

**A STUDY OF THE INTERNAL EFFICIENCY OF PRIVATE  
COLLEGES IN ADDIS ABABA CITY GOVERNMENT**

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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

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## **ABSTRACT**

*The main purpose of this study was to investigate the problems of internal efficiency in the accredited private colleges of Addis Ababa City Government. In view of this objective an attempt was made to identify the major reasons that contribute to students' withdrawal, dropout and course repetition.*

*The study was carried out by using a descriptive survey research method. Twelve accredited private colleges were selected out of 36 by using random sampling technique. 300 students and 116 teachers were also selected for the study using random sampling technique. The analysis was made based on 246(82%) of students and 72(62%) of teachers. Questionnaire, interview, observation and documents were the instruments of data collection. The data gathered through questionnaire and interviews were analyzed using percentage.*

*The findings showed that problems related to finance, receiving lower grade, lack of learning interest, family's low standard of living and frequent absenteeism were highly ranked reasons to students withdrawal and dropout.*

*The most important factor that contribute for private college students course repetition were; difficulty of language, difficulty of examination, carelessness to study hard and frequent absenteeism.*

*The result showed that there were no sufficient numbers of teachers in each field of the study. The physical and learning facilities of some private colleges were inappropriate to provide higher education. Hence, it can be conclude that some private colleges in Addis Ababa were internally inefficient to provide higher education. Therefore, it needs to be recognized by all private colleges to have standardized building by rental form and fulfill the required number of qualified teachers in each field of the study.*



## **CHAPTER ONE**

### **1.1 THE PROBLEM AND ITS APPROACH**

The importance of educating people to ensure country's continuous sustainable development is unquestionable. Without education, it would be increasingly difficult to utilize available resources effectively for national development and to benefit from the global-based economy. Education, therefore, is an important instrument. As knowledge and technology become more important so do higher education and research (Teshome, 2004). Higher education is of paramount importance for economic and social development. Indicating relevant knowledge and advanced skills, higher education provides the human resource required for leadership, management, business and professional positions. By giving people access to knowledge and the tools for increasing and diversifying their knowledge, higher education expands people's productivity, as national capacity and competitiveness. Today as the world becomes increasingly interconnected, more interdependent and increasingly globalize village, higher education is critical for the achievement of economic progress, political stability and peace, as well as for building democratic culture and society (Teshome, 2003: 1).

The 20<sup>th</sup> century's scientific and technological achievement was due, in large part to the growth of higher education and the immense contribution of the personal trained within it. Without adequate higher education and research institutions, no country can ensure genuine indigenous and sustainable development (UNESCO, 1998).

Higher education and research have significant role to economic growth and poverty reduction, which ultimately ensure success in human resource development. Implementation of development strategies and policies would succeed if higher education institutions through their function teaching, training, research and service have played their role as a factor in sustainable development. Data from many countries also

showed a positive correlation between increasing higher education and economic growth as expressed by increasing per capital income (UNESCO/OCED, 2003).

The development of higher education in Ethiopia is relatively young. It was started a little over 50 years ago. Higher education in Ethiopia has gone a quite transformation both in government and private sector. Until a few years ago, Ethiopia had only two government universities. There are now eight such universities. There are now eight such universities. A major campaign is currently on the way to complete 13 new universities (Damte, 2005:9).

The total enrollment rate in the higher education institution in 1996 E.C /2003/2004 was more than 172,000 students in all programs. Such as regular, evening, kiremt and distance for both government and private institutions. This shows an increase of 16.3 percent in access as compared with the year of 1995 E.C out of this, private higher instructions have 39,125 students, which accounts for about 23 percent of the total enrolment. However, the data for private institutions included only those institutions that have been accredited by Ministry of Education (MoE, 2005).

Privatization of higher education has been proposed as a strategy for improving the effectiveness of higher education in developing nations. Advocates of privatization argued that private colleges were more effective and more likely to be less costly than Government colleges (Jimenez and Lockheed as cited in Tsang, 2002:5). For example, a study of Chile showed that there were different types of private colleges, and that some were more effective and others were less effective than government colleges (Tsang, 2002). A review of the cost of government and private college in developing nations found that most studies tended to underestimate the costs (thus over estimate the internal efficiency) of private colleges relative to government (Levein, 2000).

Thus, the internal efficiency of private college is improved when more education outputs are produced at a given education resource. It relates some measure of education output such as student achievement to various input used by private colleges such as family background, student's character, instructor's character and other college related factors. Tsang, (2002) in his study found that family background and socioeconomic factors were the most important determinant of student achievement in the education system.

The high ratio of student year to number of graduates is one of the major prominent hindrances to educational efficiency. High dropout, withdrawal and repetition of courses in a given educational level are responsible for making the ratio of college student years of graduates high in the less developed nations. Developing countries devote relatively large and even growing proportion of budget to higher education. Rogers as cited in Settu (2002) indicated that most of higher education's expenditure goes to salary. In Ethiopia, in response to the expansion of the sub-sector the amount of the recurrent budget allocated has been increasing every year. Out of the recurrent budget 31.56% is allocated for salaries (MoE, 2005).

The proper utilization of education of educational inputs, therefore, is largely interrelated with the technical efficiency of educational institutions. Technical efficiency can be achieved in two ways.

- I. Decreasing higher education expenditure without affecting the number of students served and the quality of learning.
- II. Increasing the number of students served and improving the quality of education without increasing additional costs.

However, improving higher education under the tight budgetary constraints is one of the major challenges of educational decision makers and planners of efficiency (Rogers cited in Settu 2002) Detailed examination and analysis of the theoretical views on internal efficiency of

private higher education have been presented in the review of the related literature. This part of the paper gives only the setting and the highlight of the problem.

## **1.2 Statement of the problem**

One of the major problems facing Ethiopian higher education system has been its inability to accommodate the demand for higher education that is attributed to the scarcity of resources. In relation to this, UNESCO (2003) Indicated that Ethiopian higher education gross enrollment rate was only 2 percent in 2000/2001 academic year.

To address the problem of higher education in Ethiopia, the Education and training policy (1994) has been the major framework for higher education reform that it aims at not only raising the standards of the existing but also expanding higher education institutions based on the country's professional manpower need (MoE, 2002:5-16).

For a population of 70 million, enrollment in both government and private higher education institutions in Ethiopia is less than 200,000. In fact, it is only recently that the enrollment has reached such a figure with the establishment of new government and private colleges. Access is still very low and the quality and relevance of the education and research activities of the institutions are not up to the expected standard (Teshome, 2004).

However, government effort alone has not enabled to address public higher education and to accommodate eligible students for tertiary level. Due to this fact, provision of higher education by private sector is unquestionable. The rapid expansion private sector has played a vital role in the supply of higher education, as the government has concentrated its resources in the achievement of Universal Primary Education (UPE), and secondary education. In Ethiopia, the demand for tertiary level education is very high. It is estimated that about 90 percent

of Ethiopians who complete secondary level education would like to go to colleges and Universities if opportunities are available (Habtamu, 2003).

Furthermore, improving the quality and efficiency of education is one of the important issues of the government beside expansion of private higher education. A study conducted by Teshome (2004) indicated that wastage in education particularly in the form of dropouts, withdrawal and repetition of courses, is a major problem of the higher education institution in developing countries.

Student classroom ratio is one of the indicators of internal efficiency. A lower ratio comparison to the national standard means under utilization of resources. The target set for student class ratio for both level for “Education Sector Development program” (ESDP) is 60. However, in 1996 E.C the student section ratio were 74 and 79 for primary and secondary schools respectively (MoE, 2005). Data for higher education are not currently available for student section ratio, however, problems in primary and secondary school might be reflecting on higher education institutions.

In a given institution promotion, repetition of courses, withdrawal and dropout rates are commonly used to measure the internal efficiency of education system in producing a graduate of particular education level. Repeating a given course and leaving a college before completing a particular level of education is wastage of resources. In both cases, the insufficient resource allocated for education system that need to be in detail studied.

To this end the following basic questions were raised:

1. What are the major reasons of dropout, withdrawal and repetition of courses in private colleges?
2. What is the trend of dropout and withdrawal in private colleges of Addis Ababa?

3. Which one contributes more to wastage in private colleges, which is dropout, withdrawal or repetition of courses?
4. What are the major problems of internal efficiency in private colleges?
5. What are the possible solutions to minimize the problem of internal efficiency?

### **1.3. Objectives of the study**

#### **1.3.1. General objective**

There are a number of environmental factors and policy issues that affect higher education institution with regard to internal efficiency in the education system. Therefore, the purpose of this study was to investigate the magnitude of the problems of internal efficiency in private colleges. The study also identified possible measures to improve problems of internal efficiency of private colleges and based on the findings, forward solutions to mitigate the problem.

