illustrates that the February 2021 rate declined by 0.8 percentage points as compared to the January 2020 figure (18.7 percent). Male and female unemployment also show a declining trend over the periods.

4.5. Youth Unemployment

The position of young people on the labor market depends on several demographic, economic and social factors. This further leads to the conclusion that youth unemployment is a socio-economic problem as a result of these factors. According to the national context, youth comprises those persons aged 15-29 years. Based on the findings of the survey at the national level, the ratio of reduced youth unemployment is 7.7 percent. The ratio of female is higher than their counterparts in all places of residence.

The rate of youth unemployment in urban areas in February 2021 was 23.1 percent, of which males were 15.9 percent and females were 28.8 percent.

4.5.1. Major Towns and Regional Capitals by Unemployment

As illustrated in Figure 1.9, the major towns Kombolcha and Burayu towns show the highest unemployment rate with about 28.0 percent and 27.8 percent, respectively. Most of the major towns occupied an intermediate position range from 15-27 percent. The lowest rates are observed in Jigjiga town with 9.8 percent. With this regard, the major towns of the Amhara region looks like the following.

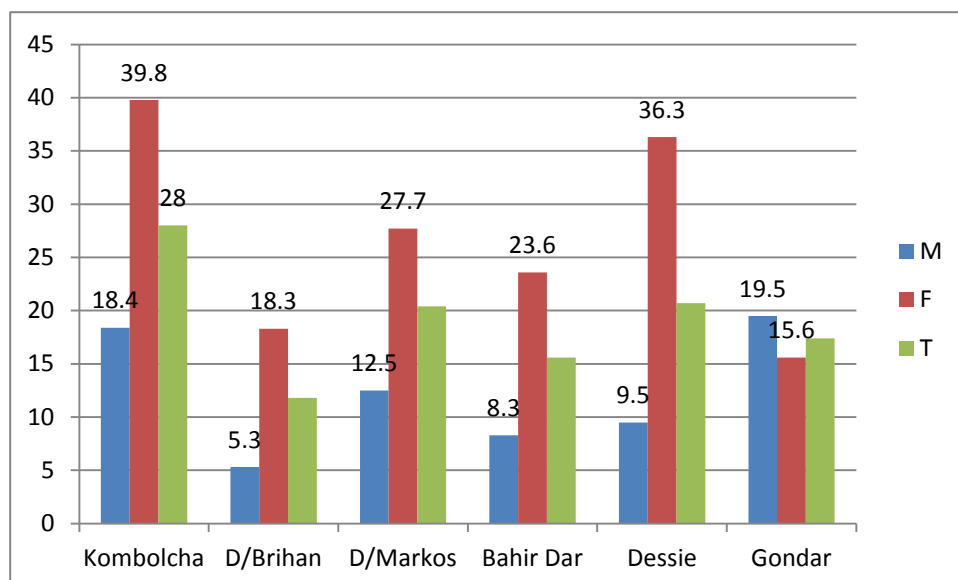


Figure 5: Major towns in terms of unemployment

According to the national context, youth comprises those persons aged 15-29 years. Youth are group of the population who are highly affected by incidence of unemployment. The youth unemployment rate that was 6.8% in 2013 has increase to 12% in 2021. It is, however, found to be a major problem in the urban areas. Thus, it was 22% in 2013 and increased to 23% in 2021. Within the urban areas, the unemployment rate is the highest for the female (26% in 2013 and 29% in 2021) compared to that of the males (which were 15% and 16% in 2013 and 2021, respectively). Although the rural youth unemployment has more than doubled between 2013 and 2021, as shown in Figure 4, it is relatively small compared to the urban levels (Figure 4). With respect to place of residence, youth in urban areas (21.6 percent) are unemployed than the rural one (3.1 percent)

4.6. Informal Sector in Ethiopia Labor Market

In Ethiopia, the informal sector is defined as enterprises (eg hawkers and street vendors, domestic workers, unpaid workers in family enterprises, casual wage employment, home-based workers or service providers, etc), which are not usually registered, and have low levels of organization, productivity and profitability (CSA, 2020). The informal sector refers to home-based or personal establishments or activities done by the owner with few or no employees, little or no access to organized markets, credit institutions, modern technologies, formal training or public services, and without fixed shopping centers (CSA, 2004).

The informal sector is a tremendously important component of urban labor markets in Ethiopia not only because of its sheer size relative to alternative opportunities, but also because of its distinct characteristics and its importance as a source of livelihood for the poor. Its significance from individual perspectives is underlined by its evident persistence as a labor market state.

The informal sector accounts for the majority of employment in Ethiopia according to the 2005 LFS, it represented 71% of urban employment overall and 81% of youth employment. Several sectors are almost exclusively informal (at least as measured by the number of employees in the sector). These include domestic work, wholesale and retail trade, hotels and restaurants, and primary production. Overall, manufacturing accounts for about 45 percent and trade hotels and restaurants for about 38 percent of informal firms. Some activities appear to be strongly gendered: typically female sectors include food manufactures, services (hotel and restaurants) and trade. Typically male sectors include real estate, transport, and construction.

4.7. Rural to urban Migration

Rural-urban migration is considered to be the main contributing factor to urban population growth in Ethiopia. There is a widely shared view that rural-urban migration in Ethiopia is increasing and is driven by the dwindling amount of farmland available to the rural population and also by the low level of agricultural productivity. The rural-urban migration has seasonal behavior and is considerable in different parts of the country.

High urban unemployment rates remain a major policy challenge. According to the 2021 labor force survey, the internal migration was very significant where 17.1% of the population is (internal) migrants and two-thirds of the internal migrants were aged 15-39. This shows that most migrants are in the youth and those in productive age group. Among the internal migrants, 32.2% of migrants are rural-urban, followed by urban-urban migration of 26% (rural-rural and urban to rural being 23.4% and 13.7%, respectively). Among all the immigrants, aged ten years and above, about 9% were unemployed and about 27% of migrants were neither employed nor unemployed during the survey. This shows that, in addition to the natural rate of growth, internal migrants also contribute to the urban unemployment from the supply-side. This is in particular in the capital Addis Ababa, where the migrant rate is 42.2% as well as in Gambella (31.7%). The lowest rate of migrants is found in Somali region (8.6%). However, recent (last five years) migrants are not that big. For example, the recent net migrant rate, which is the highest, is for Dire Dawa is 31.3 per 1,000 people, followed by Harari and Addis Ababa, which are just 23 and

16.3 per 1,000 people, respectively (CSA, LFS, 2021).32.2% of migrants are rural-urban, followed by urban-urban migration of 26% (rural-rural and urban to rural being 23.4% and 13.7%, respectively).

Table X. Type of Migration in Ethiopia

Type of migration	Percentage
rural-urban	32.2%
urban-urban	26%
rural-rural	23.4%
urban to rural	13.7%

Part Five: Job Matching for Facilitating Employment

5.1. Constraints on job search

I. Traditional Job search is costly.

In Ethiopia there is a lack of systematized and automated processes to fulfill the job-matching role effectively. There is a limited use of ICT to support the provision of employment services. The lack of automated and systematized processes makes the provision of employment services inaccessible for both the jobseekers and employers (ILO, 2018)

Some of the existing and old-fashioned methods of recruitment involve advertisements in newspapers, posters, televisions, different job fairs, etc. Searching for vacancies posted on physical job boards at specific points in the city requires time and energy to move from one place to another. Since most vacancy advertisements are not easily available and the boards are located in the center of the city, this in turn force job seekers who live in the periphery to travel frequently to the centers of the respective cities and towns. This again leads to a high cost in terms of movement, time, money and other resources associated with job searching and matching. According to the Fifth Ethiopian Economic Update, World Bank Group (2016), the costs related to job searching amount to 25% of the weekly expenditure of job seekers.

II. Traditional Job search is not accessible to Disability

Searching for job from place to place requires physical movement, This kind of movement from place to place may be difficult for disable jobseekers and may hinder them from acquiring the necessary skills to join the formal job sector competitively, accessing information on

employment opportunities, and winning competitions for employment. Therefore, arranging access to information on job vacancies through the use of technology can reduce time and energy for disable job seekers. This makes a good opportunity in supporting people with disability to start their own business, improving and expanding training and other skill development services suited to the special needs of persons with disabilities

As a solution to these problems, technology-supported, efficient and effective ways of providing vacancy information need to be made available to effectively address issues of youth unemployment. This information center is a one-stop Labor Market Information portal where up-to-date labor Market Information is accessible to enable users to understand labor supply and demand trends. The portal provides data and information about the population, labor force, employment, unemployment, education, training and other related data, which are expected to contribute in achieving a more efficient labor market. Moreover, the portal has the following purpose.

Table 3: Main duties of Employment Service Centers

categories	Employment services
Job matching	Registering and advising job seekers
	Liaising with employers and obtaining job vacancies
	Matching jobs with jobseekers
Guidance and counseling services	Providing career, vocational and employment counseling to jobseekers
	Identifying jobseekers' barriers to employment and assisting them with such matters as job readiness skills, job-search strategies, writing CVs and preparing for job interviews;
	Interviewing jobseekers to obtain their employment history, educational background and career goals;
	Contacting potential candidates and advising them on job requirements and terms and conditions of employment;
	Contacting employers to develop placement opportunities, referring candidates and arranging for interviews with employers;
Labor market	Collecting and disseminating labor market information and statistics

categories	Employment services
Information	Establishing a jobseekers' and employers' database to serve as a basis for labor market
	Collecting LMI for jobseekers regarding job openings, entry and skills requirements and other occupational information;
	Supervising the collection of data on labor force supply and demand (especially demand for training and skills) and entering the data in the labor market database
	Preparing regular LMI reports with an analysis of trends
	Visiting employers, NGOs and other national and international organizations in the public and private sectors to canvass for job vacancies.

Part Six: Conclusion and Policy Implication

The Labor market institutions that govern employment relations in Ethiopia are generally found to be weak. Therefore, it is better to enhance the capacity of labor market institutions to improve their role in terms of providing modern, efficient, and effective labor market information system and promoting employment opportunities there by establishing accessible national and regional labor market information exchange network. To this end, the government, the trade unions, and employees' associations should play their role in disseminating information on concurrent and reliable indicators of labor market dynamics by using alternative mechanisms such as free telephoning, mobile search and others. This should include provision of a combination of integrated employment services that involve, amongst other things, counseling, placement assistance, job matching, technical support to unions and associations, and the preparation and dissemination of the results of labor market surveys.

The reduction of unemployment and poverty, and the promotion of inclusive development clearly cannot be achieved without paying attention to the informal sector. Organizing the informal sector and recognizing its role as a lucrative activity contributes to economic development (Birchall, 2001). However, it lacks established employment rules and regulations, is not officially registered and recognized and lacks providing the necessary legal protection to its

employees. It is therefore, necessary to establish a system that helps transforming the informal economy to the formal economy, thereby creating and promoting decent and sustainable employment opportunities. Moreover, the government should provide institutional protection; arrange access to organized markets, to credit institutions, to modern technology, to formal training and to many other public services.

Youth, especially the urban youth, comprise the largest share of unemployed and underemployed labor force. Therefore, it is necessary to promote and strengthen employment opportunities for the youth by revising and improving the competitiveness and employability of the youth. Furthermore, it is necessary to promote youth entrepreneurship related issues and facilitate the creation of alternative& complementary employment opportunities to reduce youth unemployment.

The majority of rural-urban migration in Ethiopia is attributed mainly to the problems of land scarcity and degradation, poverty, search for employment opportunities, etc. The profile of Ethiopian rural-urban migrants is characterized mostly by uneducated and low skilled individuals at their prime age for employment. Such migrants are mostly destined to informal employment activities in the urban areas and they exacerbate the problem of urban unemployment and create pressure on the basic services available in urban areas. This problem could be addressed by equipping young people – particularly those left behind in education and employment – with the knowledge and skills required to access decent jobs on small scale industries (non-farm) activities that could generate an income for the rural household. Moreover, it will be good to promote non-farm employment and income generation as the non-farm enterprises serve as a means of rural livelihood diversification and reduce the pressure on land.

In addition, Technical and Vocational Educational Training (TEVT) should be given for rural migrants to equip them with the necessary skills and make them competitive in the non-farm labor market. Similarly, favorable conditions should be created to enable migrants transfer their skill gained from commercial farms and industries to their rural origin. Access to information should be improved for potential rural migrants. Providing job search assistance, such as the provision of easily accessible information on jobs available (or where and how to seek jobs) and related support services (accommodation, training opportunities, one-stop shops, credit facilities, housing, working conditions, etc.)

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2. Status and Challenges of Teachers' Professional Competence Development at Injibara University: Implications to Private and Public Higher Education Institutions of Ethiopia

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ABSTRACT

This study was to explore the status and challenges of teachers' professional competence development at Injibara University and its implications to private and public higher education institutes 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 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 and 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' competence, problem in the recruitment criteria of competent teachers and capacity and interest of students to learning are challenges faced them to have the expected competence 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.

Keywords/phrase: *Teacher Competencies, Higher Education, Challenges of Competence*

1. INTRODUCTION

Many argue that education is a means to insure grounded knowing in a fuller sense with continuity and connectedness with experience and nature. Pedagogy in the critical sense illuminates the relationship among knowledge, authority, and power (Giroux, 1992; Giroux, 1994; Doll, 1993). Freire (1972), as a critical educator, considers education as a means of

emancipation from any socio-cultural problems of societies. In addition, scientific knowledge of any form, such as subject matter knowledge, pedagogical knowledge, knowledge about students, and knowledge about the context, is crucially important to obtain multiple benefits from education (Shulman, 1986).

Today, many view higher education as vital to maintaining a competitive position in an increasingly knowledge-dependent world economy, as well as preparing individuals for social mobility (Bowen, 2011). Creative skills, high-order thinking, and innovativeness are becoming crucial, and it is through higher education that nations cultivate such qualities (Sibbel, 2009).

Teachers are the major actors in the university, performing crucial activities such as teaching, giving service to the community, and solving problems by conducting relevant research. In this regard, Carl (2009) noted that teachers must not be mere implementers of curriculum; they are able to develop, apply, and evaluate the relevant curriculum dynamically and creatively. Moreover, Mkpa and Izuagba (2009) explained that teachers take ultimate decision as regards the actual learning experiences to be provided to the desired beneficiaries. From this, one can understand that teachers' competence to have content knowledge, generic skills, and professional commitment is important at any level of education in both private and public institutions.

Therefore, education in content knowledge, pedagogical knowledge, and generic skills is crucial to fitting learners to this dynamic world, which has a global perspective to solve the ever emerging social, economic, and political problems of the complex world in the 21st century.

Because of the importance of education in general and the practice of education process using teacher competence as a major factor in particular, the world outlines Education in the Age of Globalization with five core assumptions that can be used to guide decisions about what schools should teach, such as practicing expensive and valuable skills and knowledge, creativity, new knowledge and skills for living together, high-level cognitive skills, and emotional intelligence to understand and manage emotions of self and others (Zhao ,2009). UNESCO (2005) has also identified areas of focus in teacher training to enhance the quality of teachers not only in subject matter knowledge and traditional pedagogy but also by teaching them creative, project-based, and other problem solving skills.

In Ethiopia, Teacher Education System Overhaul (TESO) was a planned postgraduate diploma training (PGDT) that planned to teach teachers, which was to equip trainees with the knowledge and skills needed to become reflective practitioners (Dawit, 2008; MoE, 2013; Amara, 2015). In addition, the higher education proclamation 650/2009 of Ethiopia **states that the curriculum** design, delivery, and assessment of learning outcomes in both government and private higher education shall aim at enabling learners to acquire pertinent scientific knowledge, independent thinking skills, communication skills, and professional values that together prepare him to become a competent professional using the teachers' competency strategies.

Despite all the national and institutional calls for teachers' competence in methodologies of student-centered learning and problem-based approaches to 21st century skills, a traditional pedagogic practice is commonplace in the HEIs in Ethiopia (Tadesse&Melese, 2016; Zerihun, Beishuizen, & Van Os, 2012). The problem associated with teachers' competency in knowledge and generic skills and their professional commitment has been one area of focus. It has been researched that a reliance on curriculum standards and statewide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain improvements in student outcomes. The quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels, or teacher salaries (Darling-Hammond, 2000). This research is initiated to question the competency of teachers from the perspective of academic leaders. Such incompetence may be a result of limitations with respect to knowledge, poor professional development, challenges to new methods of teaching, and a lack of commitment to professional duties.

There have been Ethiopian studies concerning teachers' competency and the associated factors, though the studies differ in scope, methods, focus on variables, duration, and other technical concerns. In this regard, a study by Keder (2006) indicated that teacher educators are poorly prepared in their training programmes. It is a typical case of disempowerment for the prospective teachers. They graduate without the necessary minimum prerequisite knowledge and skills, and that will certainly erode their confidence and capacity. This study indicates that there has been a problem in the pre-service training for teachers to have knowledge and skills.

Thus, the teaching methodologies of instructors at private and government HEIs reflect the way university instructors approached the teaching of the subject and the way they initiated the researcher's study of teachers' competency and associated challenges.