#### **1.3.2 Specific objectives**

Top assess the trend of dropouts and withdrawal rates in private colleges of Addis Ababa.

To assess the internal efficiency and the extent of wastage in private colleges.

To examine the status of teaching staff in private college if they are assigned as per the standard of the government policy.

To investigate the internal and external factors that contributes to low internal efficiency of private colleges.

Make recommendations to the existing problems of private Colleges' Internal Efficiency in the City Government of Addis Ababa

#### **1.4. Significance of the Study.**

To bring about a quantitative and qualitative improvement in the education system, a country has to make a thorough evaluation of its higher education and the whole education system. The study of internal efficiency in private higher education institution is therefore, dealing with one of the serious problems of the education system.

In a country where the growth rate of secondary school students is high, providing higher education to all eligible students by government higher education institution alone seems a serious problem for educational planners and policy makers. In a higher educational system where the enrollment rate is low and the rate of resource consuming is high the degree of educational inefficiency will be noticeable. Such inefficiency may bring poor quality of education which results poor economic and social development.

However, improving higher education system under scarce resource is one of the major problems of educational decision makers and planners. Therefore, problems of internal efficiency in high magnitude could not be tolerated. For this reason, a considerable effort has to be made to minimize the problems. This study is therefore; to have significant importance for the following reasons:

6. Since the study of internal efficiency of private colleges has not been given much attention, it is hoped that the finding of the study will provide information about the status and degree of efficiency in private colleges.
7. By indicating the magnitude of the major problems of private colleges in relation to internal efficiency, the study may draw the attention of educational planners and policy makers in setting priorities.
8. It may provide the suggestions to the concerned authorities' to formulate appropriate measures and strategies for minimization and relative prevention of wastage in the future

9. The finding of the study may possibly contribute literature on the study of internal efficiency in private colleges and can serve as source of information for further and comprehensive nation wide study.

It is hoped that, the study will be of some benefits to policy /decision makers, college deans, instructors, researchers, researchers, Students, parents and the community at large.

### **1.5. Delimitation of the study**

The study was delimited to accredited private college of Addis Ababa City government. The study was carried out based on a three year (1995-1997E.C) data obtained from the colleges. The increased numbers of private colleges in the city and the geographical location which deserve the transport and material cost is not with in the economic capacity of the researcher to study all accredited private colleges. Therefore, it is delimited to 12 accredited private colleges in the city government of Addis Ababa. The study was also delimited to 10+3 diploma level students. This is because; due to their long stay in the college they can provide better information to the study. The study was also delimited to the Issues of dropout, withdrawal and repetition of courses in the sample accredited private colleges of Addis Ababa.

### **1.6 Limitation of the Study**

The major cause for dropout and withdrawal of private colleges could be identified will if dropouts and withdrawals themselves were filled in questionnaire or interviewed. This was however, beyond the capacity of the researcher.

Most private college leaders were reluctant to provide information for the researcher. Some of them simply gave an appointment others said have no time to treat the researcher request. This was the first and foremost problem of the study. Getting the necessary statistical data was the other serious limitation of the study. In some colleges the data were not available in an organized manner; for instance, students' enrollment,



dropout and withdrawal for the year 1995—1997 E.C. was not satisfactory. Particularly data on course repetition was not available in all sampled private colleges. Therefore, even though, the researcher somehow managed the research to an end it has to be mentioned that this was challenging.

## **1.7. The Research Methods, Procedures and Source of Data**

### **1.7.1 The research Methods**

The focus of this research was to study the internal efficiency of accredited private colleges in Addis Ababa with special emphasis on dropout, withdrawal and repetition of courses. As a result, descriptive survey method was appropriate for the study, because it can help in describing the current status of internal efficiency in the accredited private colleges of Addis Ababa.

#### **1.7.1.1 Sampling technique and Sample selection**

Subjects of the study were selected in the accredited private colleges in the city Government of Addis Ababa. After having identified the total population (36) accredited private colleges, the researcher used simple random sampling techniques to select 12 sample private colleges. Random sampling was used because every member of the population would have an equal chance of being selected.

#### **1.7.1.2 Sampling Respondents**

With regard to the sampling respondents three hundred (300) students attending diploma (10+3) program and one hundred sixteen (116) full and part-time employee teachers from the sample private colleges were randomly selected. The reason for selecting senior diploma students was due to their long stay in the college that can give better information for the study. 300 students and 116 teachers were selected from the total population of 1000 and 356 respectively. Besides, 6 private college deans and 1 educational team leader from the Addis Ababa Education Bureau

were included by availability sampling techniques because of fewness of their number.

### **1.7.1.3 Source of Data and Data gathering tools**

In the collection of secondary data, relevant books, journals, the Internet, conference reports and others which have information that related to the practice of private colleges were reviewed. Primary data were collected from the students and teachers through questionnaires and interviews from college deans and educational team leader in the Addis Ababa Education Bureau.

Questionnaire was preferred, because they enabled to gather the require data from many people and assumed to be convenient to conduct the study. Therefore, two types of questionnaires with both open and closed ended items were administered to senior year diploma students and teachers. The questionnaires were originally prepared in Amharic then translated into English language for all groups of respondents.

In order to acquire additional primary information, interviews were held with private college deans and education team leader I the Addis Ababa Education Bureau. Interviews was selected as an instrument for collected data because interviewees were few in number and in a high position that can give comprehensive information about the issue. Besides, observation checklist were used to gather necessary information in relation to college physical facilities such as, infrastructure, adequacy of buildings, computer labs and libraries of private college in Addis Ababa City government.

### **1.7.1.4 Procedure of data collection**

As it was indicated in the delimitation of the study, it was difficult to assess all private colleges' internal efficiency in Addis Ababa. This forced the researcher to conduct the study on limited number of private colleges. In doing so, from the total population of 36 accredited private

colleges 12 were selected as a sample for the study by using random sampling technique.

After the sample private colleges were selected, two basic procedures were used for data collection. First, data regarding student enrolment, trends of dropout and withdrawal were collected from sample private college of the registrar office. Second, two kinds of questionnaires with closed and open ended items were prepared; firstly I English later translated into Amharic to be filled in by a total number of 300 students and 116 teachers. 6 college deans and 1 education team leader from the Addis Ababa Education Bureau were interviewed to elicit information about the issues. Of the sample population, 246(82%) of the students and 72(62%) teachers were involved in the study.

Concerning reasons for dropout, withdrawal and course repetition respondents were requested to write factors in rank order which they think have most important to failure and early leaving the colleges.

#### **1.7.1.5 Methods of Data Analysis**

The data obtained about the magnitude of internal efficiency of private colleges through the sets of questionnaire were tallied, tabulated and the frequency counts were changed in to percentage. Then, the statistical tool percentage was employed for analysis. The information which was collected from an interview and observation were reported in a narrative descriptive form as objectively as possible to complement those data which were obtained through questionnaire.

#### **1.8 Operational Definition of terms**

**Internal efficiency:** Refers to the measurement of performance with the education system, which students successfully completing a given level with out wastage (UNESCO, 2002,)

**Repetition:** Refers to the proportion of students who have remained in the same grade over one year and used additional resource for the grade.

The resource is in the form of teacher salary school materials etc, (MoE, 2004:15)

**Dropouts:** Leaving a school before completion of a given stage of education or some intermediate or non-terminal point in level of education (UNESCO, 1998)

**Private College:** Refers to institutions that provide higher education and established by one or more owners as cooperative society to commercial association (Higher Education Proclamation No, 351/2003:2236).It means also activities outside the direct control of the state.

**Public higher education:** Colleges or Universities whose budget is allocated by the Federal Government or Regional Government, as the case may be: and providing higher education service (Higher Education Proclamation No, 351/2003:2236)

**Accreditation:** An institution of education that evaluates its educational activity in whole or part and is judged in confirmation that is substantially achieving its objective and is generally equal to comparable institutions. It is the granting of a certificate of competence to an institution providing higher education evidencing in fulfillment of basic requirements relating to the specified standard (Technical and vocational Education training proclamation 2004:2554).

**Withdrawal:** Leaving the university after having paid registration fees or the first day of class. The university or college recognizes that circumstances may come up which make it necessary to cease attending all students' class prior to the end of a semester. Official withdrawing from class for which he/she registered as well as notifying appropriate administrative officials his/her decision to leave the campus (Indiana State University, [www.indstate.edu./admission./withdrawal.htm/](http://www.indstate.edu./admission./withdrawal.htm/) 13k.)

### **1.9 Organization of the Study**

This paper is organized in to four chapters. The first chapter deals with the problem and its approach, scope of the study, significance of the problem limitation of the study and definition of terms used I this study. The second chapter presents review of the related literature. The third chapter deals with the presentation, analysis of the data and interpretation of the findings. The last chapter, i.e., chapter flour, presents summary of the findings, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **REREW OF THE RELATED LITERATURE**

#### **2.1 Historical Development of private Colleges in Developing Countries**

Government universities had played a major role in providing higher education in the countries of under developed until recently. The deregulation policies and the financial crisis of the state created an encouraging environment for the emergence of the private colleges. At present, the private sector is a fast expanding segment of higher education. Recognizing the importance of qualified and trained manpower, especially to manage the economy plan and organize their educational systems, most of the countries emphasized the development of higher education (Varghese, 2004).

The developed countries emphasized the expansion of their higher education sector, while the developing countries followed a dual strategy of establishing universities of their won and sending people abroad for studies to meet the immediate requirement. In fact, in many countries there was a state monopoly on tertiary education (World Bank, 2002 cited in Varghese 2004).

In East Asian countries such as Indonesia, Japan, Korea, and the Philippines, the private sector accounts for a major share of enrollment in higher education. In India undergraduate education is predominantly provided by private colleges founded by the government. India also has self-financing private colleges popularly known a ‘capitation fee colleges’ that do not receive any state funding (Gonzalez, 1999 in varhese, 2004).

The higher education system in the developed world responded to the declining state support by the withdrawal of subsidies on higher education. Developing countries too, began responding to these changes rather late. They introduced various reforms that reduced reliance on the

sate for the progress of higher education. Education reforms adopted by most of the countries indicated cost-reduction measure, cost sharing strategies and income generation activities (Varghese, 2001).

Further more, the expansion of secondary education put pressure on higher education to expand, and more importantly, the rates of return analysis, which forms the theoretical basis for diversion of public resources from higher to primary levels of education indicate higher returns to higher education rather than to the primary sector in certain developed countries (Carnoy, 1999). In the developing world, market friendly reforms in the public universities and the encouragement of private sector contributed to the revival of higher education sector. In other words, privatization of public universities was a major change in the developed world, while this, together with encouragement and promotion of the private sector in higher education, became a major change in higher education in the developing world (UNESCO-World Bank, 2000)

### **2.1.1 The Need for private colleges**

Reasons for the need of private colleges must be examined. The need for higher education that can not be filled by the government sector is referred to as demand absorption. Another motivation, the need for private college as Geiger cited in Thaver (2003) is, the need for differentiated education. This is mainly the demand for better education based on the claim that the institutions can provide a better quality higher education than government sector. Along with local factors, such as social demand for higher education, the ideology of the state has also been influencing the growth of the private sector. This is especially the case with for-profit institutions in this perspective the need for private higher education is perceived as remarkable commodity that can be traded. This application of market ideology to higher education is related to the growth of international emphasis on education as a key to economic growth (Thaver, 2003)

In Kenya, as Eisemon cited in Thaver (2003) argued that, one of the reasons the need for growth of private college is the social demand for higher education beyond the government sectors' capacity to provide it .He denotes that, the growth education in the late 1980s. This expansion could not be accommodated only by the government higher education sector, and subsequently, the needs for private college's expansion were increased.

The other factor the need for private higher education is the commercialization of knowledge. Nowadays, educational products are to be bought and sold like any other commodity. Higher education commercialization has now reached the global market place (Altbach, 2003).He added that, the world trade organization (WTO) is considering a series of proposals to include higher education as one of its concerning that the import and export of higher education be subject to the rules and legal arrangements of the WTO protocols an free of most restrictions.

### **2.1.2 Nature of privatization in Higher Education**

Privatization implies applying private sector or market principles in the operation and management of the institutions of higher education. The private sector indicates the growth of the non-state sector in higher education. In most cases this sector doesn't receive funding from the government. One of the important factors of the 1990s is the reliance o market forces for development, the decline lf centrally planned economies, and the fiscal incapacity of the state to finance education adequately have persuasively encouraging privatization in higher education (Varghese, 2004).

Privatization can either be total or partial. Experiences from Asia (Sothorn and Yibing, 1995) indicate that, privatization can involve full pricing of the service with no funding support from the state or 'quasi' or partial funding privatization. Even in universities such as Makerere in Uganda, Which are very successful in mobilizing resource of its own, a



major share of the resources still continue to come from the state. Privatization has also introduced different meanings and types in to the sector.

### **2.1.3 Types of private colleges**

#### **A. State supported private colleges**

Some private colleges receive funding support from the government. The support can be insignificant or considerable. Those that receive state funding are more specifically regulated by government authorities. In some cases the government regulates even the amount of fees levied by state-granted private colleges. In India, for example, state assistance to private colleges accounts for more than 90 percent of the total recurring expenditure [Tilak, 1999].

#### **B. Non profitable private colleges**

Non-profit private colleges are owned and operated by trusts that rely heavily on endowment and fees collected from the students. Most of them are self-financing institutions. Some of the best universities in the USA, such as Harvard, MIT, Princeton, Stanford and Yale, etc. are private and have large endowment funds. Some of the private colleges are supported by religious agencies. While the Roman Catholic Church was active in Asia, Europe and Latin America, the protestant church pioneered private Universities in the USA. Islamic organizations were proactive in countries such as Egypt, Indonesia, Malaysia, etc. (Altbach, cited in Varghese, 2004).

#### **C. Profit making private colleges**

Some private colleges operate and produce profit. They are by design, seen as an institutions established to produce profit. For-profit institutions were not very common until recently. The legitimacy of private colleges for profit was attained in the 1960s due to the involvement of publicly traded corporations that own and run multi-campus universities. Many of private colleges operating in developing countries are for profit. They mostly rely on student fees as a major

source of financing the college, offer courses in market-friendly subject areas are associated with universities based abroad (Varghese, 2004).

## **2.2 Accreditation process of private colleges**

The term accreditation has different meaning in various parts of the world. According to Chernay, 1990 cited in Malcolm, 1992) in the North American sense accreditation assures the educational community, the general public and other agencies or organizations can clearly defined appropriate objectives.

It is not worthy that in this definition of accreditation there is no requirement to judge whether the objectives (mission, aims) of an institution or program are to meet any specific standard. In many countries, accreditation would mean that at least a threshold standard was intended and being achieved. For example, in the United Kingdom professional bodies accredited courses of study meaning that graduates will be granted professional recognition (Malcolm, 1992).

In India accreditation has seen as a process of quality assurance where by program is critically appraised not exceeding 6 years by a group of external peers (Chandra, 1992). As the writer further discussed, accreditation is seen as an independent process where by the quality of an institution or program is seen as an independent process where by the quality of an institution or program is assessed and assured by the National Board of Accreditations It is intended to assist prospective students, educational institutions, professional societies, potential employers and government agencies in identifying institutions and their programs which, apart from meeting the minimum standards (Chandra, 1992).

The second stage is on-site visit by a team. The visiting team will verify the written information supplied by the private college and assess factors such as the institutional philosophy, intellectual environment, decision

making process and dynamism of the staff and students In their visiting time, the team member meet the college heads and department heads and review their findings, exchange notes, discuss the strength and weak points observed them the team will have finalized the report (Chandra, 19920.The third stage is presentation of the report to the sectoral committee by the chairperson of visiting team, leading to specific recommendation to the National Board of Accreditation (Chandra, 19923-89).

Accreditation helps to increase the transparency of training system and the training market. Important aims of accreditation are quality assurance, supportive supervision and assistance to training providers to meet agreed standards of training, rather than control. Criteria for accreditation and minimum standards need to be developed in a consultative process involving training providers, beneficiaries of training in order to be transparent and generally acceptable (Addis Ababa City Government TVET Strategy, 2005).

### **2.3. Efficiency of an Education system**

Educational investments are done in the hope of an economic growth through the development of human capital. Human capital is one of the elements that are determinant for economic growth by contributing to the improvement in the quality of labor force (Adams 2002). Besides, it is believed that it brings high literacy which is basic requirements for “creating a competitive work force and a nation of effective parents and active citizens” (UNESCO, 1998:5). For such reasons, countries have consistently allocated a huge amount of financial as well as human resources to this sector. However, the high rate of investment in education was not able to bring about the expected outcomes due to the problems of efficiency in the system. The term efficiency, which is commonly used in economics, is used to describe the relation ship between the inputs allocated to an education system and the output those results from the use of such inputs (Simmons, 1980).

An education system to be efficient if maximum output is obtained from a given input; or if a given output is obtained with minimum possible input. Therefore, educational inputs comprise the building, teachers, books, teaching materials, etc. which may be aggregated financially in terms of expenditure of pupil-year. However, the number of pupil-years used by a cohort of pupils to graduate constitutes an input indicator appropriate for the measurement of efficiency in education. A student who spends one year at college is said to have spent one pupil year. In this way, efficiency can be related to the amount of inputs expressed in monetary terms through the number of pupil-years used.