1.2. Research Questions

The specific interest of this research is in how academic leaders experience and understand teachers' competency. Marshall and Rossman (2006) contend that "qualitative approaches to inquiry are uniquely suited to uncovering the unexpected and exploring new avenues based on the lived experience of individuals. Similarly, Creswell (2007) pointed out that open-ended questions utilizing exploratory verbs and beginning with words such as "what" or "how" reflect the research intent and create a map for data collection and are essential. Thus, for the purpose of this study, the following questions help establish the research agenda and further drive the investigation:

1. What the level of competencies of teachers is as perceived by academic leaders at IU with implications for private and government HEIS in Ethiopia?
2. What are the challenges faced by teachers' competence as perceived by academic leaders of the university with implication for private and public universities?

1.3 PURPOSE OF THE STUDY

Investigating academic leaders' perceptions of teachers' competency is the foundation of this study. The purpose of this qualitative research is to describe what academic leaders involved with their academic activities to explain teacher competency in the selected universities. Procedures aligned with qualitative research will guide this phenomenological study as it provides insight into the academic leaders' perspectives.

1.3.1 General objective

The general objective of this study is to describe teachers' competencies in competency areas of subject matter and pedagogical competencies dimensions at Injibara University in the Amhara Regional State of Ethiopia, with implications for private and government HEIs. This study is designed specifically:

1. To describe the lived experiences of the academic leaders on the teachers' competency in the university.
2. To describe the challenges of teacher competency in the context of exposure to academic leaders.

1.4 CONCEPTUAL FRAMEWORK OF THE STUDY

This study establishes a research focus on the interactivity between two important groups, such as academic leaders and university teachers. Phenomenology research seeks to discover about individuals ability to describe the human experience (Van Manen, 1990; Moerer-Urdahl & Creswell, 2004) and has served as a guiding influence in the development of this study.

The focus is on what is known about academic leaders and university teachers, and then attempts are made to further define the academic leaders' perspective regarding interactivity with teachers' competency. Emphasizing on academic leaders experience and understanding the teachers' competency will be described in the emergent process. The following diagram conceptualizes the journey.

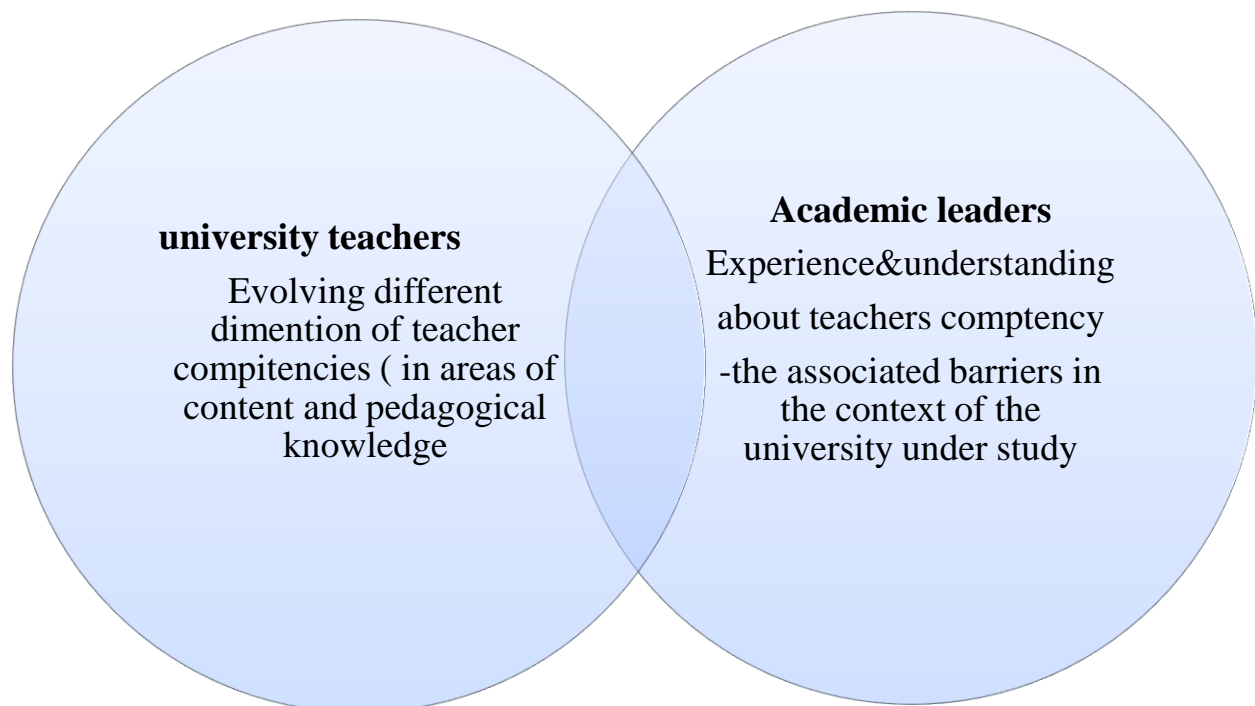


Figure 1. Conceptual map of the study

This study is adapted from the Kouwenhoven (2003) model mainly for teachers' competencies to integrate domain-specific and generic competencies. Adaptation needs to be done with knowledge and the practice domains in the Ethiopian context with generic competencies such as collaboration, creativity, innovation, imagination, and reflective thinking from the experience of academic leaders.

In addition to the competencies adapted from Kouwenhoven (2003) and Shulman (1986), the teacher competency in both the content and pedagogical knowledge and skills with the interwoven generic competencies and the influencing contexts is described using the lived experiences of the academic leaders. Moreover, the analysis is based on the information obtained from the academic leaders as per the thematic areas of the interview guide, which is adapted from the UMN-SFPS Teacher Standards and Competencies (in Ornstein & Hunkins, 2018).

1.8 OPERATIONAL DEFINITION OF IMPORTANT TERMS

For the purpose of this study, the following terms convey the meanings as set out below. Other terms will be explained as they are introduced.

Competency of teachers—This is the ability of the teachers to perform professional tasks as per standard indicated to accomplish the task. This involves the content knowledge, the pedagogical knowledge on students, learning environment, the design of curriculum and about assessment etc.

Pre-service training- This will tell us the effectiveness of the teachers' university level training to coup up the required competencies

In-service training- this is the ongoing capacity building process of instructors while teaching. It will include instructors' involvement in seminar, workshop, HDP, interdisciplinary activities

Higher Education institution (HEI)-in this study HEI is those public and private universities that give first Degree and or above programs.-

Generic skills –These skills are collaborative learning, cooperative learning, problem solving, integrating interdisciplinary way, dialogical communication etc that are without or interwoven in the domain competencies. These skills are the 21st century skills or curricular activities.

Professional commitment- This is the attitude teacher need to deserve in their competency mainly for their professional autonomy and ethical commitment.

Academic leaders- These are positioned staffs in the University for Academic Facilitation as head of the department, academic deans, quality assurance directorate and academic presidents of the university

Perception- The experience and understanding of a certain case as viewed by experienced individuals /academic leaders/

2. RESEARCH DESIGN AND METHODS OF THE STUDY

2.1 DESIGN OF THE STUDY

The purpose of this study is to look at the academic leaders' experience and understanding about teachers' competency regarding subject matter knowledge and pedagogical knowledge. It also aims at to describe the barriers of competency.

The study design is phenomenology which explores the lived experience and understanding of academic leaders on teachers' competency. This method is helpful to get in-depth information about the phenomenon. According to Van Manen (1990) and Creswell (2007) this qualitative research is "an inquiry process of understanding based on the lived experiences of individuals that describe their understanding of the teachers' competency.

2.2 SAMPLE PARTICIPANTS

The data sources of this study were academic leaders of the university because they are the main actors to have experience and understanding about teachers' competency as they are teachers with academic position. They have lived experience about teachers' competency on conceptualized dimension of competencies. They are sources of data about the content knowledge, pedagogical skills and professional commitments. Moreover academic leaders are important sources on why some are competent and others do not. Therefore quality assurance expert, department heads, academic deans and academic officer head are chosen to interview as they have more contact with teachers and they are responsible to support, monitor and coach teachers' competency.

2.3 SAMPLE SIZE AND SAMPLING TECHNIQUES

In Amhara regional state there are private and government higher education. From 10 public universities with stratification of first, second, third and fourth generation, Injibara University, the fourth generation was selected. The sampling technique is purposely for any consent in the research data collection process the universities are nearby to the researcher. Moreover in the selected site the researcher expects more problem of teachers' competency as it is newly opened.

The participant sample size is based on Creswell (1998) that he recommends in long interviews with up to ten people. Therefore a sample size of ten academic leaders such as well experienced four department heads, four deans with consent of information sources, the head of quality assurance directorate and academic officer directorate were selected Purposely to give response for interview.

2.4 DATA COLLECTION INSTRUMENTS AND PROCEDURE

Interview was made with academic leaders as participants about the lived experience and understanding of teachers' competency and about the challenges on teachers' competency. It is better to add documents such as recruitment criteria, program document like HDP, and others that influence teachers' competency.

In the procedure of data collection field note was used during interviews to help prepare transcripts to make accessible to independent analysis. To ensure confidentiality, the note book was kept in a secure place and for private understanding. From the transcripts a thematic approach was used to analyze the data, where the initial themes was identified which was build up a framework as the themes are organized into broader categories. The data was then be labeled in reference to the themes and categories then similar content was placed together. Finally Categories was refined with elements and dimensions as being defined by Creswell, (2007).

2.5 DATA ANALYSIS TECHNIQUES

In this case study like other qualitative type of study data analysis was conducted first by transcribing the interview records, and then highlight significant statements in the transcription

was done. The significant statements were clustered in a certain meaning or categories. In the analysis of the theme the textual description was conducted.

2.6 CONFIDENTIALITY AND ETHICAL CONSIDERATION

In the research, to ensure confidentiality throughout the process the academic leaders was identified through numbers and their academic position, nothing they discuss was told to anyone other than the researcher and the interview was took place in a private quiet room away from any other professionals within the university setting. Once the data has been collected from the interview it was transferred on to a computer and immediately the data was become confidential by using numbers and position to identify each individual, as well as all the documents.

With regard to the required ethics, there were many ethical issues that need to be taken into consideration including informed consent, the welfare, protection and privacy of the participants. Although this research was not have any intervention that appears to impact the academic leaders directly, the research needs to be prepared for any emotional consequences such as anxiety or distress; therefore freely telling of the objective of the study was told. Another ethical consideration in interview studies is that the aspects of good interviewing such as building trust and rapport that might be the factors that make it hard for participants to refuse or to withdraw (Green & Thorogood, 2004).

2.7 Trustworthiness of the study

Member checking was carried out through all stages, including at the end of the interviews, informal conversations with participants and asking for any written or oral commentary. Until this, it was also passed through reviewing process to make it trusted by readers.

3. RESULTS and DISCUSSION of the STUDY

This analysis is based on the information obtained from the academic leaders as per the thematic areas of the interview guide, which is adapted from the UMN-SFPS Teacher Standards and Competencies (Ornstein & Hunkins, 2018). Specifically, the report describes knowledge of students and their development, competency in creating an effective learning environment, understanding subject matter, planning and designing appropriate learning experiences, training

on how to use on-going assessment, and other practices. These competency dimensions are in one way or another reflection of competency dimensions such as competency in knowledge, practice and instructors' professional engagements in private and public HEIs.

3.1 The Status of Knowledge of Instructors

As academic leaders confirmed, though it is difficult to generalize and put instructors at similar levels, according to interviewees, instructors who have the best grades were assigned by the Education and Training Authority (ETA). They believe that there is no longer a gap in the subject matter knowledge of teachers as high-ranking teachers are employed. In addition, it was explained that teachers in the Science College were employed by transfer from other universities, and newly recruited teachers have better academic knowledge and are suitable for further screening using examinations by external examiners who come from other universities (Science collage dean). Their perception of the subject matter knowledge of teachers as measured by the measure of their university GPA, which can be affected by different factors, was considered an indicator of teachers' status.

However, the integration of theory with practice has been an obstacle to instructors' subject matter knowledge. Demonstrating knowledge of subject matter content and skills by demonstrating knowledge of interrelated ideas and information within and across subject matter areas was limited. It possible to infer that using instructional strategies that are appropriate to the subject matter; Uses of materials, resources, and technologies to provide meaningful learning, were still gaps observed in the instructors' competency in subject matter knowledge. This result did not reflect the expected competency of teachers explained by (Zhao,2009; UNESCO ,2005; Shulman,1986; Dawit, 2008; MoE, 2013; Tadesse&Melese, 2016; Zerihun, etal., 2012; Kouwenhoven , 2003). Hence, the knowledge gap at this university needs to integrate theories with practices. This also seeks attention from other government and private universities to focus on the holistic knowledge of teachers.

3.2 .The Status of Teachers' Knowledge of Students and Their Development

As viewed by the academic leaders, instructors are not in a position to have knowledge of students and their development mainly through understanding and appreciating diversity, forming constructive relationships with students, and connecting students' prior learning, life experiences, and interests with learning goals. They always observed that teachers lack such competency. They are diversified students with one system of molding like physical objects. They are also not assisting students by using a variety of instructional strategies and resources to respond to their diverse needs. Facilitating learning experiences that promote autonomy, interaction, and choice and engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful as well as allow them to reflect on their own experiences are the missed competencies of instructors. This idea is not in line with Shulman's (1986) knowledge about learners' competency with teachers. Thus, this finding has an implication for teachers in private and government higher education to seek knowledge about their students for proper instruction.

3.3 The Status of Instructors' Ability to Create an Effective Learning Environment

Instructors' pedagogical competency manifestation is their ability to create an effective learning environment. In this regard, academic leaders confirmed that the instructors lack exposure to the teaching profession. They are recruited merely on the basis of their subject matter knowledge without any sense of how to create a learning environment, and even they do not consider this task as their responsibility; they believe that creating an effective learning environment is the responsibility of the leaders, such as departments and deans. They are simply teaching their students by using a modeling system by remembering how their university teachers taught them without contextualization and updating the method; they just make lectures as their teachers made lectures.

This study is consistent with the corporate system of education, which neglects teaching and consider it as a secondary profession. It is unlike the importance of extraordinary skills for teaching (Darling-Hammond, 2000; Pinar, 2004).

Thus, competency on how to establish a climate that promotes fairness among students, establish a collaborative learning environment, create a physical environment that engages all students,

Plans and routines that support student learning and make effective use of instructional time through repeated practices are not found to be at expected levels.

3.4 Plan and Design Appropriate Learning Experiences Status of Instructors

The academic leaders questioned the instructor's status in terms of planning and designing the learning experience to a limited extent. The policy experience is the process of harmonizing modularized curriculum in universities, which is done by selected teachers of the university with the supervision of officials and subject matter specialists at ministry level. This makes instructors efforts less and them only proofreaders without contextualizing the curriculum with their abilities and their students' context. As a result, the micro level need assessment in the course of developing course materials at the university level is limited by the centrally harmonized curriculum.

This idea is consistent with the top down policy of the education system and the curriculum development and implementation ideas of scholars (Dawit, 2008; Ornstein & Hunkins, 2018).

Thus, the expected competency of teachers to enhance their ability to plan and design appropriate learning experiences by establishing goals for student learning, developing and sequencing instructional activities for student learning, modifying instructional plans to meet the needs of all students, and using resources to meet the needs of students by adjusting to existing realities was found not to be as per the expectations.

3.5 Instructor Competency Status on Assessment of Students Learning

At the university the assessment methods to evaluate students are on assignment from (30%), mid-semester exam (20%), and final exam (50%). These examinations are more like paper and pencil tests, which lack practical involvement and are impossible to measure diversified skills. As respondents confirmed, this is due to teachers' weak competency in assessment techniques in their pre-service and in-service preparation as teachers. As interviewees explained students also complain about teachers' assessment competency, mainly about diversification like content specifications, varieties of tests, and the alignment as per objectives,

competence, and methods of teaching. Moreover, assessment for improvement through constructive feedback is limited.

Thus, instructors training in this competency category on how to use ongoing assessment to monitor student learning, communicate learning goals to students, collect and use multiple sources of information to assess learning, assist students in assessing their own learning, maintain up-to-date records and analyze data, and communicate with students and families about student progress are speculated to be at the infant level. Instructors are only assigned to superficial induction and less effective HDP to assess students learning progress. This will have the greatest impact on private higher education, where HDP practice is limited.

3.6 Challenges Associated with Teachers Professional Competency at IU

The major challenges are associated with their qualifications, mainly the instructors' lack of integration of subject matter and pedagogical knowledge while teaching. The inadequacy of in-service teachers' development programme practice, like collaboration, interest, attitude, and engagement in their HDP is considered a challenge to instructor's competency. The very laggardness in technology, curriculum imposition in the form of harmonized modular curriculum, the recruitment criteria while employment, interest, and job satisfaction of instructors, among others, are obstacles to instructors' competency.

3.6.1 Lack of Qualification

In the university, teachers' qualifications lack integration of pedagogical knowledge with academic knowledge. As leaders stated based on their perception regarding teachers' deficiency of pedagogical knowledge:

We are observing the paradox that teachers in the first degree are assigned to take postgraduate diploma training (PGDT), even for those who have education courses in the diploma programme. But subject area teachers of higher education who are even now without exposure to classroom practicum practice assigned as instructors. This makes the profession secondary and has nothing to do with improvement in professional competency of them in the higher education system((Interview with academic directorate, May- 16-2021)

Here it is possible to explain that highly qualified teachers with both subject matter and pedagogical competency can contribute more due to a desire to use their expertise. Teachers should be familiar with not only the subject matter knowledge but also the pedagogical skills and techniques needed to implement it in the classroom. Therefore, the mere subject matter knowledge in their academic qualification does not meet the desired competency. It needs to be supported by intellectual judgment, reflection, ethical action, and critical thinking (Pinar, 2004). The pedagogical training can ensure extraordinary personal and professional skills such as imagination, problem solving, critical thinking, and other 21st century generic skills for teachers (UNESCO, 1996).

Thus, the problem of not giving due emphasis to modern pedagogical styles in their in-service and pre-service training has not been a condition for competent teaching. Most of the teachers did not seem familiar with educational principles as they were not trained in teaching. They graduate without the necessary minimum prerequisite knowledge and skills, and that will certainly erode their confidence and capacity.

3.6.2 The Inadequacy of the In-service TDP Practices

As explained by the academic leader directorate of the university:

The teachers in the university are devoid of pedagogical courses; some are recruited from their first degree and immediately upgrade to the masters level, and they are forced to participate in a university-based higher diploma programme (HDP). The HDP programme is in its starting phase, with no more experienced trainers, and only 30 teachers are currently participating in it. The programme itself is criticized as it is not effective due to factors such as the incapability of trainers, trainees' lack of interest and time, and problems related to the training materials. (Interview with academic directorate, May- 16-2021)

This result intensifies Keder's (2006) idea that teacher educators are poorly prepared in their training programme. Therefore, since the university under observation is a newly opened university, the newly recruited teachers are not professionals in teaching. It will have a greater negative impact on private higher education, which lacks the planned HDP.

3.6.3 Curriculum preparation model

The government-initiated reforms of a centralized, prescriptive, and top-down harmonized modularization process limit teachers' competency in curriculum related issues. In this regard, the dean of the computational science college of the university explained that:

The unnecessary interference of the government, mainly imposing a harmonized modular curriculum, extremely limits the teachers' professional engagement in the development of curriculum materials. They are not even adequately contextualizing the course outline syllabus for their assigned courses. They become like students without further engagement of themselves in creativity and updating of materials as per world dynamics.

The issue is how this centrally driven curriculum development can bring about a change, replacing the teachers' role in the course of its development and implementation in higher education. Although this kind of centrally instituted system of curriculum development and direction of implementation at the university seems to bring standardized, harmonized delivery, teachers have become more problematic about the implementation of these prescribed and imposed directions. In relation to this result, McNeil (1996) pointed out that in top-down procedural technical curriculum planning, failure occurs because it does not generate the practitioners commitment necessary for success and the planning does not take into account the special knowledge and suggestions of those who will be responsible for implementing the curriculum.

In this paper, we argue that the imposition will limit the professional competency of teachers in implementing curricular activities, including assessment practices in their university understudies and will have a negative effect on both private and public higher education.

3.6.4. Interest and job satisfaction

The interest and job satisfaction levels of teachers also reduce their commitment to the advancement of the field, through teaching, research, and community services. In this regard, the university academic directorate feels that:

One of the reasons for their dissatisfaction with their job is that they do not have enough money to rent a house. The discouraging salary, even lower than that of secondary school teachers, is a challenge that currently prevails in our university. Moreover, there is no opportunity for land for house construction with the premises that the teachers are delegated and responsible for federal MOSHE. As a result, teachers are focusing on their private businesses like trading, agriculture, and microenterprises.

This verbatim reflects Pinar's (2004) ideas on the interest and job satisfaction levels of teachers. He explained that teachers' lack of interest and job satisfaction decrease their commitment to the advancement of the field in teaching, research, and service, including service to professional organizations, scholarly journals, and the promotion of graduate education in curriculum studies.

Similarly, this result made teachers feel about change initiatives and a loss of interest and ownership that has an adverse effect on teachers' competency in teaching and other tasks of the university in particular and will have implication for private and government higher education institutions.

3.6.5 Laggardness in Technology

Teachers' inability to cope with the dynamism of technology is one of the limiting factors of their competency. The computational college dean confirmed that teachers' poor technology exposure and the technology infrastructure problem are affecting the delivery of innovation in the college. He also assured me that a considerable number of teachers cannot use LCD-powered points, simulation and virtual systems, access to the internet, or work with different software. This result pointed out that those teachers in the university failed one of the competencies indicated by Mishra and Koehler (2006) technological pedagogical content knowledge (TCPK).

This will have an effect on the overall technological competency of teachers. It also has a problem using e-learning and blended instruction in situations like the COVID-19 pandemic disease, as they are more theoretically oriented.

3.6.6 Defect in the evaluation of teachers' competency

It is true that appropriate evaluation of teachers' competency is one means to enhance their competency. However, at the university, the evaluation criteria checklist cannot measure the competency of teachers accurately and holistically. The criteria evaluated by students consist of core competency, professional competency, and ethical competency. The evaluation criteria of colleague teachers and deans/department heads is only based on their professional engagements, such as attending seminars, presenting papers, preparing research projects, and attending meetings of the university and other that has little input on their professional competencies. All these measure the perception of colleges, students, and heads on their interest in participating and their professional engagement; however, they don't measure the subject matter knowledge of teachers.

The evaluation of teachers' competency is also affected by the carelessness of the evaluators. As the dean confirmed Students evaluate teachers as opposite to their competency; for teachers who work dedicatedly in any university task mainly for better academic achievement, they get less than those who are moody to students, and nothing contributes to better academic performance of students. Similarly, department heads and deans are not much responsible for measuring their competency as per their understanding and perception. There is a tendency to give equal performance results without requiring equal competency in the performance of their tasks. Therefore, it is possible to say that the effect of the evaluators' commitment to assess teachers' performance has been more influential than the problem in the evaluation criteria; it is observed that with the existing criteria, measuring and putting the relatively appropriate competency of teachers are the critical challenges in the university under study.

3.6.7 Recruitment Criteria for Competent Teachers

The other challenge with regard to teachers' competency is that teachers with inefficient criteria are recruited. In this regard, the university uses GPA, English language skills, subject matter exams, thesis presentations, and interview questions to determine their attitudinal competency. They are not measuring the pedagogical competency of teachers during recruitment. It is this challenge that has been observed in the university: teachers' cannot properly utilize the appropriate methodology and assessment techniques.

3.6.8 Students make them crazy

It is obvious that teachers are students, and they can update their competency through their interactions with students. In the university under this study, academic leaders confirmed that students' readiness to learn and their background knowledge detach teachers from their ongoing professional development. They do not need to prepare to the desired competency level. Thus, the demand side de-motivates teachers' competency and makes them incompetent for the 21st century's ongoing skills, content knowledge, as well as their dispositional competency. This result has also implications for both private and other government education institutions.

4. Conclusion

It is possible to conclude that the teachers' competency in teaching and other university activities is in jeopardy. Their academic knowledge, knowledge about students, TPCK, and other professional competence did not meet the expectations of higher education.

There have been challenges associated with qualifications in subject matter and pedagogy as well as dispositional competency. The inadequacy of in-service TDP practices means they are not in a position to fill the gap in pre-service teacher competency. The ministry-level harmonized curriculum preparation model has had an effect on teachers planning and design competencies. This centralization reduces teachers' initiative for active participation in curriculum development and implementation. Interest and job satisfaction have had an impact on their holistic competency. The extremely low salaries, in particular, exacerbate the problem of maintaining a staff of trained instructors. Problems associated with technology utilization, the defect in the evaluation of teachers' competencies, problems in the recruitment criteria of competent teachers, and the capacity and interest of students in learning are challenges faced by them in achieving the expected competency of teachers. This will have similar implication for other government universities and private higher education.

5. Recommendation

Teachers training need to be based on the interests of the candidates and their background knowledge. The candidate for teacher programme should not be for those remaining who have not been assigned to other professions respected by the community. **The pre-service teachers' competency gap should be addressed through an ongoing in-service teachers' development programme with an efficient HDP and a university updating programme.** Moreover, there

should be a need to license and relicense teachers using a holistic assessment of their competency in knowledge, practice, and their attitudinal disposition. Finally, teachers' commitment and recognition of the profession need to be improved through better fringe benefits, salary, and other priority considerations for teachers and the teaching profession.

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4. Studying Efforts made by Higher education for achieving sustainable development goals: a case study of private higher education institutions in Amhara region, Ethiopia

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Abstract

To end poverty by 2030, Ethiopia has accepted the Sustainable Development Goals (SDGs) 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 (PHEIs) can help to attain and surpass the outcomes treasured in the SDGs. To this effect, a qualitative research method was employed. The study was conducted in eight PHEIs found in Bahir Dar City, North-western Ethiopia. The one-on-one in-depth interviews were made with nine purposefully selected participants to document the views and thoughts of the deans, faculty members, and regional education bureau leaders with respect to the contributions of PHEI sin development arena. While the study provides sufficient evidences on the role of PHEIs 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 views of academics and leaders on how PHEIs can contribute to the local and regional development are discussed in greater details based on the SDGs 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 PHEIs situated in the region.

Keywords: Sustainable development, Research, Community engagement, Private higher education institution, Education

Introduction

Poverty is a condition of deprivation (early death, malnutrition, illiteracy, unable to access to healthcare and safe water) characterized by income inequality, and inadequate income to obtain basic necessities of life. Globally, poverty reduction has suffered its worst setback in decades. As the World Bank (2020) report shows that between 88 million and 115 million people could fall back into extreme poverty in 2020. The main reason for such reversion is due to the outbreak of corona virus pandemic that aggravates the problem potentially bringing the total number of new people living in extreme poverty to between 110 million and 150 million. Due to the pandemic, therefore, between 23 million and 35 million additional people who are living in extreme poverty is recorded in 2021. Early evidence also suggests that the crisis is poised to increase inequality in much of the world. The crisis risks large human capital losses among people who are already

disadvantaged, making it harder for countries to return to inclusive growth even after acute shocks recede.

Poverty reduction has been too slow in Sub-Saharan Africa for global poverty to reach the 2030 goal. Some economies in the region have made gains, but high poverty rates persist in too many. Sub-Saharan Africa faces high levels of multidimensional poverty (monetary poverty, access to education, and basic infrastructure) with high overlaps across the different dimensions, suggesting that nonmonetary deprivations are compounding monetary poverty. Extreme poverty is predicted to become increasingly concentrated in the region. Poverty seems to persist in large sections rural society as well as urban sections with little hope for a substantial improvement of the living conditions of the rural and urban poor in the near future. The world will not reach the goal of lowering global extreme poverty to 3 percent by 2030 unless swift, significant, and sustained action is taken (World Bank, 2020).

Before the outbreak of the corona virus epidemic, Ethiopia has achieved strong economic growth and expanded social services over the past decade and half. According to official data, for example, economic growth averaged 10.5 percent between 2003/041 and 2016/172. Over the past fifteen years, the headcount poverty rate in Ethiopia declined by about 93 percent from 45.5 percent in 2000 to 23.5 percent in 2016. According the recent Household Consumption Expenditure Survey report, between 2010/11 and 2015/16 about 5.3 million people are lifted out of poverty. Nonetheless, poverty is still a challenge in Ethiopia as over 22 million people are living below the national poverty line (UNDP, 2016).Poverty in the country has many manifestations. The Human Development Index for 2014 which takes life expectancy, adult literacy, primary schooling and per capita income is 0.435 which is low in comparison of Rwanda, Uganda and Sub-Saharan Africa and rank of Ethiopia is 173 out of the 177 countries. By any standard, the majority of people in the country are among the poorest in the world (Dercon, 2001; IMF, 1999; World Bank, 2001).

To end such extreme poverty, Ethiopia is striving to realize sustainable development which is entrenched in different development plans and strategies of the government. The idea of sustainable development is based on the balance of social, economic, and environmental aspects of the development, to make the world more equalitarian, healthy and fair. These issues originated the 2030 Agenda for SDGs, signed by United Nations member states including Ethiopia. To achieve these development goals, higher education institutions in the country play a

leading role by assisting the development goals through teaching(human capital development), research, innovation and technology transfer, and community engagements (Grano & Prieto, 2020).Higher education comprises all post-secondary education, training and research guidance at education institutions such as universities and colleges that are authorized as institutions of higher education by state authorities. Private higher education institutions (PHEIs) become growing considerably in Ethiopia due to the increasing demand for access to higher education, which is grounded in economic and societal development agenda of the country. McCaffery (2004) and Baban (2017)remark that higher education institutions are the engines of social and economic development in their host communities. These education institutions can foster opportunities for collaboration, knowledge exchange and social empowerment.

This study is, therefore, established on the fact that higher education institutions in Ethiopia can play their own part in a range of contributions to achieve the sustainable development goals (SDGs)through its innovative work. It has contributed, for example, to Goal 4 by expanding access to higher education for a significantly marginalized group. In particular, the presence of a local institution has enabled women to attend university, given the greater barriers placed on them to relocate from their family homes. Higher education institutions can also promote gender equality through its curriculum and the spaces that have been opened for discussion of the issue. Through its community engagement work, participatory research and campus activities, there are a range of positive impacts on health, agriculture, livelihoods and environmental protection (McCowan, 2019).Scientific and technological advancement and economic growth of a country are highly dependent on the higher education system. In light of these expectations from higher education institutions, this study attempted to address the following two research questions:

1. What are the contributions of private higher education institutions in supporting and enhancing the process of local and regional economic and social development in the Amhara region?
2. What are the hurdles of private higher education institutions in the Amhara region in participating effusively in local and regional development arena?

Conceptualizing development

The conception of development is ambiguous and contested to define academically and theoretically because it seems to connote different things to different people. Recently the term

‘development’ is embraced by international development donor agencies and the meaning has limited meaning of the practice of development agencies, especially in aiming at the SDGs and is directly related to the achievement of poverty reduction (Thomas, 2004). 'Development' is at times used to denote economic growth, and at times to mean imbibing modern values and attitudes. It is also used sometimes to describe a society moving towards greater equality and social justice. The conceptualizations of development seem to be derived from a certain development theories, how the processes of change in societies take place.

Modernization theorists explored the process of development and offered a composite portrait of what it means to be "modern". In modernization theory dualistic schema, societies go from being one type of society (traditional or undeveloped) to another type of society (modern, or developed). All these assumptions view modernization as a process; a social, psychological, economic, cultural, and political and even a biological sequence of changes. Although the major thrust of modernization implied that nations should focus on changing their internal society by rationalizing it, many also believed that "developed" countries could play a pivotal role assisting and guiding the modernization of later developers. Dependency theory on the other end presented the world as consisting of two poles: wealthy and poor countries. Wealthy countries are the "center" of the global capitalist system, and poor countries are its "satellite" or "periphery". Peripheral countries have low wages, enforced by coercive regimes that undermine independent labor unions and social movements. The center exploits them for cheap labor, cheap minerals and fertile tropical soils. Therefore, the poor and wealthy countries are parts of the same whole (that whole being the global capitalist system), not similar entities at different stages of development (as modernization would have had us believe). For dependency theorists, underdevelopment in the periphery is the direct result of development in the center and vice versa. Within this broad framework, other strands also existed explaining situations of dependency in different ways (Dainton, 1980).

The connotation is different in post-modernists view of development. The post-modern position is that development is a discourse or a set of ideas that actually shapes and frames reality and power relations. It does this because the discourse values certain things over others. For example, those who do not have economic assets are viewed as ‘inferior’ from a materialistic viewpoint. In terms of ‘real development’ there might be a new ‘discourse’ based on ‘alternative value systems’ which place a much higher value on spiritual or cultural assets, and within which

those without significant economic assets would be regarded as having significant wealth (Hickey & Mohan, 2003). Consequently, we can grasp a common theme within most definitions is that the concept development encompasses ‘change’ in a variety of aspects of the human condition such as social, economic, intellectual, spiritual, psychological, legal and institutional structures, technological, environmental, religious, political, and even a biological sequence of changes. Thus, the scopes of development are exceedingly varied (Corbridge, 1995).

Private Higher Education Institutions in Ethiopia

The Ethiopian higher education system has emerged as one of the largest in the Sub-Saharan region. But public higher education institutions in developing countries are not fulfilling their roles and are facing challenges in delivering graduates capable of responding to, and meeting evolving national economic and development needs, contributing to nation building, sustainable development and wealth creation (Baban, 2018a; Baban, 2018b; Moran & Stevanovic, 2009). As a result, the PHEIs have emerged in developing countries as a direct response to (Olawore& Ajayi, 2016, Sabandar et al., 2018) the increasing demand for higher education, the need for developing skilled, efficient and competent manpower which is seen as the essential factors for rapid economic growth, and the need for employment-oriented courses and subjects of study in terms of applied knowledge and practical skills. While the public sector has historically dominated the higher education landscape, the role of the private sector has increased significantly over the last two decades with almost 22 percent of the nation’s students enrolled in private institutions in 2012/13 academic year.