(<http://nces.ed.gov/pub201/dropout/status>). Accessed date 12/6/2005.

In trying to serve multiple communities, institutions lose a clear sense of purpose, and this is central to obtain funding in a competitive environment. Therefore, the concept of efficiency is applied to the education system by comparing the necessary inputs and expected outputs that we can measure the economic feasibility of the whole education system (Levin 2001). The term educational input and educational output having now been defined, crudely perhaps, in such a way as to be easily quantifiable, that of internal efficiency can be derived considering the relationship between inputs and outputs through the grade structure of educational cycle. For example, in a college cycle of, say, 3 years diploma program, a successful completer would require at least 3 academic years to go through education process. Http\nces.ed.gobv\pub2001\dropout\status). Accessed date

### **2.3.1 The concept of Internal Efficiency**

The concept of internal efficiency has two main advantages (Measurability and analytical clarity) as a tool of educational diagnosis. However, the limitation of the educational internal efficiency must therefore, be recognized and respected. These limitations are related to

the weakness of some of some of the key concepts used to define efficiency in education [http://www.pre.cl/ing/es/doc/coverageandinternal efficiency. Pdf/](http://www.pre.cl/ing/es/doc/coverageandinternal%20efficiency.Pdf/).

**-Inputs:** the pupil year is a non monetary measure measure of inputs, which take into account the concept and finding of educational cost analysis. Cost of education is a simple linear function of the number of students.

**-Outputs:** 1). the fact that. The output is equated with number of graduates make for a very narrow view of the education process and contribution to economy and society. 2). the fact that dropout. Withdrawal and course repetition are considered as a wastage and promotion from one level t the next level accordingly raising efficiency) is not entirely justified by insight into the positive particularly in the private colleges.

**-Process:** the concept of internal efficiency in education is applicable only to those educational processes which follow the age/grade-point of predicable formal schooling.

**-Efficiency:** 1) internal efficiency does not necessarily ensure external efficiency; in reality; the concepts frequently challenging against other; 2) the reduction of educational wastage through higher internal efficiency will not necessarily; contrary to popular beliefs, 3) where dropout and withdrawal are to be reduced through lowering dropout and with drawl rates. The accommodation capacity of higher education system will have to be increased accordingly [http://nces.ed/gov/pub2001/dropout/status](http://nces.ed.gov/pub2001/dropout/status)).Accessed Date12/6/2005

According to Tsang (2002:5) internal efficiency of an education system concerned with the provision of more education to produce a given output by using less input of resources. It is also concerned with the relationship between the inputs and out puts of an education system. The definition of internal efficiency as elaborated by Coombs and Hallak

(1987:9); It refers to the relationship between a system and subsystems of out puts (learning achievements) and the corresponding inputs that went to creating them.

Internal efficiency may be judged in terms of its cost effectiveness, with effectiveness measured in this context by the systems immediate outputs as distinct from its ultimate benefits. In higher education internal efficiency involves outputs in teaching, research, and service, including semester hours taught diploma or degree completed, and funding obtained for research (Coombs and Hallak, 1987).

Educational inputs are the various elements that enable the education system properly function. Inputs include the human resource such as teachers, educational managers, students and non-human resources like: educational materials, buildings, different machines, laboratories, equipment that are required for the normal function of teaching learning process that takes place in school, college, University, etc. The knowledge, skills, attitudes and exposures the students acquire from the schools are indicators of the output of an education system (Coombs and Hallak, 1987).

Further more, internal efficiency is enabling individuals to complete a certain level of education that makes the functional literate. And administrative actions related to the ratio of students, class size and use of space and facilities is often the best way of achieving high internal efficiency in a given education system.

### **2.3.2. Problems of Internal Efficiency and Educational wastage**

A major concern of many countries that are investing on education is to ensure that all eligible students have an opportunity to get access to higher education. Since the amount of resources allocated is usually insufficient, a wise use of these resources would be of paramount importance. This is mainly because most developing countries are having

a serious problem of inefficiency in using resources properly. In this regard, internal efficiency is sometimes taken as having the same meaning with educational wastage. But wastage is in some way is different from internal efficiency (Alexander, 1988).

Wastage includes those citizens who have not got the chance of being admitted to the various level of educational system. According to Brimer and Pauli (1971:9); educational wastage exists in the following forms: Inefficiency in the achievement of objectives failure to set appropriate objectives, failure too hold students in the education system, failure to recruit students in the system, and failure to provide universal education.

The above points address both students who are already enrolled in colleges and those who do not get the chance to be enrolled in higher education system. Generally, internal efficiency and wastage are to some extent concerned with relatively similar problems but it is clear that wastage has a wider scope than internal efficiency because wastage addresses the issue of educational access in this case to all eligible citizens who are still out of higher education institution (Brimer and pauli 1971:9)

A major concern of many countries that are investing on higher learning is to ensue that all eligible students have an opportunity to get access to higher education. Since the amount of resources allocated is usually insufficient, a wise use of these resources would be of paramount importance (Teshome, 2005).

In general, wastage in education describes the failure to achieve the intended results that have primarily designed. When the degree of educational wastage is high, the internal efficiency of the system becomes low and vise-versa. The index of educational wastage is one,

when the system is 'absolutely' efficient (Brimer and Pauli, 1971). The degree of educational wastage, therefore, measured by the trend of repetition of courses, dropout and withdrawal.

### **2.3.2.1 Trends of Repetition of courses, Dropout and Withdrawal in Private Colleges**

In any education system students who are registered in higher education institution are expected to stay in the system a minimum amount of time, but some college student's failure to receive good grade and leave the institution before completion of the given level. This problem is more severe in developing countries than developed countries. Moreover, the trend of dropout and withdrawal rate of female student in developing countries is much higher than those of males at all level of the system.

#### **2.3.2.2.1. Repetition of courses**

Repetition of course is a situation where a student takes more semesters than it is prescribed by the strategies of higher education to complete a given course and achieve the objective. Bremier and Pauli (1971:18) define repetition as "a year or semester spent by student in the same grade or course and doing the same work as in previous year or semester." The definitions related to repetition of course, however, are not refined to specifically denote the right meaning. They are rather related with personal perceptions of the phenomena. Torres (1995:3) emphasizes that grade repetition is wrongly assumed as "internal solution" to avoiding poor learning achievement. UNESCO (1998:16) explains also that majority of the countries both developed and developing, educators require pupils to repeat grades or courses in order to give them additional time to learn materials that they failed to master the first time round. Repetition of courses is taken as a remedy to solve learners' problem

Torres (1995:4) further criticizes the way repetition of course is perceived by the society in general and the education community in particular. She explains repetition of courses as phenomenon that is acceptable as



“natural” and innate of the higher education system It is considerable by the higher education system as a regular mechanism to cope with the divers and complex intra and extra educational factors that inhibit effective teaching and learning in the given colleges. This is, however, commented to be a wrong assumption and affecting the course repeaters negatively the other way round. Watkins (2000:91), on the other hand, considers repetition as a result of inadequate quality of teaching provided to the students to meet the requirements needed to pass and promote to the next grade level. Rather than a problem of the students themselves.

Various literatures argue that repetition creates a problem and affects both the individual repeaters and the society at large. The effect of repetition course can range from the psychological and socio-emotional problems that manifested in the form of problem of low self esteem to a serious financial expenditure that can consume the resources of a country which have been used to finance other development programmers (Watkins, 2000).

The problems of course repeating are expressed as problems that affect the individual student as well as expectations at family level. Course repetition in early first year college programmers causes a problem for further retention that would finally lead t dropout or withdrawal from the college (UNESCO, 1998:14).

Alexander (1974:25) discussed the social consequences of course repetition as follows: Beyond costs calculated in dollars, there are also psychological costs having self-esteem and personal happiness. Theses costs are born by both students and families because dreams for their children are compromised, and children because they grow to see themselves as failure or misfit.

Course repetition creates a negative impression on the expectation of parents regarding the academic performance of their children. They associate failure in a given course and repetition of their children with a low academic performance, which may not be improved in the future. Torres (1995:5) also explains the social problems that are associated with repetition of courses as follows:

**Socially**, repetition reinforces the vicious circle of low expectations, low achievement, low self-esteem, and failure. Parents take their sons or daughters receive lower grade as an indication of their children incapacity to attend college: repetition of course fuels parents' own low expectations regarding their children, their higher education future.

The significance of repetition course results its consequence from the economic view point, it is obvious that course repetition can considerably increase the cost of education because of the resources spent on forcing students to repeat their previous course (Bremier and Pauli 1971:44).