The private sector is the fastest-growing segment in higher education in many countries in Africa. This is particularly true in terms of the growing number of institutions. In fact, private universities outnumber public universities. However, in many instances, private universities continue to be small and account for a relatively low share of the total enrollment in higher education. The role of the private sector is not confined to universities alone. In fact, the non-university sector is emerging as a good competitor in private sector higher education in many countries. Initially, Kenya led the establishment of PHEIs in Africa. It was soon joined by Benin, Senegal, Tanzania, Uganda, Ghana, Mozambique and Cameroon. Most of the private higher education’s, in most sub-Saharan countries were established in the 1990s (Levy, 2003; World Bank, 2002).

Even though the beginning of higher education in Ethiopia dates back to 1950, private provision of higher education in the country is a more recent phenomenon. Since the mid-1990s, the private provision sector has grown following reforms introduced by the 1994 Education and Training Policy Sector Strategy whose objectives were to increase access to educational opportunities with enhanced equity, quality and relevance. Like in many parts of the world, the birth of private higher education in Ethiopia precedes the legal framework created for their establishment and growth. The first step for the establishment of private educational institutions in the country after the fall of the Derg regime was the promulgation of Education and Training Policy in 1994. This policy paved the ground for the emergence as well as the proliferation of private higher education. Scholars chronicling the history of PHEIs record that most of the pioneer institutes did not directly begin providing higher education. They started their career as English language schools, computer schools or as vocational institutes offering short-term tailored courses, as marketing and supplies management (Getnet& Wondwossen, 2011).

Obtaining updated information about PHEIs working in the country is demanding. In 2002/03, there were 55 PHEIs, offering advanced diploma and diploma programs in the country, of which three were accredited to offer undergraduate programs. The change in recent years was so unprecedented that the number and scale of institutions rose very rapidly and in 2010 there were 327 PHEIs. Currently there are 82 PHEIs that are accredited to offer undergraduate degree programs. Not less than ten institutions offer post graduate degree programs. Currently, there are 370 PHEIs. The programs they offer include post-graduate masters, undergraduate degree, certificate and diploma (HERQA, 2013).

Conceptual framework

This study is situated within two conceptual frameworks: SDGs and different development theories and perspectives. The study is embedded within the international development space of higher education studies. Within this space, there exists a growing body of literature that examines the role of higher education in achieving the SDGs. The SDGs adopted in 2015 expanded the focus beyond primary and secondary education to include higher education. This was an important move as universities used to be missing from the international development agenda as evidenced by previous sets of development goals—Millennium Development Goals and Education for All. The SDGs cover a broad range of issues related to socio-economic, environmental, and technological development. One of these goals—SDG 4—recognizes the

importance of higher education by focusing on inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. The main assumption underlying this paper is that universities have another important role in achieving the SDGs, as institutions that promote development. Besides being in one of the targets of the SDG about education, higher education institutions is also an important part of other goals related to poverty, health and well-being, gender equality, decent work and economic growth, responsible consumption and production, climate change, and peace, justice and strong institutions (Campbell & Mawer, 2019; McCowan 2019; Owens, 2017; UNESCO, 2019).

This study is also aimed at exploring how different developmental orthodoxies would feature in academics' explanations of the links between PHEIs and local, and regional development. Some approaches to explaining the role of higher education for societal development follow an essentialist stance, manifested in human capital theory or modernization theory. According to human capital theory, there is a causal link between investment in education and individual/societal development. Higher education improves the skills and knowledge base, through teaching and research, and this leads to economic development. Modernization theory promotes the idea of building modern values as opposed to traditional values. The essentialist orthodoxy thrives on the neoliberal assumptions of the limited role of the state and the expanded role of markets in promoting development. Theoretical and policy discourses have been dominated by the human capital approach and neoclassical economics. The main criticisms of the human capital and modernization approaches are made from an anti-essentialist stance of the rights-based and capabilities approaches. The rights-based approach views education as a universal human right that should be guaranteed to all, while the human capabilities approach focuses on how education expands individuals' freedoms to pursue what they value. According to these approaches, higher education is more than a tool to acquire skills, knowledge, and credentials. Higher education institutions allow individuals to pursue freedoms that they value and that they have rights to pursue, and to develop their agency freedom, irrespective of social class, ethnicity, and gender, leading ultimately to holistic human development (Chankseliani, Qoraboyev, & Gimranova, 2020).

Methods

Study setting

Bahir Dar (Amharic for *shore side*), a town in northern Ethiopia, is 578 kilometers from Addis Ababa. Bahir Dar is the third biggest city in Ethiopia with the population of around 250,000. Geographically, it is located between 110° 28'94" to 110° 38'29" north latitude and 36° 23'28" to 36° 36'34" east longitude. It is ranked as one of Ethiopia's best tourist destinations because of the various attractions it offers for guests. Currently, it is serving as the political center of Amhara National Regional State, which is predominantly agricultural and marked by severe poverty. Bahir Dar is a place where young people can find work, care for the elderly, invest in the poor, work and earn a living. Despite its attractions, some part of the city are slum areas where vulnerable people like children, women, elderly people, and disabilities live in a life-threatening condition (poor sanitation and hygiene, gender inequality, sexual violence, plastic houses, illiteracy, youth unemployment). In Belay Zeleke sub-city, for example, there are five overcrowded and very filthy zones or *Ketena* (Amharic name) where many inhabitants are forced to lead their life trapped in extreme poverty.

Moreover, the city is home to a number of universities and colleges. Bahir Dar University, a well-known public university in the country, is located in the center of the city. More than 25PHEIs are also positioned in different sub-cities. To mention some, Highland College, Bahir Dar Health Science College, Kea-Med Medi College, Yardstick International College, Gamby Medicine and Business College, Blue Nile College, Rift Valley University, Deutsche Hochschule for Medicine College, Yom Institute of Economy Development, Horizon College, Blue Mark College, Blue Mount College, Jigdan College, Admas University, Kidiste-Mariam University, Alpha University, Alkan Health Science and Business Technology College. There are also many well-known private schools in the city such as Bahir Dar Academy, Rispins International School, SOS School, and so on.

Study design

Qualitative research method was used to gather and treat data on the role of the eight (8) PHEIs found in Bahir Dar city in achieving SDGs of Ethiopia. Because the study focused on cases needed to be explored and understood in detail, the approach of the study is a case study. A case study research as “a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple source of information, and report a case description and case based themes” (Creswell, 2007,p. 73). Data drawn using qualitative method provide complete

information and real reflections of study participants regarding the contributions and challenges of PHEIs in research, community engagement and human capital development issues at local and regional levels.

Selection of study participants

As sampling in qualitative inquiry involves a deliberate selection of participants to collect a tightly focused overview of perspectives (Saldana, 2011), the selection of participants in this study was based on a purposive sampling technique. Moreover, the case in qualitative research is selected based on its uniqueness which is a genuine interest to the researcher under investigation. The issue of its representativeness of other cases is not the concern of the researcher (Netuveli et al., 2005). The participants of the study were top academic leaders from Jigdan College, Blue Nile College, Rift Valley University, Horizon College, Kea-Med Medical College, Deutsche Hochschule for Medicine College, Alpha University, and Alkan Health Science and Business Technology College which are all located in Bahir Dar city. Accordingly, one participant from each PHEIs as well as a head of the Amhara Region Education Bureau were selected to explore their views on the roles and challenges of their institutions towards local and regional community development. Henceforth, in-depth interviews were made to elicit rich information on their experiences related to PHEIs and local social and economic developments and the obstacles that prohibit their contributions as intended.

Inclusion criteria

During the selection of participants of the study, the researcher used inclusion and exclusion criteria. The main objective of the study was to explore the role of PHEIs in Bahir Dar city in teaching individuals, research and community engagement that contribute for local and regional socioeconomic development. Therefore, the key inclusion criteria of the study was legal status of private higher education institution working in the city and their years of establishment. In 2015 E. C, Higher Education Relevance and Quality Assurance Agency [HERQA] announced for the society to have relevant information about and legal status of PHEIs working in the country. The agency listed the names of PHEIs that obtained legal permission for six months and beyond to run in different programs and fields of study. Therefore, PHEIs which were permitted to open in Bahir Dar city were included in the study. In this study PHEIs, which have long years of services

and permanent staff are involved. In addition, willingness of higher education institutions to participate in the study and willing to make interviews were considered.

Data collection method

The great contribution of qualitative research is the culturally specific and contextually rich data it produces (Mack, Woodsong, Macqueen, Guest & Namey, 2005). Therefore, in this qualitative methods study, the researcher intended to explore the perspectives of top managers towards the contributions of private higher education in the campaign of poverty reduction in Bahir Dar city administration and related hindering factors. To generate the required data, in-depth interviews were made. In this study, an interview was required because it helped the researcher to explore the views and reflections of PHEIs' top managers and a leader from regional education bureau towards the contributions of private higher education sector in alleviating poverty and gender equality in the city in particular (Kerlinger, 1970). For such purpose, interviews with purposefully selected eight leaders from these institutions were made to explore the nexus between higher education institutions and development in local or regional context.

Data analysis

Focusing on the evidence relating to PHEIs contributions to local community and regional development and their challenges through university education, research, and public engagement, the open-ended interview responses were analyzed thematically. While there are many ways to do qualitative analysis (Darlington & Scott, 2002), in this study, five consecutive stages were pursued: transcription, organization of the data, familiarization, coding, and creating themes (Lacey & Luff, 2007). Accordingly, the audio-recorded data collected from the participants were transcribed to for further analysis. Though transcription is time-consuming and challenging, the researcher paid due attention to transcribing details and identification of long pauses and bracketed indications of obvious emotional content such as laughing or sighing. Once the transcript had been checked for accuracy, the researcher listened to the tape again, with the transcript in hand, that could be an invaluable way of getting a fuller sense of what the text was about. After transcription, the data was organized into easily retrievable sections giving each interview pseudo names. The process of transcription and organization of the data pave the way for familiarization where the researcher was reading and re-reading it.

Coding was the next stage where the researcher involved in. After being familiar with the data, it was entered into qualitative data analysis (QDA Miner) software. It was applied because using computer programs assist qualitative data analysis with enormous benefit, particularly for studies where there are large amounts of data, in the case of this study. Next, the researcher created categories by identifying patterns in the data, different ways in which the data relate to each other. During coding, patterns and categories were made based on the demands of the research questions (Darlington & Scott, 2002). In this study, therefore, the themes were categorized based on the research questions: the role of PHEIs in the process of local and regional economic and social development and the major hurdles of PHEIs in Bahir Dar city that hamper them to participate in local community development arena. All themes were merged into a narrative expanding on and interpreting the core areas of interest established through the research question. To give freedom to study participants to identify higher education institutions contributions to local and regional development and their related challenges, the study design did not, therefore, strictly adhere to the SDGs framework.

Ethical considerations

After reading and explaining the purpose of the study in detail, informed consent was signed between the researcher and the participants. In addition to this, the right to self-determination of participants was respected. They told to withdraw from the research if they felt uncomfortable to share their views. Their agreement to a statement of consent to confirm their understanding of the study, as well as their readiness to participate, was recognized. In relation to anonymity and confidentiality, the researcher used pseudo names for participants as well as their PHEIs during data analysis and report to conceal the identity. Hence, the researcher was discrete about the names and other personal information of the participants. Furthermore, they were asked about their grant to the dissemination of the findings of this study.

Contributions of Private HEIs to Achieve SDGs

Interviewed academics explained that PHEIs can produce local and regional development impacts through their three main areas: 1) research; 2) education; 3) and services to the community. These regional impacts, that are produced as direct or indirect consequences of private education institution activities, can be classified according to the different regional subsystems they affect: political (participation of academics and students to local political life),

demographic (population size, structure and mobility), economic, infrastructural (such as housing, traffic, libraries), cultural (increased market for cultural goods), educational (participation rate and quality of education), and social (quality of life, leisure industry, influence of students and academics on social life).

Private colleges educating individuals

Educating individuals is the primary goal of PHEIs in the Amhara region. Higher education institutions in the city have enrolled a significant number of students in distance, extension, and regular programs. Most of the interviewed academicians and top leaders acknowledged, starting from their establishment, that their colleges contributed a large number of trained individuals in market driven fields of study such as management, accounting, information technology, nursing, midwifery, medicine, and pharmacy. One of the unique characteristics of these private academic institutions is that they provide trained workforce for the market and for the immediate development needs of the country that leads to increased economic returns in the form of salary. In the tracer study conducted, the top leader of KKG College recognized that “more than twenty-four thousand individuals in management and accounting graduated and around 57.3% of them were employed in different organizations and industries”. One of the most prominent issue in generating trained workforce is knowledge and skills of graduates required in one professions and occupations. Education needs infrastructures and facilities required to the teaching and learning process. In line with this, top leaders shared their views on facilities and resources available in their College for teaching. To equip youths with the required knowledge and skills, the interviewed dean from ABC College reflected:

We have four laboratories for health students to practice their knowledge obtained in the classroom. We are working hard to produce competent individuals both in knowledge, skills, and in other social, and environmental issues. The training delivered in the university comprises two parts. One is the theoretical part of the courses which are delivered in the classroom and the other is the practice part where our students have a chance to be placed in different banks, hotels, hospitals, and pharmacies in the city.

To maximize employment opportunities of students, one of the college leaders worked on inviting entrepreneurs to the class to share their experiences related to how to create decent jobs. Other colleges sent their students to the real settings as a field placement when students took entrepreneurship course: “the course helps our students to create their own ventures because students get an opportunity to see the real world during their field placements in different

organizations”. More importantly, some colleges conducted a tracer study which helped them to ensure the job demands of industries. It is revealed that it helped private colleges in the city to identify gaps of their students in technical, attitude or knowledge aspects. During curriculum revision and development, these identified knowledge and skills were incorporated. Other colleges had a culture to work with other private organizations to train their students on ‘selling knowledge’ to the labor market and ‘work ethics’ as evident in the excerpt:

During their graduation year, Dot Ethiopia, a private organization at Bahir Dar center, provides trainings on how to sell students' knowledge and skill to the job market and work ethics. Sometimes, we create links with other potential organization to maximize job opportunity of graduating students (CLM College).

Besides working on students’ knowledge and skills development and how to create jobs, private colleges empowered individuals through holistic development which incorporated students’ self-formation during the transformative years spend in colleges. Some participants of the study highlighted the contribution of private higher education to the humanistic development of individuals. This took two forms such as participating in environment protection campaign and blood donation. To ensure inclusive education, private higher education in Bahir Dar city provided free education services for economically disadvantaged individuals and persons with physical disability when these individuals brought evidences from bureau of labor and social affairs. Also, ‘providing counseling services’ for girls to be more effective in their academic achievement in college and ‘half price discount’ for students who participated in the peace keeping campaign in the north part of the country were used as a means to ensure equal access of education for all.

Private colleges undertaking research

Research is another major function of PHEIs where faculty members are expected to produce knowledge which are beneficial to the institution and regional and national development. In the study, top college leaders shared their views on their experiences in conducting research was limited as they were lavishly engaged with other administrative issues. The contribution of academic leaders in private colleges in research was relied on publishing articles that were produced for the fulfillment of their second and doctoral degree program. One participant from KYM College narrated his involvement in research as a college dean:

Currently, I am a Ph.D. candidate and the leader of this institution. Research needs concentration and stable time and it is difficult to be fruitful. As a result, beyond the fulfillments of my education, I have not conducted research works that can be published on well-known journals.

Looking at the organizational structure, there was a clear administrative section for research and community services in all private higher education in the region. However, the drive of academic leaders to engage their faculty members in conducting research and developing innovative ideas for pressing issues in private colleges located in the Amhara region was in vain. The dean as well as the owner of the college further disclosed that the primary mission of the college as a private institution was educating individuals, and teachers were overloaded which benefited them to exploit financial advantage. Most college leaders interviewed in the study granted that teachers conducted some research works that were used to address college needs such as ‘quality assurance’, ‘customer satisfaction’, ‘need assessment’, and ‘tracer study’. This is noticeably evident in the words of the dean: “Our research work findings are not used for technology transfer purposes but it mainly focused on teaching methodology applied in the classroom.”

However, PHEIs in Bahir Dar city had a culture of organizing yearly conferences, seminars, and workshops where other researcher had the opportunity to share and disseminate their research findings to the local community and the wider public. ‘Call for abstracts’ was used to invite researchers who had interests to conduct research on identified thematic areas announced from different parts of the country and institutions. This created a good opportunity for scholars from public and PHEIs to come together for discussion on grand challenges of the country. A college dean from ABC College witnessed as “we have a cluster-based conferences and workshops with other sites of our institutions. We have the responsibility to organize yearly conferences in our turns. During such conferences different research works are presented and discussions held”.

Private colleges engaging with communities

Participants of the study revealed various forms of community and public engagement through which higher education institutions supported societal development. Top academic leaders offered a range of examples of public engagement with non-academics for the purposes of knowledge transfer to the local community. Providing trainings on various issues to the community was the foremost means of private education institutions to engage with the public. Based on need assessment in several offices in the city, KKG College provided short term

trainings on peace-tree accounting, human resource management, and customer service handling for accountants. Others like KYM College designed a training program delivered for long period. The dean reflected that their college was working on ‘women and entrepreneurship’ program implemented in the Amhara region. Through this training program, the college delivered trainings of trainers [TOT] on ‘women and entrepreneurship’ in different parts of the region like Adet, Woreta, Gondar, and Bahir Dar city.