It is believed that repetition of course increases financial burden to the society by increasing "the direct and indirect costs of education to the house hold. Course repetition under self financed college increases the "per-capital cost of education" under most favorable circumstance, each college student is assumed to complete all registered course the given years. When a student repeats a course, the average number of academic year required additional time. This requires also additional money to cover the same material. Course repetition in the college has serious impact in lower income families and may force the student to withdrawal and completely dropout (Watkins, 2000:90).

#### **2.3.2.2.2 Dropout and its contributing factors**

Dropout is a situation in which a student leaves out a school, college, university and other institution before completing a given level of education system. According to Briemer and Pauli cited in Lisanu (2004) define dropout as "a pupil who leaves school before the end of the final

year of the education stage in which he is enrolled.” They further emphasized that, completing a given level but failing to continue to the other higher level of an education system does not constitute a dropout situation.

According to Glennie and Stearn (2002), there are three theoretical classifications that explain dropout.

1. ‘Drop-out’ Theory which refers to attributes of individual that quick early departure. Factors that contribute to student dropout are: lack of readiness and attitudes toward the field of study, health problems, and malnutrition.
2. “Pull-out” theory, which refers to factors that make students to measure the cost and benefit of staying in colleges. Employment opportunities are example of pull out factors that attract students to dropout of school, college or university.
3. “Push-out” theory which focuses on school factors those discourage students from continuing with their education. Factors contributed to this theory; unattractive institutional situation and unaccepted policy regulation are some that can act as push factor (Glennie and Stearn, 2002:10).

There are also numerous factors that contribute for *dropping* out of colleges. These include student and family factors and education related factors. Research has not determined causal relationships among these factors. Although, discussed separately, these factors are closely related and interact with one another. (Terry, 2003) available in <http://www.k.12.wa.us/research/pubdocs/pdf/dropout.>

#### **A. Student and family factors**

Educators have limited impact on a number of factors that can influence students to dropout. Terry, 2003 has focused on the students themselves, or their family circumstances, as the root of the problem. This study has identified the following points. Those students from low

socio economic background, who move or change colleges frequently, with poor academe achievement, with poor college or school attendant, who become pregnant, and who have low self esteem or self- efficiency are likely to be dropout.(Terry,2003avaailablein, <http://www.k12.wa.us/research/pubdoc/pdf/dropout>) Accessed in December, 2005

### **B. Education and institutional related factors**

Educational institutions themselves contribute significantly to the dropout problems. Discipline and grading polices, college organization and size, program assignments, course content, the type of instruction, institutional or college climate, can all influence students to dropout. According to Terry the following are college or institutional related factors that are listed by the National Dropout Preventions Center: Conflict between home and college culture, ineffective discipline system, lack of adequate counseling, negative college climate and lack of relevant curriculum, disregard of student learning styles low expectations on education (Terry, 2003 available in, [http:// www.k.12wa.us./ research/pupbdoc/ pdf](http://www.k.12wa.us./research/pupbdoc/pdf)). Accessed in December, 2003.

Educators should not try to prejudice who will dropout based on risk factors because many who dropout do not fit the profile and many who fit the profile finish college education program on time. In this case, research suggests that solving the dropout problem requires changing the educational system to serve student better, not just trying to “fix” at risk students. (Terry, 2003 available in. <http://www.k.12.wa.us./pupdoc/pdf>). Accessed in December, 2003.

Institutional factors that influenced students’ progression are including: Insufficient knowledge of institutional procedures and polices particularly in relation to academic matter, difficulties in finding a relevant teaching staff a member at the time of help was required by the students, distortion regarding minimum entry qualification

requirements, for example a requirement for standard grade level of knowledge may be stated but in practice a greater level of competency was required (Johnston,1997)

### **C. Consequence of dropout**

As it was discussed earlier the problems of course repetition, drop outs also have negative outcome on country's economy in general and individual benefits in particular. Dropouts influence a country's work force that would be employed in improving the life of human beings and their environment. It also loses the level of productivity, creativity and reduces the national income (Glennie & stream, 2002).

With the fast growth and sophistication of industries, employers are highly required students who have sufficient knowledge and skills. However, student early dropouts without the necessary technical knowledge remains unfit to employment in the production as well a service system (Glennie and stream, 2002). Dropouts may also have negative social consequences for the individual through out his life. There are cases where youth become involved in activities that are considered as evil by the society. Studies indicate that most dropout from higher education levels tend to have high level of alcohol consumption and as result poor mental and physical health (Glennie and stream, 2002).

College dropouts, if they are idle, may have greater likelihood of committing criminal acts and higher probability of becoming dependent of family and government welfare than people with higher education attainment. The rate of engagement in higher risk behaviors such as premature sexual activity, early pregnancy, delinquency, crime, violence, alcohol and drug abuse, suicide has been found to be significant

consequence of dropouts from higher education (Glennie and Streen, 2002).

### **2.3.2.2.3. Withdrawal**

Many students confirmed that the majority of those withdrawal from higher education course is in their first year and as a result, the first year has been referred to, with out over statement, as a 'break' year. As such, the first year of course represents both a challenge and point of focus to those interested in raising progression rates. A study suggests those non-academic problems are more likely to contribute to a student's withdrawal than academic problems and that the range of non-academic problem is both broad and complex (old ham, 1988).

The education environment in which the students find themselves is shaped by other stakeholders in higher education and immediate and very real concerns of an individual student. Yet, the perception of these important stake holders must also influence both the environment it self and their interaction with it (old ham, 1988).

Other study made by Des (1992) from the department of Education and Science in the English polytechnics college found that, withdrawal rats were; higher for men than for women, higher for students entering with low qualification of point or low entrance point, related to the age of the student (older students were less likely to Progress).

Besides, rates of withdrawal have been shown to vary considerably between colleges. However, the individual institution attrition rate often stays remarkably constant over time. This has led to the conclusion that withdrawal of college student may in part be linked to the establishment of institutional norms. (Des, 1992).The reason for withdrawing by student's decision was usually influenced by a number of factors rather than one simple explanation. The analysis made by Moore (1995) that reason for leaving a college is categorize in to the following factors:

Dislike of the course or finding the course unsuitable, unsatisfactory experience of the study program, inability to cope with the demands of the program i.e. academic problem, wrong choice of field of study, dissatisfaction with institutional provision of facilities, problems associated with finance and health related problems.

Moore (1995) conducted in depth an interview with students whom left the course and whom were identified as having doubts about continuing. She concluded that it was not possible to identify one precise reason why students left, but that a principal deciding factor was the level of individual commitment to the course. Departure results from a failure in one of four (4) areas: social integration, organizational integration, impossible external problems and failure in individual commitment. Either levels of commitment are sufficiently strong enough to solve encountered problems, or feedback is negative and commitment decrease. Departure early in the year is most likely to result from a failure in social integration and students' accommodation (Moored, 1995)

Failure to progress can be divided into one of the following three categories:

1. With drawing from a college before completion of the first year of academic attendance.
2. Failure the first year attendance
3. Successfully completing the first year of attendance but not returning in the following year (Davis, 1997).

Davies (1997) surveyed both current register and withdrawn students found that the incidence of personal problem, financial hardship, conflict between job and studies was significantly greater amount among the withdrawals. He concluded that the true reasons for withdrawal are often complex. In the final analysis Johnston (1997) in his report at Napier University pointed out those factors contributing to forced withdrawal or failure to progress is.

1. Academic problems of the students which may be found in non-standard and low entrance point students. Other research shows that boys are more subjected to withdrawal at Napier University than girls.
2. Non-academic problems such as general unhappiness, domestic problems, psychological emotional, financial difficulties, ill health at a critical time during the academic year such as examination week can contribute to withdrawal (Johnston (1997)).

#### **2.4 Factor that affect Internal Efficiency**

It was discussed above that dropout, withdrawal and course repetition are the major problems of internal efficiency of the education system. The major cause for the existing problem of internal efficiency can be differing in their nature. But they can be grouped into categories as factors that original with in the institution and out of the institution.

Institutional factors are factors that affect private college students learning and are found within the college environment. Institutional factors include things related to available of teaching materials, physical facilities, and human characteristics that is qualification and training of teachers are some of the elements that are considered as institutional factors as a result that can be cause for repetition of courses, withdrawal and dropout from the college (Jacob and Lefgren cited in Lisanu, 2004).

Physical facilities for institution of higher education are some of the major factor that determines the quality of education. Hence, higher education institution building plays the role of hindering or facilitating any educational program that is provided in the college. Thus, colleges that provide higher education can not exist without adequately designed and constructed building, if it is, hoped to provide higher education for citizens in real sense (Tamirat, 1999).