Further, private colleges in the region contributed for local and regional development in cash payments to rebuild the office of our sub-city building; repair and rebuild the houses of elderly persons in the city; and to support the peace keeping campaign of the country in the time of war and instability. Another participant in the study added that ABC College provided free health amenities (health insurances) for some economically destitute individuals in the city. The engagement of private higher education with the community and the wider public extended to writing project proposals on grand challenges of the society such as shortage of water, environmental effluence, and sanitation problems and submitted it to the local government bodies for implementation. One of the private college in the city partaken in monetary funding on different social and economic problems of the community and the wider public as clearly understood in the excerpt:

For the last ten to fifteen years, the college built public library in Bahir Dar city and public schools at the woreda levels. During violence and instability in the region, we donated a million birr to support war victims and internally displaced persons. In the time of crisis due to corona virus, the college contribute up to seven hundred fifty thousand to the local residents who seek economic support. In addition, we contribute much in the construction of the national sport stadium in Bahir Dar city (CLM College).

As the interviewed college deans extensively replicated, knowledge and skill transfer in the form of short and long term trainings for non-academics and monetary support for vulnerable individuals and the construction of public properties were common forms of community engagements of PHEIs in the Amhara region. As most colleges in Bahir Dar city are health, business and information technology oriented, their contributions to the development arena were in line with these thematic areas. As another mode of engaging with the community, participating students on relieving socio-economic challenges of the local community was observed in CLM College through the form of community-based training programs. This was in effect when students were placed at the field for the fulfillment of courses and they actively

involved in reinstalling the water pipelines and sewerage systems of public health care centers and collecting money from different individuals who would be used back for community support and development purposes.

Challenges of private higher education institutions

The participants of this study identified a wide array of challenges that desperately affected their performance on research and innovation, knowledge transfer, and community engagements. Besides ‘low motivations and inadequate research skills of faculty members’, shortage or absence of research funds was mentioned as the foremost challenge of private higher education that verboten these institutions to be a research and innovation center. As a dean in KKG college revealed, ‘lack of attention from the head office for research and community works’ was mentioned as a barrier for allocating sufficient funds for research and innovation. This internal research budget constraint was not compensated by external research collaborations. Apparently, lack of collaboration between public and private higher educations in the Amhara region is found to be a barricade for the development of research and community services. One of the participants from JFB College unveiled his strong wishes as:

There is no coordination and teamwork among higher education institutions to conduct research and community services. If there is coordination, it will be possible to conduct mega research projects as it is possible to collect research funds from each union of colleges in the city. If this is so happen, it is possible to conduct research and community works which can change the public in a substantive manner.

Such poor collaboration among higher education institutions in the region was responsible for poor quality education system. Mutual relationship was quite needed ‘to use most expensive teaching resources and laboratories’ most of the time owned by public higher education institutions. ‘Lack of well experienced instructors and skilled workforce in the job market in some professions’, ‘the presence of poor education quality in the country at large’, ‘absence of dual employment rule in the country’, ‘shortage of time’, and ‘unavailability of criteria for staff promotion that demands the contribution of the staff in research and community services like in public universities in the country’ were mentioned as another hurdles of PHEIs which prohibited them to contribute in research, innovation, technology transfer, and community engagements at large extent.

Discussions

The purpose of this study was to present local manifestations of how PHEIs in the Amhara region do and can contribute to addressing development challenges through educating individuals, undertaking research, and engaging with their communities and the wider public. Participants of this study explained that PHEIs in Bahir Dar city train students on carefully selected field of studies which were based on the immediate needs of the country. This is also fundamental for the survival of these institutions as they are preferred by students if they only provide trainings in line with the labor market demand. The role of PHEIs in educating individuals can be seen from instrumental and the humanistic dimensions. At the instrumental level, universities are expected to equip individuals with subject-specific and generic skills and knowledge, and credentials enabling them to work in professions and occupations. This essentialist dimension is underpinned by human capital theory. Higher education institutions prepare teachers, medical doctors, engineers, social workers, entrepreneurs, chemists, biologists, physicists, psychologists, and other specialists who can create jobs and pay taxes. At the same time, these professionals engage with developmental problems in their sectors, such as tackling issues related to education, health, environment, social care, and others. A key to SDGs, higher education institutions are important to provide inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. In line with this, private college deans disclosed their views that their institutions provided a free and inclusive education services for few economically deprived individuals and persons with physical disabilities.

As the participants in the study revealed, however, the works done to the development of students' holistic dimension was leapt. There was sporadic attempts to involve private college students in Bahir Dar city in environmental protection campaign and blood donation, but they were not active in participating in local political life such as peaceful protests, challenge status quo and build healthier and equitable societies, and promoting universal moral values that help develop individuals' understanding of themselves and the world around them. This humanistic aspect is anti-essentialist dimension that is underpinned by human rights, capabilities, and liberation approaches. Recalling Chankseiani, Qoraboyev, and Gimranova (2020), the rights-based approach views education as a universal human right that should be guaranteed to all, while the human capabilities approach focuses on how education expands individuals' freedoms to pursue what they value. According to these approaches, higher education is more than a tool to acquire skills, knowledge, and credentials. Higher education institutions allow individuals to

pursue freedoms that they value and that they have rights to pursue, and to develop their agency freedom, irrespective of social class, ethnicity, and gender, leading ultimately to holistic human development.

Sharing their experiences in research and technology transfer, college deans of PHEIs in the Amhara region recognized that their contribution in knowledge production and technology transfer to the community and wider public was not auspicious. Research is one of the main missions of higher education. Realizing the mission and vision of higher education institutions is dependent on the capacity and capability of their leaders. Similarly, research leaders should plan and strategize on how they carry out their research goals that contribute to the development of research culture. Culture of research demands institutional leaders to set lucid research goals and transmit them clearly. The goals must be accompanied by a well-defined plan of research success evaluation as well as any accompanying changes in compensation. Administrator should also adjust job descriptions to include statement of research and teaching expectations.

As well, to ingrained good research culture in higher education, however, top faculty or college leaders play a significant role by pushing and motivating their faculty members to engage in research and collaborative research. As the participants in this study established, however, the contribution of faculty members in research and innovation transfer to the community was overlooked. Stated as a research productivity barrier, Quitaras and Abuso (2021) confirm that most of the faculty members in higher education institutions do not want to get out from their comfort zone which is teaching or could it be that research culture in universities remains at its infancy stage. Mbaleka (2015) further mentioned that having limited time, lack of training on publication, fear of rejection, lack of interest, faculty laziness, limited funds, and lack of institutional support are the most challenging factors averting faculty members from publishing enough or not publishing at all.

It is explored that academics in private colleges engaged in different ways with non-academics so that the local social and economic advancement in effect. Some forms of community engagements these private institutions focused included providing trainings on different issues, participating in cash payments to reconstruct the house of elderly people, providing health insurances for economically disadvantaged residents, and preparing project proposals on grand challenges of the community and submit it to the government for implementation. In some private colleges, current students participated in different community

services. In this regard, Jacob et al. (2015) proclaim that current and former students of higher education institutions can engage in regular community service activities at local, regional, national levels by establishing research projects and business ventures and involving in substantial donations and marketing outreach efforts. Community engagement can take on many different forms and shapes within the context of private higher education. Ćulum (2018) and Farnell and Šćukanec (2018) summarize five scopes within which community engagement activities can take place such as teaching and learning, research, service and knowledge exchange, student initiatives, and University-level engagement.

As college deans and faculty members mentioned their challenges, PHEIs in Bahir Dar city had invested no substantial budget for the staff to encourage knowledge production. There is no deliberate effort and robust attention to create a culture of research and technology transfer where the top management of PHEIs in the region is left to motivate and initiate their potential staff to involve in. Higher education system has to transform their function from knowledge dissemination and training personnel to knowledge production and transfer (Quitoras & Abuso, 2021). Private colleges can contribute knowledge through research output and knowledge transfer, which are usually measured by research and development activities and output. The participants of this study firmly granted that the other barrier for private colleges was related to the presence of meager coordination between private-private and private-public higher education institutions in the Amhara region. Though these private institutions provided support to local and regional economic and social development by supporting personnel training mechanism, their collaboration was loosen. In this regard, Bai (2019) sturdily remarks that cooperation is a successful experience for developing countries to combine education with economy. By effectively combining the unique resources and advantages of each higher education institutions in the region, resource sharing and complementary advantages can be achieved to promote the development of regional economy.

Conclusion

Putting research and community engagement unit visibly on the organizational structure of private higher education is not enough by itself unless there is allocation of sufficient budgets and plans to be implemented. Such lack of funding for research and community activities is not compensated by sharing of resources through coordination for mutual benefits among higher

education. College leaders themselves have low appetite and meager prior experiences in conducting research and publishing on indexed journals. As a result, most private higher education in the Amhara region are not contributing in the development arena at the local and regional levels as expected. These institutions are entirely focusing on educating individuals and busy with teaching but disregarding research and community engagements. This leaves unbelievably bad influence on the local communities that are affected by myriads of social, economic, and political problems. Though the Ethiopian Higher Education Act of Proclamation No. 1152/2019 identifies three different critical pillars central to the role of these organizations like teaching and learning, research and community commitment, there is no as such solid appliances to inspect and follow-ups their performance. At the end, countries that continue to neglect higher education will tend to become increasingly marginalized in the world economy, suffer from relatively slow social and political progress, and find it ever more difficult to catch up. Progress is most likely in countries that develop a clear vision of what higher education can contribute to the public interest as well as performance appraisal mechanisms of these institutions established.

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5. Academic Dishonesty in Higher Education Institutions of Ethiopia: Status, Challenges and Implications to Quality Education

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Abstract

The purpose of this study was to examine the status 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 involving all stakeholders in charge.

Keywords: Ethiopia; Academic Dishonesty; Cheating; Plagiarism, Examination Fraud

1. Introduction

Academic dishonesty is a complex and global phenomenon (Alleyne & Phillips, 2011; Imran & Nordin, 2013; Iberahim et al., 2013) that affects the academic integrity of higher education institutions (Solomon, 2017). Besides, it is one of the most evasive student behaviors facing faculty and administrators in universities (Nwoye, Akpom, & Hwang, 2019). It remains one of the most challenging issues with the advancement of technology today (Mebratu, 2014; Koss, 2011). It is currently a big challenge particularly in the institutions of higher learning and a growing concern locally, regionally, and globally (Mebratu, 2014) and its consequence has been long-lasting in many occurrences and its impediment for growth is largely alarming (Tadesse & Getachew, 2010).

Higher education institutions are places where citizens are prepared for a diverse need of life and societal issues (Solomon, 2017). Although institutions of higher learning aspire for academic integrity, the practice of academic dishonesty may impact negatively on the quality of education and erode the originality and authenticity of academic achievements (Hellen, Japheth, Millicent & Zipporah, 2017). Besides, it has a damaging impact on the integrity of the education system and can affect quality education as well as the achievement of the academic goals of HEIs (Jurdi, Hage & Chow, 2011). Hence, special attention should be devoted to addressing academic dishonesty (AD) in higher education to prevent the potential transfer of these practices to the workplace (Saana, Ablordeppey, Mensah, & Karikari, 2016).

Studies conducted so far in different contexts of the world have also indicated the severity of the problem of academic dishonesty in educational institutions (Hulsart & McCarthy, 2009). This crisis could undermine the quality of education and the vision of preparing or producing honest, accountable, and trustworthy professionals in the future as the number of HEIs is rising (Naghdipour & Emeagwali, 2013).

In Ethiopia, academic dishonesty is little known in higher education institutions from students' perspective and in most cases is being manifested in the form of cheating in exams and plagiarism (papers and assignments) (Bachore, 2014; Mebratu, 2014). Now, it is not uncommon to hear roaring sounds complaining about the severity of the problem in the Ethiopian HEIs.

New forms of dishonesty such as cheating, plagiarism, and others are challenges of the requirement of academic honesty and integrity in higher education institutions today (Solomon, 2017). Similarly, the impact of the Internet and other new sources of electronic media-based teaching have a considerable influence on academic dishonesty worldwide. Students' access to modern technologies, such as mobile phones, iPods, the internet, the scientific calculator has broadened the ways by which students can achieve the goal of dishonesty (Solomon, 2017). In the same vein, rapid development and the evolution of virtual resources can primarily affect the internet, thereby causing a huge problem for education today.

Apart from these, students' awareness of institutional regulation of AD has also been seen as a severe challenge in HEIs. In Ethiopia, several students in HEIs do not have adequate awareness of the institutional regulations of academic dishonesty (AD) that can prevent academic dishonesty in HEIs. However, in Ghana, approximately 92 % of respondents were aware of institutional regulations on academic dishonesty (AD). Nevertheless, only 31 % rated their understanding as high. Respondents believed that their lecturers had a better understanding of, and support for, these regulations than the students (Saana, Ablordeppey, Mensah, & Karikari, 2016).

In general, academic misconduct is a serious offense that may affect not only the university career but also the professional career. As indicated in the literature, those who engage in academic misconduct are more likely to be dishonest in the workplace (Crittenden, Hanna & Peterson, 2009).

The literature further indicates that academic dishonesty has consequences in the education system. The consequences for cheating, plagiarism, unauthorized collaboration and other forms of academic dishonesty can be very serious, possibly including suspension or dismissal from the institute. The most noticeable consequences of academic dishonesty are the penalties the university can impose on the criminal student (NIU, 2019a). Along with official university sanctions, other consequences such as serious moral, ethical, social, and academic concerns are among the consequences of academic dishonesty (Cizek, 2003).

Overall, academic dishonesty not only damages the quality of education, but also the future generations who will take over the country. Besides, it will make the next generation of the country unfaithful, incompetent, and unable to move their country forward. So, if academic dishonesty continues in HEIs, it might kill a generation, harms the country's economy, and keep the country lagging. Therefore, eliminating educational fraud and theft is not a matter of time in educational institutions in general and in HEIs in particular.

Several studies have been conducted on academic dishonesty (AD) in Ethiopian and non-Ethiopian context (Feyisa, 2014; Hellen, Japheth, Millicent & Zipporah, 2017; Mebratu, 2014; Saana, Ablordeppey, Mensah, & Karikari, 2016). The studies have found that people who involve in academically dishonest practices in university are significantly more likely to be dishonest, cheat, or even commit crimes like fraud or stealing in the workplace (Crittenden, Hanna & Peterson, 2009; Sims, 1993; Nonis & Swift, 2001; Lawson, 2004).

In Ethiopia, similar studies have been conducted on academic dishonesty (AD). For example, Tefera and Kinde's (2009) study in Mekelle University shows that 89% of teacher respondents reported perceived incidences of students' academic dishonesty in their respective faculties with a magnitude ranging between once and more than ten times. Interview data also revealed that academic dishonesty is a serious problem both in Education Faculty and Business and Economics Faculty. The study attributed different factors related to faculty administration, academic staff, and course policies as having contributions for high incidents.

Another study by Feyisa (2015) indicates that academic dishonesty was prevalent among the students and the majority of the students committed academic dishonesty at least once. The practices of dishonesty

behaviours were more prevalent in assignment-related works than in exam-related works. In some aspects of academic dishonesty behaviours, there was a significant gender difference both in the prevalence of academic dishonesty behaviours and how the students perceive behaviour related to academic dishonesty. Overall, academic dishonesty is a serious problem in higher education institutions of Ethiopia and other developed nations. Feyisa's (2015) study has also concluded that if the current academic dishonesty situation continues to prevail without major interference, academic dishonesty will be pursued and will have serious consequences on the quality of education.

In general, several studies have been conducted on the academic dishonesty of undergraduate students. However, most of the studies were done in North America, Europe, Asian-pacific, and Africa. To the knowledge of the researchers, there have been only a few studies conducted so far in Africa drawing evidence in Nigeria (Olasehinde-Williams, Abdullah, &Owolabi,), Ethiopia (Feyisa, 2015; Mebratu,2014;Teferra, 2001), and Kenya (Hellen, Japheth, Millicent &Zipporah, 2017). Relatively, little has been known about University students' engagement on academic dishonesty from the teachers' and faculty administrators' perspectives (Coalter, Lim, &Wanorie, 2007; Flint, quoted in Nadelson, 2007). Moreover, except few studies, systematic and large-scale reviews have not been adequately conducted in Ethiopian HEIs regarding academic dishonesty. Most of the studies conducted so far were done in non-Ethiopian contexts. Few studies have been done in the Ethiopian context; however, the studies conducted so far were limited in their scope with gaps in reviewing studies conducted in other countries. These all reasons initiated the researchers to conduct an intensive review of research outputs from various scholars across the globe. Therefore, this study is conducted to examine the practice and challenges of academic dishonesty in Ethiopian higher education institutions and its implication to quality education. The following basic research questions were designed to guide the study.

1. What is the prevalence of academic dishonesty in Higher Education Institutions of Ethiopia?
2. What are the forms of academic dishonesty in Higher Education Institutions of Ethiopia?
3. What are the root causes of academic dishonesty in Higher Education Institutions of Ethiopia?
4. What are the challenges that hinder academic integrity in higher education institutions?
5. What relevant policy options could be drawn to mitigate the alarming Academic Dishonesty practices in the Ethiopian contexts?