Physical facilities of institutions have direct influence on higher education activities depending upon their adequacy for various educational needs. The concept of college physical facility is more than erecting buildings. As Hunt and pierce cited in Tamirat (1999) “the term physical facilities includes the school site, landscaping, play ground and other lands, class room corridors, lightening and sanitary facilities of the building.” The need for modern education necessitates adequate higher education institution plant. At this time, the complexity of the present world, in one way or another, demand societies to have higher education to cope up with the changing world (Tamirat, 1999).

Conducive college physical facilities are highly important next to qualified personnel and its programs. In a well physically facilitated college, instructors and students are motivated to teach and learn effectively. Thus, nowadays, it is impossible to expand and promote higher education without erection adequate, comfortable and appropriate college buildings that have necessary educational inputs and equipments.

Today, quality of education has become a more global agenda. Expansion of education system is marked by concern of quality. In developing countries including Ethiopia, quality problem is directly associated with learning facilities. Such as, provision of instructional materials, poorly trained teaches, non professional educational mangers, irrelevant of curriculum etc. (Baum and Tolbert in St.Mary’s college, 2004).

Due to a large number of students demanding for tertiary education, higher education institutions enroll more than their capacity that they are designed to accommodate. This in turn gives rise to having poorly equipped learning facilities. It means unavailability of computers facility, insufficient equipment in laboratories, limited libraries, insufficient teaching materials etc. To strengthen the above statement Shane (1992) in St. Mary’s college (2004) explained that limited learning facilities and

absence of advanced mediate learning environment contributes to the sub-standard quality of academic programs. Concerning learning facilities in private colleges, like that of computer facilities Zewdu cited in St.Mary's college (2004) concluded that some private colleges in Ethiopia such as Unity University College and Micro link Information Technology College are poorly equipped.

#### **2.4.1 Qualification of teaching Staff and work experience in private Colleges.**

Many private colleges in developing countries, including Ethiopia are new and operate with a limited number of teaching staff. One of the unique features of private colleges is that they have very few regular teaching staff. The general trend is that a large number of part time teachers and limited numbers of full-time teachers are employed in private colleges in one of the present studies (Varghese, 2004), it is found that reliance on part-time instructors is a common feature among private colleges irrespective of their location and orientation. Interestingly, there are also instances where private colleges operate with out even a single regular staff.

Meanwhile, some of African private colleges are headed by senior professors from government universities. Most of the instructors in Daystar, Kenya have a Masters and few have doctorate degree. This is mainly because many part time instructors are drawn from government universities. Relying on the teaching staff from government higher education institution is a good mechanism to ensure quality in teaching and saving in expenditure. However the question on the impact of such practice on government universities needs to be analyzed (Varghese, 2004).

As far as an institution's status is concerned, the quality of teaching and the way higher education teacher discharge their responsibility is the heighten concern for the quality of the graduates. However, most of

private college teachers are uninterested in their position apart from the cash value.

To strengthen this idea, Tros cited in St. Mary's college (2004) explained that, the majority of higher education institution teachers are certainly not interested primarily in teaching, except for minority of dedicated teachers, so the problem of quality of education get worse.

Further more, Shane in St.Mary's College (2004) stated that, higher education institution teachers do lack methodological concepts of teaching and they should be given opportunities to get acquainted with teaching methodology. In this case, new staff members should take a special program of preparation for teaching higher education (Shane 1992 in St. Mary's college 2004).

Most previous research on the topic mainly focused on college teachers' educational qualification and years of teaching experience although the results of such works are not uniformly supporting the positive relationships, most research findings indicate apposite relationship between teachers training and students' performance (Jacob and Lefgren cited In Lisanu, 2004)

Previous research findings regarding the relationship between teachers' characteristics and student achievement seem to suggest that verbal skills, quality of educational qualification and teaching experience are associated with gains in student learning. Glas as cited in Lisanu (2004), the teaching experience of teacher is suggested by some of the studies important in increasing students' learning. Teachers teaching experience generally has shown to be positively related to students' achievement when other variables are statistically controlled.

#### **2.4.2 Programs of study and course offered by private colleges.**

The purpose of establishment and operation of private college is different from that of government universities. Since many of them are self financing and profit generating, they have to offer courses that have best both in the education and labor market. The demand for particular courses and their prices (fees levied) in the education market are decided by the employability of the graduates. (Varghese, 2004).

The courses offered in private colleges reflect either a commercial consideration or a religious orientation. It seems the primary objectives of establishing a university/college are reflected in the curriculum offered by the private institutions. Course such as business administration, computer sciences, accounting, marketing, economics, communication, etc, are very common in for-profit private colleges. In countries such as Benin, Cameroon, Senegal, Ghana, etc., the professional and vocational courses are very popular in the private colleges. These colleges offer selected courses and they are better understood as 'boutique' institutions (Thaver, 2003).

In general, the private colleges of recent origin offer courses that require less investment in terms of infrastructure and equipment. This is in contrast with some of the private initiatives in other countries, such as India, where Engineering and Medical colleges, which require a high level of investment in infrastructure and other facilities, which require a high level of investment in infrastructure and other facilities, are common in the private sector. The trend in private colleges in Africa show that which require lower level of investment in infrastructure facilities. (Thver, 2003).

It can be seen from the above discussions that the courses offered vary depending on the basic orientation of the colleges. Those which are self financing and profit generating colleges offer courses closely aligned to

the private sector employment, especially in the manufacturing and service sectors employment, especially in the manufacturing and service sectors.

### **2.4.3. Student's profile I private colleges**

Most of private colleges are self-financing and student fee is the main source of income. Since they are self financing institutions, fee charged will also be high. Therefore, the students coming to private colleges are those middle classes with paying capacity (Varghese, 2004). In many countries including Ethiopia, the competition for admission in Government University is very high. In general, those who do not get admission to the government universities is very high. In general, those who do not get admission to the government universities seek admission in private collage.

In other words, the academic profile of the participants may be lower in private collages when compare with their counter parts in the government universities. Besides, there is a general belief that many of private colleges attract more male students than female students. The gender balance depends on the subject offered and fees levied. For instance, courses in the faculty of Arts with low level of fees attract a large number of female students. Whereas courses offered in the faculty of Theology attract a large number of male students than female (Varghese, 2004).

In Romania, Majority of students choose private colleges as the second option, after felling them are incompetent to admit to the government university. Most of these aspects of private collage demand have been common else where in the region and beyond Nicolescu (2005). A study conducted by Varghese, 2004) shows that, many private collage students have a lower level of academic profile than government colleges. Dropout, withdrawal rates and repetition of course are very low and the graduation rates are very high in almost private colleges. This may be partly due to

the fact that fees, only those who really want to practice a study program seek admission in private college. And partly due to the fact that, the students in general, are highly motivated and perhaps more motivated than government university students (Varghese, 2004).

#### **2.4.4. Out of Institutional factors**

Out of institutional factors are those factors that are arising out colleges' internal environment. However, such factors are believed to have a strong effect on student learning. Attitude of students toward higher education, socioeconomic background, of the individual student and his family and students readiness are some of the elements that can be considered out of institutional factors that have determinant effect on students' learning achievement (Bremer and Pauli, 19971).

##### **i. Students attitude toward learning**

Learning requires a prior psychological and emotional readiness of the student and his family. Students have a positive attitude towards higher learning if they are to be successful and to achieve the expected outcomes. Renchler as cited in Lisanu (2004) focused on family beliefs, values and attitudes among low- socioeconomic status of students 'family has its own impact on readiness of the students.

##### **ii. Socio-economic status of the family.**

Students from low socioeconomic status families and from families where the parents themselves have less education tend to systematically perform worse. Because family's educational background exerts a strong effect on students' performance. The extent of participation of parents in higher learning institution affairs and the impact on the performance particularly their children is found to be correlated to their educational profile. In this regard well educated parents involve more in education affairs an encouraging their children better than those who are less educated (Bremer and Pauli, 19971).

Since the participation of parents, especially educated ones would bring new ideas into the institution where their children learn and institution's

efficiency would proportionally improve. This would certainly play an affirmative role in minimizing educational wastage due to dropout, withdrawal and course repetition. Low economic and educational capabilities determine the ability of parents to provide their children with what is needed for them at college and at home (Hanushek and Javier cited in Lisanu 2004).

The income of parents is a major factor that contributed to private college students' attendance. The capacities of parents to cover all expenses that are required by their children are determinant factors. Some of the expenses of private college students are tuition fee, educational materials, transportation, etc. Attendance in college, the ability of students to concentrate in class and the habit of studying hard are dependent on getting sufficient amount of finance. The more students have no problems of finance, the higher will be the probability to complete their college education

### **2.5. Strategies for improving internal efficiency**

Cause of educational wastage such as dropout, withdrawal and course repetition resulted in internal efficiency of higher education system is interrelated. Research findings in different countries indicated that educational wastage interrelates with several economic, educational, social and demographic variables (UNESCO, 1998).

Many countries have introduced different methods to increase the level of internal efficiency of higher education system and have been succeeded in reducing dropouts, withdrawal and repetition of courses through government and family interventions. In this regard, strategies to improve academic failure can be reduced by improving institutions effectiveness and emphasis for quality of education and reducing wastage. The suggested strategies to enhance the learning environment are to provide adequate level of educational inputs, motivate instructors,

strengthening educational managements and facilitate the information system (Esimon, 1997).

Even though, the strategies are combined, it is very difficult to implement all measures at a time for different reasons. Hence, these strategies have to be prioritized according to their cost effectiveness in reducing dropouts, withdrawals and repetition of courses as well as assuring quality (Esimon, 1997). Besides, (SMART) specific, measurable, achievable, realistic, and time based targets are essential in the strategic planning to improve internal efficiency of private colleges.

Strategies including process of problems assessment can help to identify actions to mitigate those problems related to internal efficiency. Strategies designed for learning and teaching process in the system can bring high efficiency by reducing withdrawal, dropout and other wastages in the education system. Developing of the institution's human resource, materials and management is the other strategies that enhancing to improve internal efficiency of private colleges. Further more, developing institutional strategies for collection, achieving, analysis of data and information help to improve internal efficiency (Esimon, 1997)

#### **2.5.1. Provision of quality of Education**

It seems difficult to measure quality of education in both government and private higher education institutions. In this regard, the Ethiopian government higher education reform anticipates the establishment of a quality and Relevance Assurance Agency (QRAA) to develop standards and evaluate institutions to maintain quality and relevance. The agency has an autonomous body responsible for evaluating, monitoring, and providing support to higher education institution to improve internal efficiency in the country. It also serves as advisory body for the government and the higher education community which have purposely included "Relevance" as a major issue to be addressed by the agency this is mainly because of the concern that with increasing expansion of



private higher education institutions may become their curriculum out of content (Teshome, 2003).

Provision of quality education could be based on various factors, such as the level of infrastructural facility, quality and standard of programmes offered, qualification level of teaching staff, class room performance of students and their evaluation in performance on the labor market could be the strategies of improving internal efficiency (Teshome, 2003).

Many countries in Africa have strict legislation of the infrastructural facilities to be provided. Kenya for instance has very strict regulations for establishing private universities and colleges. These conditions apply to the lessons of programmes, qualification level of teaching and administrative staff, infrastructure, etc. (IIEP, 2004) <http://www.unesco.org/iiep>.

#### **2.5.1.1 The meaning of Quality**

It seems difficult to establish precise meaning to the concept of quality. Some writers have tried to give the meaning of quality. However, no one come up with universally accepted meaning of quality. The basic missions of higher education institutions are that provide quality teaching, learning, researching consultancy and service to the community. In supporting this, UNESCO (1998), defines quality could mean different things. It could be, for example, either a degree of excellence, or characteristic or an attribute or better than some thing else. Here, excellence is seen as a measure of quality with which people could carry out their function.

Further more, Brook man in Desalenge (2004) has made an attempt to give solution to quality versus standard debate, discloses that standard is set by professional bodies whereas the quality of the institution depends on how far the standards are attained. After having seen various

approaches to quality, he has come to the conclusion that it is difficult to establish a clear definition to the quality of public service.

In the context of higher education system, quality takes into account all components such as teaching, training, research, teaching and non-teaching staff, curricula, learners, infrastructural facilities, Scientific and technical equipments, etc. (UNESCO,1998).

#### **2.5.1.2. Quality control of educational output**

Every educational institution clearly needs to have a system to check whether the raw materials it uses, the product it makes, or the service it provides reach minimum pre-defined standards. Typically, there is a group of controllers or supervisors, who are independent from the main work force, and who have power to reject sub-standard products or services. (Mal Colm, 1992:10)

Quality control is necessary but not sufficient for any educational enterprise to be successful. Many questions come to mind concerning quality control of educational output. Are the raw materials for the University or college its student, its teacher or its curriculum? Is the service the university or college provides its teaching, the learning facilities such as libraries, and computer facilities? Clearly all these of higher education activities contribute to its over all quality. No single university or college could employ groups of controllers to examine each of these aspects in isolation. The overall quality of a higher education must be the concern of everyone who works there (Malcolm, 1992)

#### **2.5.1.3. Relevance**

The production of citizens who possess relevant, varied and up-to-date skill is of high importance to national development. Therefore, the need for relevance is becoming more crucial as the job dispersion in the civil service. Graduate unemployment in the labor market also makes vital that higher education institutions produce are not able to update their knowledge. The implication is that the education and training provided

by private college should be quality and relevance to the society (UNESCO, 1998). The relevance of higher education could be examined from the point of view of its role and places in the society mission, relationship with government and source of funding and interaction with the other levels of education.

Some literatures on higher education in less developed countries show that, apart from its mission, i.e. “bringing about socio-economic, cultural, political and technological transformation within their own context,” higher education emphasis on humanities and social sciences (UNESCO, 1998). The idea here is that of necessity to make Private College’s education relevance to a given social context is to be concrete and pressing development needs. Both private and government higher education can be made relevance in many ways. For instance, diversify higher educational system, forming education and training programs, reforming the curricula with the changing trends promote the social relevance.

The issue of relevance and quality is not only focus on the types of programs offered but also an ‘opportunistic’ behavior from the side of profit seeking providers. As Altbach (2003) points out most private colleges, except these in the United States, tend to serve mass higher education market. He also writes that private colleges are identified with low academic quality, irrelevance, and agitated commercialism. Levin (2000) interestingly discusses that, there are ‘some’ private colleges that play a “role” of little more than taking in tuitions while pushing out poor education and then weak degrees to those who do not drop out, withdrawal and repeat course; thus, the role is perhaps making profit rather focus on relevance.

## **2.6. Internal Efficiency of Private colleges in Ethiopia:**

### **An overview**

As the available literature indicates that, 10 years ago there were not private colleges in Ethiopia. But With a short period of time, a significance number of private colleges have been mushroomed throughout the country particularly in the capital Addis Ababa. The main reason is the new education and training policy of the government and influence from international agencies in promoting the policy to provide private higher education (Teshome 2004).

Besides, the Ethiopian government, like other countries is unable to address the demand for higher education because of limited financial resources. Because of these, noticeable development has been made and many of private colleges have been able to register promising performances in the provision of higher education. Private colleges, however, have faced problems of internal efficiency that have resulted from several factors which higher education experienced (St. Mary's college, 2004).

Generally, private colleges in Ethiopia have problems related to internal efficiency to be successful in the provision of higher education. With regard to this, Selamawit presented a paper to St. Mary's College, 2004 2<sup>nd</sup> National Conference identified the following. Private colleges that provide the 10+1, 10+2 and 10+3 programs under TVET curriculum have extended class hours. This can affect the internal efficiency of the colleges. The other problem that affects the internal efficiency of private colleges in Ethiopia is problem in the performance of education policy which has been source of complication for private colleges. The guidelines are being changed now and then by the Ministry of education. For instance, with respect to admission requirements, curriculum designs, etc. the institutions have had internally restructure themselves over and over again.

She added in her report, to compete at international levels in the global market, private colleges in Ethiopia should have internally as well as externally efficient in the provision of higher education. On the other hand, as Damtew (2005) discussed many leaders of private colleges have recognized the importance of raising internal efficiency through research and publication by assigned personnel and published journals and annual proceedings. This might contribute to some how increasing efficiency of private colleges.

### **2.6.1. Current Situation of Internal Efficiency of Private Colleges' in Addis Ababa**

Provision of higher education in Ethiopia through private college is a recent phenomenon though; it and very dramatic expansion with in a few years. Currently 23 percent of nation's higher education enrollment is covered by Private colleges which have been accredited by Ministry of Education and Regional Education Bureau (MoE, 2005). In contrast to selamawit's idea, Damtew (2005). Stated that Ethiopian private higher education institutions have internally efficient in the provision of higher education. One institution for example, has sponsored 10 percent students on scholarship while many others also claim a large number of students holding either full-or partial scholarships. This shows to some extent its efficiency to accommodate students without collecting money.

As a result of high efficiency, Wondwosen 2003 in St. Mary's college, (2004) said that all private colleges offer diploma programs have been progressing to degree programs. These institutions offer divers educational programs often not available in government institutions such as Dentistry and photography. However, the path which private colleges travel through the bureaucratic bottlenecks and procedural ups and downs was the major factors that affecting internal efficiency of private colleges.