The main objective of the study is to identify the prevalence, causes, forms and management practices of AD across the globe to draw sound policy options to curb the problem in Ethiopian HEIs. Putting specifically, it tries:

1. To identify the prevalence of AD in Higher Education Institutions of Ethiopia;
2. To examine the forms of academic dishonesty in higher education institutions of Ethiopia,
3. To identify the roots causes of Academic Dishonesty in Higher Education Institutions of Ethiopia,
4. To identify the challenges that hinder academic integrity in higher education institutions of Ethiopia,
5. To suggest some possible policy options that could be adaptable to the context of Ethiopian Higher Education Institutions;

The study has significance for the students, academic staff, policymakers, researchers, practice and theory. The study may help students to understand academic dishonesty and its impact on their self-confidence and creativity. This may help them not to involve in such dishonest behaviors and learn to acknowledge other works. It also assists students to understand what constitutes academic dishonesty in a higher education institution. Moreover, this study has also significance for academic staff too. The study may help academic staff to deal with cases of academic dishonesty and reduce or prevent it. It also encourages academic staff to develop students' writing skills and give respect for other works. In addition, the study may help policymakers to develop academic dishonesty policy or the guideline that can help prevent such illegal acts in HEIs. This might have a contribution to improve quality of education and students' confidence and ultimately it helps to produce honest, creative, and self-confident citizens. Furthermore, this study may assist as a reference for future researchers who want to conduct similar studies on academic dishonesty in HEIs. In general, this study may assist to improve the practice of academic dishonesty in the public HEIs by providing relevant empirical evidence from the Ethiopian context. Apart from this, the outcome to be derived from the current study can be used by stakeholders and institutions of higher learning to raise a higher awareness of academic dishonesty and in that aspect, find more effective means of dealing with this issue. Lastly, this study has also theoretical significance for the existing literature and methodology from the Ethiopian context.

2. Materials and Methods

The study used a mixed concurrent embedded research design. Both primary and secondary sources of data were used. Primary data were obtained from academic staff, students, college deans, college research coordinators, and research directors. Secondary sources of data were HE proclamation, and HE harmonized policy. Three private and 12 public universities (3research, four applied, and five comprehensive) were used. Evidences were taken from 585 students, 362 academic staff, 9 research coordinators, 9 college deans, and 9research directors. A total of 974 research participants took part in this study. Sample respondents were selected using both probability and non-probability sampling techniques. In doing so, comprehensive sampling, simple random, and purposive sampling techniques were used to select research respondents, and simple random sampling to select sample universities. To select academic staff and students, a simple random sampling technique was applied. The comprehensive sampling technique was used to select research coordinators and the purposive sampling technique was used to select research directors and college deans. A questionnaire, interview, and desk review were used to collect data. Descriptive and thematic analysis was used to analyze the collected data.

3. Results and Discussion

This section deals with results and discussions. The section discusses the prevalence of academic dishonesty, forms of academic dishonesty, causes of academic dishonesty and challenges in relation to academic integrity.

Table1. Prevalence of Academic Dishonesty in HEIs of Ethiopia (N=929)

	N	F	%
Cheating	929	279	30.0
Plagiarism	929	299	32.2
Examination Fraud	929	192	20.7
Falsification	929	159	17.1

As depicted in table 1, descriptive statistics were applied to compute the prevalence of academic dishonesty in HEIs of Ethiopia. The descriptive statistics results indicated that 299 (32.2%) (299) of the respondents reported the prevalence of plagiarism in HEIs of Ethiopia as most prevalent followed by cheating30.0% (279), examination fraud 20.7% (192), and falsification 17.1%(159).Evidence from Ethiopian HE also showed that the prevalence of academic dishonesty in Ethiopian higher education institutions was found high (Feyisa, 2015; Mebratu, 2014; Solomon, 2017). The study by Feyisa (2015) indicated that AD was prevalent among the students and the majority of the students committed AD at least once. The result (i.e., 59%) indicated they would intentionally cheat. In addition, 89% of teacher

respondents reported perceived incidences of students' AD with a magnitude ranging between once and more than ten times (Tefera & Kinde, 2009). 12 (14.5%) reported that they encountered students engaged on AD once, 12 (14.5%) encountered twice, 25 (30.1%) encountered 3-5 times, 4 (4.8%) encountered 6-10 times and 21 (25.3%) encountered more than ten times (Tefera & Kinde, 2009).

Furthermore, a number of studies also verify the prevalence of academic dishonesty around the globe including the US, Europe, Asia and Africa. For instance, in the USA, 75% of the population indicated they had performed dishonestly in at least one situation. Besides, the percentage of AD be at the level of 61.7 percent in Asian countries (Lin & Wen, 2007); 55.4% in Japan; nine out of ten students had engaged in AD in New Zealand, (Maywahetal., 2012). Furthermore, AD is a serious concern in Indian and Pakistani universities. In general, the prevalence of academic misconduct and dishonesty is impossible to quantify precisely, because they exist in many different often hidden forms.

3.2. Major Forms of Academic Dishonesty

Table 2. Forms of Academic Dishonesty in HEI of Ethiopia

	N	Min	Max	Mean	SD
Prior cheating	929	1.00	5.00	3.10	.885
Cheating in Examination	929	1.00	5.00	3.11	.873
Plagiarism	929	1.00	5.00	3.21	.839
Outside help	929	1.00	5.00	3.02	.801
Falsification	929	1.00	4.75	2.77	.839
Lying	929	1.00	5.00	3.05	.822
Valid N (listwise)	929				

As depicted in table 2, descriptive statistics were applied to examine the major forms of academic dishonesty in HEIs of Ethiopia. Accordingly, the descriptive results revealed that plagiarism is the most widely applied form of students' academic dishonesty in HEIs of Ethiopia with the mean value of 3.21 followed by cheating in examination (3.11), prior cheating (3.11), lying (3.05), outside help (3.02) and falsification (2.77). This implies that plagiarism, cheating in examination, prior cheating, lying, outside help, and falsification were moderate forms of students' academic dishonesty in Ethiopian HEIs. The present study is almost consistent with other studies conducted at the international and local levels. They identified similar forms of students' AD in HEIs of Ethiopia. For instance, cheating and plagiarism are the major forms of AD in HE of Ethiopia (Solomon, 2017, Mebratu, 2016, Feyisa, 2015). Cheating is widespread at all academic levels, whereas Plagiarism is quite common in higher education institutions. Birhanu (2020) study also indicated forms of cheating including bringing prepared answers to examination halls, writing on body parts and copying from someone else during a test is the top

unethical behaviors. When we see the global experience, the major forms of AD in HEIs are plagiarism and essay mills in America, Africa, Asia, and Europe. Besides, the submissions of term papers, theses, and dissertations are written by ghostwriters or contract cheating have been rising. In Uganda, numerous shop windows advertise “proposal writing services” for a fee. In Iran, plagiarism was mostly perceived by students as using someone else’s words as if they were their own rather than taking someone’s ideas without permission.

3.3. Causes of Academic Dishonesty

Table 3: Causes of Academic Dishonesty in HEIs of Ethiopia

As described in table 3, descriptive statistics were used to compute the causes of students’ academic dishonesty in HEIs of Ethiopia. Accordingly, lack of adequate preparation for the exam was found the prior cause with the highest mean value of 3.36 followed by the intention to get high grades for future success (3.30), lack of proper time management (3.12), the difficulty of English language of instruction (3.09), difficult subject matters of some disciplinary courses (2.77), easy access to materials on the internet and other sources (2.76), shortages of reference materials (2.69) and instructors do not give adequate lectures on the courses (2.61). This implies that lack of adequate preparation for the exam, the intention to get high grades for future success, lack of proper time management, the difficulty of English language of instruction, difficult subject matters of some disciplinary courses, easy access to materials on the internet and other sources, shortages of reference materials and instructors do not give adequate lectures on the courses can be taken as moderate causes of students’ academic dishonesty in HEIs of Ethiopia.

Studies in Ethiopia have also found almost similar causes of students’ AD in HEIs. Students’ access to modern technologies, such as mobile phones, iPods, the internet, and cheating were found the most serious cause of AD in HEIs (Wondifraw, 2021). Besides, Mebratu (2016) also identified the major

No	Causes for Students’ Academic Dishonesty	N	Min.	Max.	Mean	SD
1.	The intention to get high grades for future success	929	1.00	5.00	3.30	1.270
2.	Lack of proper time management/procrastination	929	1.00	5.00	3.12	1.258
3.	Lack of adequate preparation for exam	929	1.00	5.00	3.36	1.329
4.	Instructors do not give adequate lectures on the courses	929	1.00	5.00	2.61	1.216
5.	Easy access to materials on the internet and other sources	929	1.00	5.00	2.76	1.221
6.	Difficult subject matters of some disciplinary courses	929	1.00	5.00	2.77	1.139
7.	Shortages of reference materials	929	1.00	5.00	2.69	1.156
8.	Difficulty of language of instruction (English language)	929	1.00	5.00	3.09	1.209
	Valid N (listwise)	929				

causes of students’ AD including the difficulty of the tests/ exams, time scarcity, irrelevance of course

material, poor time management, lack of clarity and relevance in course materials, pressure to get good grades and losing clarity on the policy. Birhanu(2020) disclosed that poor study habits, laziness, lack of self-confidence, lack of facilities, staff competition, lack of firm control by academic staff during the exam, inadequate coverage of the course, the expansion of illegal thesis/ paper writers around the university and the need of having extra points to raise their grades are major causes of students AD in HEIs.

Tefera and Kinde, (2009) also identified inadequate attention of the university as a major cause of students' AD.

The global experience also showed similar trends. Evidence supports many different causes for why such a high number of students seem to engage in AD. The major causes of students' AD include easy access to modern technology, desire for better grades, procrastination, being too busy or lack of enough time to complete assignment or study for test, stress, pressure to perform well and gain employment and lack of preparation, In Canada, incompetence on the subject matter, and aspiring for higher grades are the motives behind AD (Şendağ, Duran, & Fraser, 2012). In the USA, students engaged in academic dishonesty-cheating and Internet plagiarism (Dorothy, Jones & Norfolk, 2011). In Europe, demographic, situational factors (institutions size, structure, uncaring educational environment, the need to get social approval and pressure to get the secure achievement) and psychological factors are causes for AD. Besides, professors and/or teachers carelessness to read and check their students' assignments and poor exam preparation are the causes of plagiarism in Africa.

The qualitative results obtained from the interview and open-ended questions also revealed that there are several causes for students' academic dishonesty in HEIs of Ethiopia. Key informant interviewees expressed that the main causes for students' AD are to get better grades and/ or marks and joining the job sector easily. Unless they get good grades they will not get jobs easily. Besides, students are not engaging themselves in reading and unable to have confidence during exams and unable to respond to questions during exam correctly will push them to get involved. Moreover, the culture of the academic world and the local experiences in our country becomes a trend to pass through all the mentioned issues. In this regard, the key informant (CD4), said that

Students engage in academic dishonesty behaviors due to performance anxiety, lack of self-esteem, lack of awareness, lack of effective time management, poor

academic background, absence of clear rules and regulations, tight exam schedules, and inadequate preparation of the exam could be mentioned.

Other causes of AD in higher education of Ethiopia include teachers' negligence during the exam; peer influence and material not relevant to the subject; lack of university leadership follow-up at all levels, the increasing numbers of ghostwriters around the university, selling degrees and transcripts in few private universities, anxiety about academic performance; some students blame their professors for their cheating; ineffective study habits, ineffective time management skills or overload, allow students to copy on exams and give the original exam as a make-up were found to be the major causes of academic dishonesty.

3.4. Challenges to Academic Integrity

Various factors affect academic integrity in HEIs of Ethiopia. In the interview, respondents were asked to identify the challenges to academic integrity. One of the respondents (Research Coordinator, RC4) assured that,

Assisting another student during exams, copying someone else's research/project work, paying someone else to do assignment or research work, copying answers from another student during tests and exams, disrespecting instructors or another student, taking an examination for another student, or asking or allowing another student to take an examination for you; Requesting or offering favor for changing a graded exam; Fabricating data (all or in part; submitting someone else's work as your own; bribing someone for an academic advantage; Using short notes "Atirera"; Using mobile phones to exchange answers of the exam, and Obtaining a copy of a test before the test is administered could be mentioned as factors that affect academic integrity in my university.

Another problem with academic integrity was a lack of understanding of the basic concept of academic dishonesty. To this, one of the key informants (RC3) stated that,

In my opinion, both students and teachers are not well acquainted with the basic concepts of academic dishonesty and what it requires. Students do not adequately understand and follow institutional rules on AD; neither do they fully appreciate the consequences of dishonest actions. That is why we are observing an increase in academic misconduct regularly, which, in turn, results in the poor quality of education.

Similar studies in Ethiopia also discovered the challenges to academic integrity in HEIs of Ethiopia. For instance, Tefera & Kinde (2009) identified the factors including students English language deficiency, large class size, lack of firm control and monitoring, negligent/lenient invigilators, and refraining after detecting a student cheating on the exam (keeping silent after signing on a student exam paper caught while cheating. Other challenges include academic pressure (Asmera, 2016; Mebratu, 2014, 2016; Tefera & Kinde, 2009; Wondifraw, 2021, Solomon, 2017); Lack of commitment for learning (Solomon, 2017;

Mebratu, 2016; Tefera & Kinde, 2010) and the strive for performance and grade motives (Solomon, 2017; Tefera & Kinde, 2009).

The global experience also shows that many factors trigger academic integrity. Some of the challenges include problems related to technology, inconsistent application of institutional policies, peer influence, incompetence on the subject matter. Other global threats include diploma mills, contract cheating, ‘predatory’ publishing and global communications, lack of adequate and clear policies in HEIs to prevent AD, awareness problem on what constitutes AD, academic misconduct in research, such as fabrication, falsification, and plagiarism; authorship abuse; and data manipulation to obtain the desired result.

4. Conclusion

Universities around the globe are highly challenged with academic malpractices of varied acts and causes. International evidence shows that academic dishonesty is a global issue and affects the country’s education system severely. The problem is prevalent in Ethiopia though so far few efforts were done to tackle the problem. The descriptive statistics results indicated that 32.2% (299) of the respondents reported the prevalence of plagiarism in HEIs of Ethiopia as most prevalent followed by cheating 30.0% (279), examination fraud 20.7% (192) and falsification 17.1% (159). Besides, the descriptive statistics indicate that plagiarism is the most widely applied form of students’ academic dishonesty in HEIs of Ethiopia with the mean value of 3.21. The descriptive statistics regarding causes of academic dishonesty further indicated that lack of adequate preparation for the exam was found the highest mean values 3.36 followed by the intention to get high grades for future success (3.30), lack of proper time management (3.12), the difficulty of English language of instruction (3.09), difficult subject matters of some disciplinary courses (2.77), easy access to materials on the internet, and other sources (2.76), shortages of reference materials (2.69), and instructors do not give adequate lectures on the courses (2.61). Based on the above findings, the study concludes that academic dishonesty is still the problem of higher education institutions which damages the life of many students and ultimately affects quality education. In general, the efforts made so far were not effective in reducing academic dishonesty in HEIs of Ethiopia.

5. Recommendations

Based on the findings and conclusion drawn, the following recommendations are forwarded.

1. Formulation of Academic Integrity Policy and Strategy in HEIs

The Federal government, education ministries (MoE & MoSHE), HESC, ENEAA, Quality Assurance and Accreditation Agencies should work collaboratively to reduce academic dishonesty in HEIs by proactively providing oversight for and guidance in strengthening strategies, policies, and procedures for Academic Integrity (AI) in HEIs. Research into and development of policies and systems for academic integrity should be established and encouraged through the provision of appropriate funds. To address the discrepancy in strategies/policies and practices across different HEIs, MoSHE or MoE should initiate the development and implementation of common institutional strategy, policies, and systems, and guidelines for encouraging and upholding Academic Integrity. The responsible federal institutions should also facilitate and organize joint seminars and workshops to institutions/universities in similar geographical areas or clusters.

2. Revisit the Harmonized Policy/ Institutional Strategy

Higher education institutions need to revise the existing harmonized policy and strategy for enhancing academic integrity by incorporating issues of plagiarism, academic fraud, falsification of research results, degree mills, and cheating.

3. Using Internet software: Technology has brought both advantages and disadvantages to the academic world. It made information and learning possible through a single click from one's home. Therefore, researchers and university professors use plagiarism detecting software to check the authenticity of the documents submitted. Some testing systems have built-in "misuse detection" or "plagiarism detection". Fortunately, the very same tools that students use to plagiarize research papers (i.e., search engines and the Internet) can be very effective in detecting the expropriation of words and ideas. Using exam codes and close supervision in the exam.

4. Strict supervision of examination is also essential to reduce academic dishonesty in HEIs

5. Academic staff must take responsibility for their own conduct as role models for the next generation of professionals. They should commit to integrity: fairness, consistency, honesty, transparency in both their professional and private lives. Besides, academic staff should ensure that all students they are teaching or supervising are aware of the value and importance of learning and scholarship, and are motivated to maximize their attainment.

6. Randomized seating during exams and preparing several versions of the same exam in anticipation of leakages; Employing sufficient numbers of supervisors during exams; Legislative protection of whistleblowers; The use of external examiners to double-grade

exams; Anonymization of examination forms (barcodes instead of names); Cyber security measures to control access to student records and Sanctions on politicians, civil servants and others with fake degrees.

7. Promotion of Ethical Publishing: Many researchers and authors benefit from publishing as a source of income. Pressure for success, competition, and promotion at workplace and lack of respect for intellectual property rights has led many authors whether individual or multiple authors to engage in plagiarism. Previously published work needs to be put in quotation marks. Authors also need to test the articles for plagiarism on the ant-plagiarism software before submitting research to the publishers.

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5. Student Satisfaction Survey in Private Higher Education Institutions: Implications for Quality Education

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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.

Keywords/phrase: *Teaching-learning, quality, administrative services, educational support*

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1. Introduction

Customer satisfaction represents a gauge that shows how happy student customers are with university services, and capabilities. Customer satisfaction information, including surveys and

ratings, can help an organization determine how to best improve or change its services. Students are key customers of the university. On the hand, poor qualities of services of higher education institutions lead to students' dissatisfaction and enhanced student attrition rate (Motefakker, 2016). So it is important to be concerned on quality education service delivery in various aspects through which student needs can be addressed properly. In so doing, institutions can create attraction, make retention, and realize graduation.

CS is an imperative facet for service organizations and specifically, it is highly related to service quality. Such development is highly related to the intensity of rivalries of today's business environment (Lee & Hwan, 2005). More and more organizations emphasize on service quality due to its strategic role in enhancing competitiveness especially in the context of attracting new customers and enhancing relationship with existing customers (Ugboma, Ogwude, & Nadi, 2007). Service quality is one of the most important research topics for the past few decades (Gallifa & Batalle, 2010). Students are not only concerned with how a service is being delivered but most importantly with the quality of output they receive. Positive perception on quality of services being delivered occurs when it exceeded customers' expectations. In the context of ensuring sustainability of higher learning, institutions require them to continuously strive towards meeting and exceeding students' expectations.

Customer satisfaction is considered one of the internal measures of organizations whose orientation is towards satisfying customer's needs and shows the direction of the quality promotion of products and services. CS is a state in which the customer feels that the product features are in accordance with his/her expectations. Dissatisfaction is also the state in which product weaknesses cause consumers' discontent, complaints and disapproval. In other words, customer satisfaction is the customer/consumer response to the consumption or purchase of a product (Maleki & Darabi, 2008; Ehlers, 2007).

Students' satisfaction can be defined as an attitude resulting from an assessment of students' educational experience, services and facilities provided by the institution. Different factors affect student satisfaction in the institution. The determinants espouse human and non-human resources.

Higher education immerse into a new qualitative state, which is the defining moment of which are openness to innovations. University student are expected to have a well-formed ability to interact with a dynamically changing community, a willingness to work with others who have multicultural background. Becoming the central phenomenon of culture, higher education in a multicultural educational space accumulates science-intensive technologies, information products, highly qualified teaching staff trained from various ethnic groups and the like. New trends in education give rise to a special polytechnic and supra-ethnic phenomenon - the phenomenon of the culture of life as a guideline in the professional and personal training of students (Lysenko & Zharinova, 2021).

Students get satisfied in their educational institution when the service provided fits their expectations, or they will be very satisfied when the service is beyond their expectations, or completely satisfied when they receive more than they expect. On the contrary, those who are with low level of satisfaction with the educational institution when the service is less than their expectations, and when the gap between perceived and expected service quality is high, they tend to communicate the negative aspects (Matanga, 2020; Petruzzellis, Uggento, & Romanazzi, 2006).

As it is heralded in Ginsburg and Smith (2014), Key Education Indicator Framework espouses institution quality, students' attendance, engagement, behavior, teacher expectations, knowledge, experience, and administrative processes including fulfillment of facilities. Due to the dynamics it is important to conduct research for decision making to deliver quality education and have student satisfaction in order to help them learn in the utmost of their abilities.

This study is conducted on undergraduate students. The study focused on student satisfaction in teaching-learning, administrative services, educational support or facilities, and issues related to students' personality.

Research Questions

The main research questions of the study are presented below.

- √ What are the major sources of student satisfaction in higher education institutions?

- ✓ How far students are satisfied in Teaching-Learning, Administrative Service, Educational Support (Facilities), and Issues related to Students' Personality?
- ✓ What are the challenges encountered in delivering quality educational service to the level of student satisfaction?

2. Methods

Study Area and Population

The study was conducted in four private higher education institutions (2 universities and two colleges) in Addis Ababa. The population of the study focuses on the respective institute students. Administrators, instructors, and other staff members of the institutions were not included due to the thematic nature of the research.

Study Design

Concurrent embedded (QUAN-qual) mixed design was used in this study. Most of the data gatherings were done by using questionnaire. The questionnaire was developed and validated by the researcher. But qualitative data were also collected for enrichment of the study with regard to students' satisfaction in the education institutions.

Instrument/Tool

A Satisfaction Survey Questionnaire developed and validated for checking the reliability and validity. The questionnaire has two parts. Part 1 is general information and part 2 is about satisfaction. Part two contains four parts as variables.

Table 1: Reliability Coefficient of Variables

Variable Category	No. of Items	Reliability	Remark
<i>Teaching-Learning</i>	20	$\alpha=0.938$	
<i>Administrative Service</i>	15	$\alpha=0.911$	
<i>Educational Support (Facilities)</i>	24	$\alpha=0.947$	
<i>Issues related to Students' Personality</i>	14	$\alpha=0.866$	

Sample size of the pilot study was determined to be 119.

Methods of data analysis

Data analysis was done by using SPSS 24. Descriptive statistical analysis was steered. The responses for the qualitative data were analyzed through thematic analysis taking the following themes in to consideration; Teaching-Learning, Administrative Service, Educational Support (Facilities), and Issues related to Students' Personality.

3. Analysis and Results

This portion of the study presents the analysis and results. It contains general information, Teaching-Learning, Administrative Service, Educational Support (facilities), and issues related to students' personality. Variable relationships are also presented.

Demographic Characteristics

Table 2: *General Information*

SR	Variable	Sub-category	f	%
1	Gender of Respondents	Male	86	36.1
		Female	152	63.9
		Total	238	100.0
2	Age of Participants	Below 20 Years Old	82	34.5
		20-25 Years Old	126	52.9
		Above 25 Years Old	30	12.6
		Total	238	100.0
3	Year Level	First Year	28	11.8
		Second Year	102	42.9
		Third Year	101	42.4
		Fourth Year and Above	7	2.9
		Total	238	100.0

In the demographic distribution of participants, it is heralded as 63.9% are females, and 36.1% are males. In the age category, most respondents are in the age range from 20-25 years old. So far as the year level is concerned, 85.3% of the participants are second year and third year students.

3.1. Teaching-Learning (Academic) Issues

This part of the analysis presents student satisfaction responses on teaching-learning (academic) issues. The issue espouses items about instructors, teaching processes, department support systems, assessment and evaluation, and internship themes.

Table 2: Responses on Teaching-Learning (Academic Issues)

Qn	Item		VL	L	A	H	VH	Total
1	Instructors are well qualified on the subject they are assigned to teach	f	50	76	96	8	8	238
		%	21	31.9	40.3	3.4	3.4	100
2	Instructors have the necessary English language skills comprehensible by students.	f	34	72	106	16	10	238
		%	14.3	30.3	44.5	6.7	4.2	100
3	Student centred teaching-learning approach is implemented in the class allowing students freely and actively involved in the discussion	f	36	102	86	10	4	238
		%	15.1	42.9	36.1	4.2	1.7	100
4	Instructors come to class well prepared	f	30	76	102	24	6	238
		%	12.6	31.9	42.9	10.1	2.5	100
5	Attendance follow up of instructors in the class	f	154	52	28	4	-	238
		%	64.7	21.8	11.8	1.7	-	100
6	Instructors' personality while in class as well as in the campus	f	54	122	50	8	4	238
		%	22.7	51.3	21.0	3.4	1.7	100
7	Instructors use different modalities to evaluate their students' skills and knowledge	f	24	102	84	24	4	238
		%	10.1	42.9	35.3	10.1	1.7	100
8	Instructors finish their course units/chapters in a smooth flow and on time	f	24	82	86	38	8	238
		%	10.1	34.5	36.1	16.0	3.4	100
9	Instructors avail additional class sessions to students to let them have more understanding of topics	f	36	56	86	50	10	238
		%	15.1	23.5	36.1	21.0	4.2	100
10	Instructors provide additional notes, including e-materials, and PPT on the course to	f	34	78	68	40	18	238
		%	14.3	32.8	28.6	16.8	7.6	100

	students to let them have more understanding of the topic							100
11	Instructors use student email addresses, social media, Telegram, and notice boards to communicate with students for academic purposes	f	42	62	76	44	14	238
		%						
			17.6	26.1	31.9	18.5	5.9	100
12	Departments advise/support low performing students and arrange tutorial classes	f	34	50	102	30	22	238
		%						
			14.3	21.0	42.9	12.6	9.2	100
13	Instructors conduct continuous assessment (such as test, assignment, group work, project, etc.) to monitor the progress of their students in a fair manner	f						
			72	96	54	8	8	238
		%						
			30.3	40.3	22.7	3.4	3.4	100
14	Marking of tests and exams are done with an utmost care and results are communicated to students at the appropriate time	f	46	102	64	10	16	238
		%						
			19.3	42.9	26.9	4.2	6.7	100
15	The University/College gives a course/training on basic research methods to students	f	44	76	76	28	14	238
		%						
			18.5	31.9	31.9	11.8	5.9	100
16	The University establishes linkages with organizations and organize internship programs for students	f	26	78	80	38	16	238
		%						
			10.9	32.8	33.6	16.0	6.7	100
17	The university creates students understanding on job opportunities and promotes this from the beginning	f	34	62	70	58	14	238
		%						
			14.3	26.1	29.4	24.4	5.9	100

Source: - *Study Survey, 2022*

*VL (1) – Very Low; L (2) – Low; A (3) – Average; H (4) – High; VH (5) Very High

Only 6.8% (16) of the participants agreed that instructors are well qualified on the subject they are assigned to teach ($M=2.36$; $SD=0.96$). On the other hand, 40.3% (96) remained neutral, and

above half of the respondents i.e. 52.9% (126) of them disagreed stating that instructors' qualification in teaching is low. The reasons were triangulated in the interview responses and it was found that there are instructors who teach without their qualification and below required status.

In view of classroom language, respondents were asked whether instructors have the necessary English language skills comprehensible by students. 44.6% (106) of the participants rated as low, where as 10.9% (26) of them respond as high whilst 44.5% (106) of them rated as average ($M=2.56$; $SD=0.96$). This aspect is also one area which is demanding of intervention in strengthening instructor's capacity. Participants of the interview heralded as instructors use frequent code switching and unnecessary narratives missing the points.

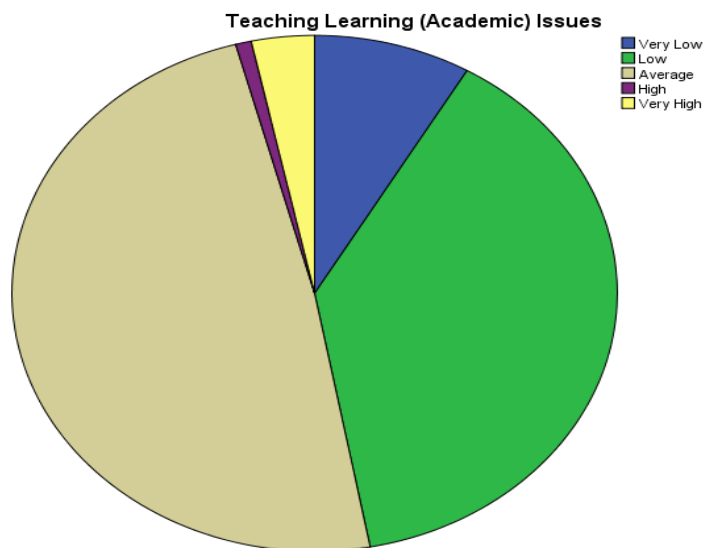
In the student centeredness of the approach, 58% (138) of the participants indicated as instructors do not implement student centered teaching-learning approach in the class and do not allow students to be freely and actively involved in the discussion ($M=2.34$; $SD=0.85$). While 36.1% (86) of them rated as average, the remaining 5.9% (14) rated as high.

From the total sample size, 12.6% (30) of the respondents indicated as instructors come to class in a well prepared manner. On the other hand, 44.5% (106) of them have rated the preparedness as low ($M=2.58$; $SD=0.92$). The rest 42.9% (102) rated as average.

So far as the follow up is concerned 86.5% (206) of the participants affirmed that instructors take attendance. 11.8% (28) remained on the average and only 1.7% (2) rated as low.

For the teaching-learning items, most participants have average satisfaction level. In the interview, participants indicated that instructors' knowledge, skill, attitude, and competence is the crucial source of satisfaction. When instructors are good at teaching, other parts of the institution could be compromised as to the finding. Teaching process, classroom management, assessment, timely feedback, and respectfulness of instructors are also integral part of the determinants of student satisfaction. Though the satisfaction level in the teaching-learning is average, still there are low levels of satisfaction among respondents which is demanding of work on supporting students in their academic engagements.

The pie chart below depicts the level of satisfaction.



Pie Chart 1: Level of Satisfaction in Teaching Learning Issues

The pie chart shows that the teaching-learning process is rated as average by vast majority.

3.2. Administrative Services

This section of the analysis presents about students' satisfaction towards administrative services. The ratings are from very low to very high.

Table 3: Descriptive Survey Responses/Ratings on Administrative Services

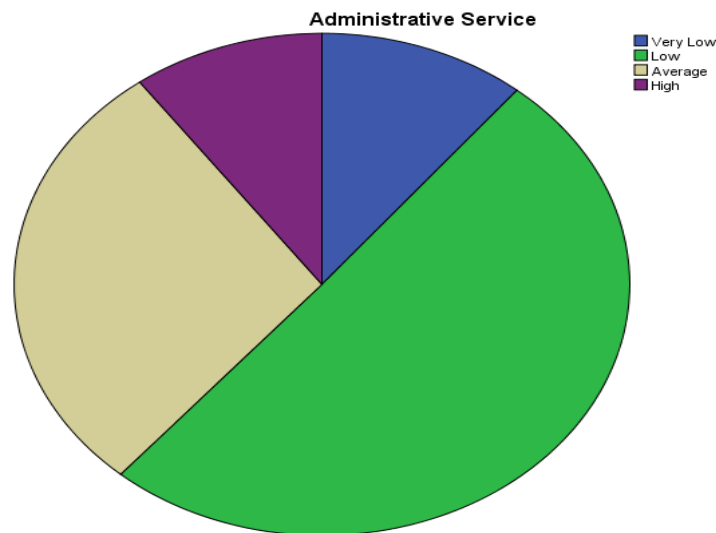
Qn	Item		VL	L	A	H	VH	Total
1	The university/college provides a <i>handbook that guides</i> students on the rules and regulations.	f	124	46	52	14	2	238
		%	52.1	19.3	21.8	5.9	0.8	100
2	Based on its regulations, the University treats all students fairly and indiscriminately	f	82	88	40	28	-	238
		%	34.5	37.0	16.8	11.8	-	100
3	All offices that have a responsibility to deliver service to students are always open during office hours.	f	60	62	92	18	6	238
		%	25.2	26.1	38.7	7.6	2.5	100
4	The University/college fairly serves students regardless of sex, religion, academic ability, and physical disability	f	100	68	44	20	6	238
		%	42.0	28.6	18.5	8.4	2.5	100
5	The University organizes a discussion forum on study-skills, gender issues like reproductive health, talk-shows, life skills, building self-	f	34	76	76	48	4	238
		%	14.3	31.9	31.9	20.2	1.7	100

	confidence and communication skills for students							
6	The exam schedules are set ahead of time, and provide students adequate time for study	f	76	70	66	10	16	238
		%	31.9	29.4	27.7	4.2	6.7	100
7	Teaching schedules by course and section and announce students on time.	f	78	48	58	42	12	238
		%	32.8	20.2	24.4	17.6	5.0	100
8	The staffs of finance department are qualified and considerate to give prompt service to students.	f	54	68	64	36	16	238
		%	22.7	28.6	26.9	15.1	6.7	100
9	The Registrar Office provides prompt and reliable service to students.	f	60	66	62	36	14	238
		%	25.2	27.7	26.1	15.1	5.9	100
10	The Registrar Office announces registration time and criteria of admission to students ahead of time.	f	68	61	63	34	12	238
		%	28.6	25.6	26.3	14.3	5.0	100
11	The University provides students ID card on time.	f	80	48	70	26	14	238
		%	33.6	20.2	29.4	10.9	5.9	100
12	Security guards in the University treat students fairly and in respectful manner.	f	54	64	50	46	24	238
		%	22.7	26.9	21.0	19.3	10.1	100
13	The University campus is secured and homely environment with a full sense of care	f	52	60	84	40	2	238
		%	21.8	25.2	35.3	16.8	0.8	100
14	The university administration strictly monitors instructors and takes corrective action on tardiness and absenteeism.	f	26	86	76	38	12	238
		%	10.9	36.1	31.9	16.0	5.0	100
15	A dedicated university web-site and information board is available for a smooth flow of information to and from students	f	54	52	92	32	8	238
		%	22.7	21.8	38.7	13.4	3.4	100

*VL (1) – Very Low; L (2) – Low; A (3) – Average; H (4) – High; VH (5) Very High

As it is portrayed in table 3, there is low level of satisfaction among students on administrative services. The items designed to measure the administrative service satisfaction were mostly rated as very low, low and average.

In the provision of handbook for guiding students on the rules and regulations, 52.1% (124) of respondent students have shown that it is very low and 19.3% (46) rate it as low, 21.8% (52) as average, 5.9% (14) high, and only 0.8% (2) indicated as very high.



Pie Chart 2: Pie chart of Satisfaction level on administrative services

The pie chart clearly illustrates that most of the respondents are in low level of satisfaction towards administrative service.

3.3. Educational Support/Facilities

This part of the analysis presents the findings on satisfaction towards educational support or facilities.

Table 4: Descriptive Survey Responses/Ratings on Educational Support/Facilities

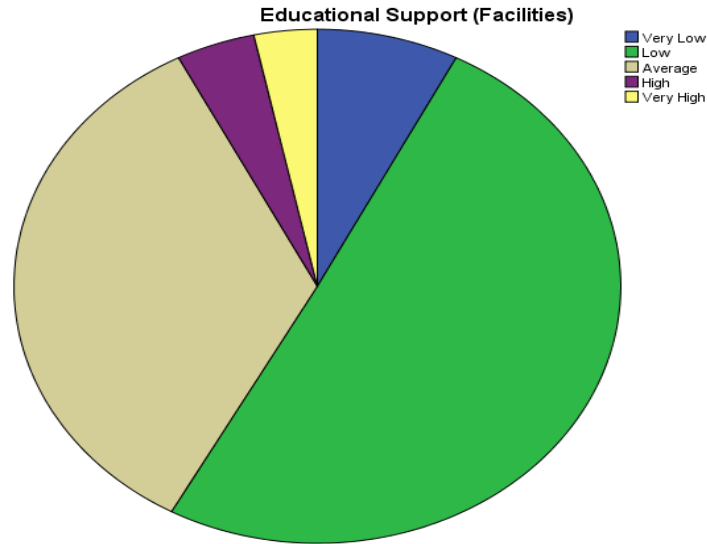
Qn	Item		VL	L	A	H	VH	Total
1	The University is well-organized with adequate computers and laboratories.	f	66	70	54	24	24	238
		%	27.7	29.4	22.7	10.1	10.1	100
2	The PCs are loaded with up-to-date and relevant programs	f	48	58	80	24	28	238
		%	20.0	24.4	33.6	10.1	11.9	100

				6		8	100	
3	IT staffs working in laboratories are skilful, ready to serve students and good mannered.	f	36	84	86	16	16	238
		%	15.1	35.3	36.1	6.7	6.7	100
4	The libertarians in the university are well-trained, capable and always stand-by to serve students	f	60	56	86	20	16	238
		%	25.2	23.5	36.1	8.4	6.7	100
5	The libraries are always open during working hours.	f	82	56	58	30	12	238
		%	34.5	23.5	24.4	12.6	5.0	100
6	Enough reference materials (books, journals, e-books, e-journals, videos, etc.) are catalogued and or arranged in an alphabetical order in the libraries.	f	100	52	60	20	6	238
		%	42.0	21.8	25.2	8.4	2.5	100
7	The research papers or senior essays prepared by former graduates are well organized and made ready for users.	f	62	88	70	14	4	238
		%	26.1	37.0	29.4	5.9	1.7	100
8	The library is well organized with enough number of chairs and tables	f	66	90	62	16	4	238
		%	27.7	37.8	26.1	6.7	1.7	100
9	There is reliable/uninterrupted Wi-fi service in the library.	f	54	66	74	38	6	238
		%	22.7	27.7	31.1	16.0	2.5	100
10	The clearly library notifies students the arrival of new books using official notice	f	70	64	66	32	6	238
		%	29.4	26.9	27.7	13.4	2.5	100
11	The library provides orientation on how to use the library to students during the first weeks of entry into the university.	f	54	92	70	12	10	238
		%	22.7	38.7	29.4	5.0	4.2	100
12	The university compound and corridors have adequate space	f	52	78	66	36	6	238
		%	21.8	32.8	27.7	15.1	2.5	100
13	The University has adequate number of classrooms and offices that facilitate the teaching and learning process.	f	80	66	66	20	6	238
		%	33.	27.	27.	8.4	2.5	

			6	7	7		100
		f	50	66	70	46	238
14	lecture rooms, wall paintings and chairs are attractive and create favourable environment	%	21.	27.	29.	19.	2.5
			0	7	4	3	100
		f	52	48	104	28	238
15	Classroom size and student ratio in each classroom is fair in the University.	%	21.	20.	43.	11.	2.5
			8	2	7	8	100
		f	80	62	72	18	238
16	There are white and black boards currently in use in each classroom.	%	33.	26.	30.	7.6	2.5
			6	1	3		100
		f	62	72	58	240	238
17	There is always clean and uninterrupted or sufficient water supply in the campus.	%	26.	30.	24.	16.	2.5
			1	3	4	8	100
		f	56	70	60	38	238
18	Restrooms are clean, adequate and assigned to female and male students separately.	%	23.	29.	25.	16.	5.9
			5	4	2	0	100
		f	54	68	62	36	238
19	The numbers of cafeterias in the campus are adequate and provide sufficient service.	%	22.	28.	26.	15.	7.6
			7	6	1	1	100
		f	76	58	64	34	238
20	The health clinic established in the University renders first-aid services and staffed with a qualified staff.	%	31.	24.	26.	14.	2.5
			9	4	9	3	100
		f	60	84	58	30	238
21	There is adequate playing ground for outdoor games such as Table tennis, in-door games and the like in the University Compound	%	25.	35.	24.	12.	2.5
			2	3	4	6	100
		f	46	88	66	32	238
22	The University has sufficient electric supply	%	19.	37.	27.	13.	2.5
			3	0	7	4	100
		f	60	78	76	18	238
23	There is a photocopy and printing service in the campus	%	25.	32.	31.	7.6	2.5
			2	8	9		100
		f	74	70	72	16	238
24	There is a stationery and book shop in the campus	%	31.	29.	30.	6.7	2.5
			1	4	3		100

*VL (1) – Very Low; L (2) – Low; A (3) – Average; H (4) – High; VH (5) Very High

Table 4 shows that there is problem in satisfaction on educational support or facilities that they get. As it is depicted in the pie chart below majority of the respondents have low level of satisfaction and the second highly rated is as average satisfaction.



Pie Chart 3: Satisfaction level on Educational Support (Facilities)

3.4. Issues Related to Students' Personality

This part of the study incorporates satisfaction level responses of students towards 14 items on issues related to students' personality.

Table 5: Descriptive Survey Responses/Ratings on Administrative Services

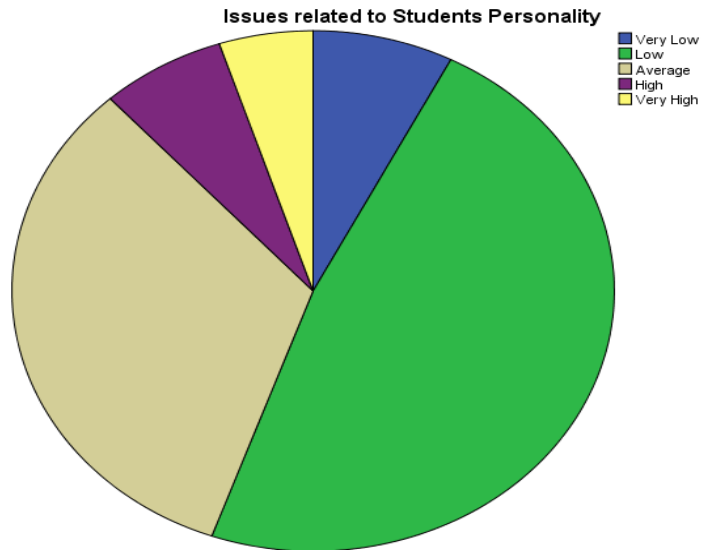
On	Item		VL	L	A	H	VH	Total
1	The University campus allows students to relax and conduct discussions in groups	f	56	100	44	28	10	238
		%	23.5	42.0	18.5	11.8	4.2	100
2	There are different extracurricular activities/clubs in the campus.	f	98	62	48	24	6	238
		%	41.2	26.1	20.2	10.1	2.5	100
3	The Campus/es is/are situated in attractive and peaceful areas of the city.	f	40	98	60	26	14	238
		%	16.8	41.2	25.2	10.9	5.9	100
4	Compared to other private universities in Ethiopia, my institution is reputable.	f	48	56	96	26	10	238
		%	20.2	23.5	41.2	10.9	4.2	100
5	The tuition fee required by the University is reasonable.	f	48	84	82	14	10	238
		%	20.2	35.3	34.5	5.9	4.2	100

6	The Alumni of the University has good contact with the university and share their experience to students in the campus.	f	68	64	74	26	6	238
		%	28.6	26.9	31.1	10.9	2.5	100
7	Students feel a sense of security in the campus related to Gender-based Violence and sexual harassment	f	84	48	64	20	22	238
		%	35.3	20.2	26.9	8.4	9.2	100
8	The campus is located where there are adequate transport services.	f	66	78	54	26	14	238
		%	27.7	32.8	22.7	10.9	5.9	100
9	Students choose their representatives in each section to present any issue to the respective bodies and participate in the student-related decision-making activities.	f	56	64	78	26	14	238
		%	23.5	26.9	32.8	10.9	5.9	100
10	Students union is organized to create close relationships and represent students in the College Management.	f	72	62	70	24	10	238
		%	30.3	26.1	29.4	10.1	4.2	100
11	Students evaluate the performance of their instructors every semester.	f	84	46	64	24	20	238
		%	35.3	19.3	26.9	10.1	8.4	100
12	The University provides financial support and/or scholarships to students who are low in income and unable to pay their tuition fees.	f	56	62	70	22	28	238
		%	23.5	26.1	29.4	9.2	11.8	100
13	The University arranges annual conferences on student research activities	f	50	70	74	18	26	238
		%	21.0	29.4	31.1	7.6	10.9	100
14	Students actively participate in community service activities	f	32	92	70	14	30	238
		%	13.4	38.7	29.4	5.9	12.6	100

*VL (1) – Very Low; L (2) – Low; A (3) – Average; H (4) – High; VH (5) Very High

Many of the respondents of this study indicated as there is low level of satisfaction towards issues related to students' personality. However, for the fourth item which goes as "Compared to other private universities in Ethiopia, my institution/college is reputable",

41.2% of the respondents indicated average level of satisfaction, 10.9% high level, and 4.2% very high level.



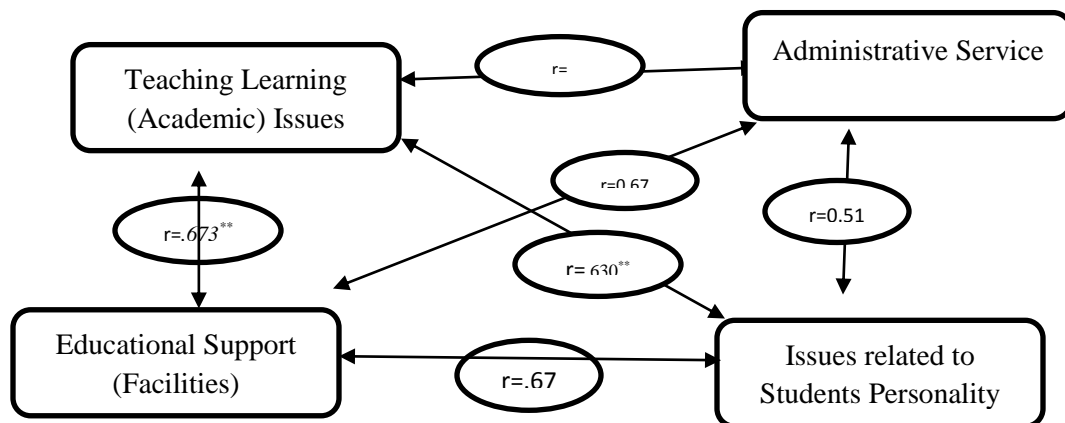
Pie Chart 3: Issues related to Students' Personality

As it is portrayed in the pie chart, inter-student related practices are very low in being constructive for academic purposes.

3.5. Variable Relationship

The four sub-categories of focus of the study i.e. teaching-learning, administrative service, educational support, and issues related to students' personality have statistically significant relationship.

Graph 1: Correlation Coefficient of Variables



		Teaching Learning (Academic) Issues	Administrative Service	Educational Support (Facilities)	Issues related to Students Personality
Teaching Learning (Academic) Issues	Pearson Correlation	1	.645**	.673**	.63**
	Sig. (2-tailed)		.000	.000	.000
	N		238	238	238
Administrative Service	Pearson Correlation		1	.672**	.508**
	Sig. (2-tailed)			.000	.000
	N			238	238
Educational Support (Facilities)	Pearson Correlation			1	.677**
	Sig. (2-tailed)				.000
	N				238

** . Correlation is significant at the 0.01 level (2-tailed).

ANOVA

Overall Satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.791	3	1.930	3.583	.016
Within Groups	61.957	115	.539		
Total	67.748	118			

There is statistically significant mean difference among departments in satisfaction.

Descriptive

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F
1	.796 ^a	.634	.633	.45834	.634	408.982	1	236	.000
2	.868 ^b	.753	.751	.37767	.119	112.586	1	235	.000
3	.888 ^c	.789	.787	.34925	.037	40.806	1	234	.000
4	.924 ^d	.854	.851	.29174	.064	102.345	1	233	.000
a. Predictors: (Constant), Teaching Learning (Academic) Issues									
b. Predictors: (Constant), Teaching Learning (Academic) Issues, Administrative Service									
c. Predictors: (Constant), Teaching Learning (Academic) Issues, Administrative Service, Educational Support (Facilities)									
d. Predictors: (Constant), Teaching Learning (Academic) Issues, Administrative Service, Educational Support (Facilities), Issues related to Students Personality									

As it is indicated in the model summary, 63.4% of student satisfaction is explained by teaching-learning issues. Administrative services and teaching-learning issues determine 75.3% student satisfaction in higher education institution. On the other hand, 78.9% of student satisfaction is explained by teaching learning (academic) issues, administrative service, and educational support (facilities). The co-occurring of the fourth variable which is other students' personality make the influence to grow to 85.4%.

Implication to Quality Education

To produce qualified and competent graduates, it is important to work on the constructiveness of the education processes. In the processes, there are human and non-human resources which are expected to be posited very properly for students. Then, higher education institutions can meet students' satisfaction. The orchestrated quality service delivery to the key customers can fulfill the vast majority of prospects in the pillars of quality education. One cannot think of quality education through putting student affairs aside.

4. Conclusion and Recommendation

4.1. Conclusion

The results of the study show that in universities/colleges there are problems in student customer satisfaction through delivering quality services. The gaps in satisfaction indicate that there is a need for intervention. Students' need should be rigorously studied further.

Teaching-learning processes have problems in the preparation phase, material harmonization (selection of vital references), courses delivery method/approach, assessment and feedback. In contrary to the finding from Matanga (2020), the assessment feedback loop is poor including return of assignments and tests. In view of students satisfaction, such lag/delay in responsiveness could potentially lead to student complain.

In the challenges, student facility problems were mentioned as weak signal in Wifi in particular and internet in general. Inadequate computer lab becomes source of dissatisfaction as it fails to meet student expectations. The administrative processes in registrar, cashier, and other offices there are poor treatment of student customers.

Educational support systems are poor in facilities, settings, neatness, access, usability, appropriateness, and quantity. This is becoming a bottle-necking issue for student satisfaction.

Interpersonal relationships among students expose them to be victims of negative peer pressure. Maladaptive behavior from a few has a potential of affecting classroom scenario and campus situation in several ways through pessimistically affecting student wellness.

4.2.Recommendations

As per the findings the following points are given as ways forward.

It is important to live up to the expectations of students. Meeting expectations helps to deliver quality services and quality services will serve as input for customer satisfaction and hence we can have high retention than attrition.

1. In order to enhance teaching-learning related student satisfaction, pedagogical trainings should be given periodically.
2. Educational support (facilities) should augment students' needs and the services in this regard should be in line with the global dynamics. The virtual realities and digital media create new way of communication and interaction. Hence, fulfillment of ICT infrastructures and making books and other resources available through such platform has eminent role and it is recommended to work a lot in technology use.
3. Student support systems, guidance-counseling, registrar, finance, department, and faculties should be open and welcoming to students for positive communication. So, the top level management should work in student customer service providing units.
4. Student unions and clubs should work with institution administrators for student wellness. Extra-curricular and co-curricular activities should be integrated in the out-of-classroom experiences of students.
5. Researchers can conduct other similar study by using SERVQUAL model.

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