On the other hand, previous finding in St. Mary's College, (2004:193) pointed out that all private colleges in Ethiopia except few numbers do not have their own building and still operate in rental buildings in an unfavorable academic environment at the side of busy streets grappling with noise pedestrian and roaring vehicles. The implication is that private colleges in Addis Ababa are internally inefficient. Moreover, the current situation of private colleges in Ethiopia in general, Addis Ababa in particular has problems of internal efficiency. Moreover, the current situation of private colleges in Ethiopia in general, Addis Ababa in particular has problems of internal efficiency. They have shortage of highly qualified teachers, for example in the area of Information Technology (IT) and Business management is in a short supply. Damtew (2005) describes these types of teachers as "taxi" professors and charge that they spend more time in taxi traveling from one institution to another than stay in class.

#### **2.6.1.1 Leadership and Management in private Colleges**

In order to improve internal efficiency of higher education, there is a push towards a decentralization of management to the level of department. Without an efficient system of leadership and management, it seems difficult to provide higher education of a satisfactory quality. However, leadership and management at private higher education institution is seen as a simple task, since most of the owners are running for maximizing profit rather than fulfill public interest by providing quality management (St. Mary's College, 2004).

Therefore, leading and managing the private sector is appropriate with its mission and vision as a pre requisite for the success of the programs. To demonstrate its vision, ability, adaptability, and change management skill is highly required at all levels of the sector. These days, the governments as well as the stakeholders have come to understand that leadership and management is the key to success of higher education

expansion. Hence institutions of higher education require creative and committed leadership; transparency in the working system; and ability to upgrade skills of managers and leadership, as well as the whole staff members these lead to bring high efficient (Teshome, 2003)

Generally, poor leadership and management of higher education system in the private sector have resulted in disappointing performances. These contributed among others to poor resources mobilization, to high unit of cost, poor supervision, and inappropriate utilization of resources as well as poor information system. Promoting grater internal efficiency in management of private colleges has, therefore, become an important objective of the institutions decision maker (Teshome, 2003)

## **CHAPTER THREE**

### **Presentation and Analysis of Data**

This chapter deals with the presentation and analysis of the data collected from students, and deans of sample private colleges and available documents. The analysis was made based on the data collected obtained from sources using questionnaires, interview, observation checklist as well as documents.

A total of 416 questionnaires were distributed to 300 students who were attending 10+3 (diploma) program and 116 teachers of private colleges. Of the questionnaires 246 (82%) from students and 72(62%) from teacher were filled in and returned. These groups of respondents were included in the study because they can give the required information needed for the study.

From respondents, the proportion of female students was 44% and male students were 56%. Whereas, it was 29% with respect to female teachers and 71% male teachers. Likewise, among the deans who were interviewed 100% were males.

The background information of the respondents in terms of sex, age, educational qualifications, work experience, term of employment and students' grade point of national examination are indicated here under table 1 and 2.



**Table 1:** Characteristics of Teacher and Dean Respondents.

No	Item		Respondents			
			Teachers		Deans	
			No	%	No	%
1	Sex	Male	51	71	6	100
		female	21	29	--	--
		Total	72	100	6	100
2	Age	21-30	29	40	-	-
		31-40	22	31	-	-
		41-45	14	19	4	67
		46andabave	7	10	2	33
			Total	72	100	6
3	Educational qualification	Ph. D	-	-	1	17
		MA/MSC	18	25	5	83
		BA/BSC	45	63	-	-
		Diploma	9	12	-	-
			Total	72	100	6
4	Work experience	1-5 years	38	53	-	-
		6-10 ‘ ‘ ‘ ‘	17	23	-	-
		11-20 ‘ ‘ ‘ ‘	12	17	4	67
		Abave21 ‘ ‘ ‘ ‘	5	7	2	33
			Total	72	100	6
5	Term of employment	Full-time	38	53	6	100
		Part-time	34	47	-	-
			Total	72	100	6

As can be seen in item 1 of Table 1, the proportion of male teachers was twice larger than that of female teachers in private colleges. This indicates that the employment opportunities of female teachers in private higher education institutions are very low. The main reason for this disparity is the fact that there were fewer female teachers than males. Similarly, the sex distribution of deans in private colleges was disproportional. The number of female deans during an interview was made almost non in the sample private Colleges. All, 6(100%) of the deans interviewed were males. From the discussion one can understand that females do not still participate in the managerial position of private

higher education institutions. As a result, the distribution of both sexes of teachers and deans was disproportional. That is, the proportion of males in both respondents was extremely higher than that of females. This indicates that females lag behind instructors and deans in private higher education institutions as compared to males.

Concerning the age distribution of the respondents, 14(19%) of teachers and 4(67%) of deans were within 41-45 years age range, similarly, 7(10%) of teachers and 2(33%) of deans were aged 46 and above. Whereas quiet significant number, 29(40%) of teacher respondents were in the age group of 21-30 .Moreover, 22(31%) of teachers also were in the age range of 31-40.

Form these groups of respondents, it is possible to understand that majority of private collage teachers are young. The deans on the other hand are in their middle age. This indicates that they have rich experience which enables them to perform their duties and responsibilities in a better way.

As far as educational qualification is concerned, most teachers, 45(63%) have their first degree. 18(25%) of teachers and 5(83%) of deans have their second degree. Moreover, the table shows that 9(12%) of teacher respondents have diploma. Whereas only 1 (17%) of deans from sampled private colleges has Ph.D.

Item 4 in the above Table, indicates the total number of work experience of teachers and deans. Majority of the teachers, 38(53%) responded that their service years range 1-5. Others, 17 (23%) of teacher respondents said that between 6-10 years of work experience. Similarly, the service year of majority of the deans 4(67%) and 12(17%) of the teachers fall between 11-20. Moreover, 5(7%) of the teachers and 2(33%) of the deans reported that they have above 21 years of total work experience. From the discussion, one can realize that most private colleges tend to attract

teaches with less work experience. This implies that it might have advantage for the colleges to save money by paying less salary than employ teachers with long years of experience.

The last item in Table 1, further pointed out that 38 (53%) of teachers and 6(100%) of deans revealed their term of employment is on full-time basis. Whereas, 34(47%) of teachers reported that they are part time employee. This clearly shows that most private colleges have problems to get qualified teachers on a permanent basis.

**Table 2:** Characteristics of Student respondents

No	Item	Respondents		
			No	%
1	Sex	Male	139	56
		Female	107	44
		Total	246	100
2	Age	17-20	107	44
		21-25	121	49
		26and above	18	7
		Total	246	100
3	Grade point in national examination	1.8	47	19
		2.0	76	31
		2.2	58	24
		2.4	34	14
		2.6and above	31	12
		Total	246	100

As it can be observed from Table 2, a total number of 246 student respondents were involved in the study. Out of these, the distribution of male respondents were 139(56%) and 107 (44%) of them were females. Strictly speaking, however, male private collage students were slightly more than females.

As far as the age of sample students were concerned, 107(44%) of students age range between 17-20 years. Moreover, a significant number

121 (49%) of the respondents reported that they were in the age range between 21-25. Others 18 (7%) of them replied 26 and above.

From the information obtained, it is possible to realize that some of the students were in the relevant years of age for higher education. Whereas, few number of students indicated that beyond the age of regular students. The main reason for the age difference among students is the fact that some of them could be the former 12<sup>th</sup> grade complete students. It can also be observed from the same Table item 3; it was intended to investigate student's grade point on national examination. Accordingly, it was identified that 47(19%) of student respondents were admitted with a grade point of 1.8. However, the majority, 76(31%) of the respondents have a grade point of 2.0. Other significant number, 58(24%) of respondents reported that they have 2.2 grade points. More over, 34(14% and 31(12%) of the respondents have a grade point of 2.4 and 2.6 and above respectively.

From this discussion, one can likely understand that there are some private colleges that admit students with a GPA below 2.0. This might have contradicted the admission criteria of diploma program set by Ministry of Education.

The researcher attempted to know the main reason as to how the policy is implemented during the interview held with an official from the Addis Ababa Education Bureau. The official reported that if a student admitted with 1.8 for 10+2 certificate program and received 75% and above points in his final year, the policy would allow him to continue 10+3 diploma program. On the other hand, there are some students who prefer to join private colleges with a GPA of 2.6 and above.

### **Major causes of low internal efficiency in private colleges**

It has been recognized that there is no a single factor responsible for low internal efficiency in higher education institutions. The combinations of a number of factors contribute to private college students' dropout, withdrawal and course repetition. Due to this fact, the response from

private colleges students and teachers on the major cause of dropout, withdrawal and course repetition are separately presented in tables below.

**Table 3:** Major causes for students' withdrawal: Ranked by students.

No	Cause for withdrawal	Responses		
		No	%	Rank
	Problems related to finance	77	31.3	1
	Receiving lower grade in examination	53	21.5	2
	Need to change to other colleges	43	17.5	3
	Lacks confidence	31	12.6	4
	Wrong choice of field of study	20	8.1	5
	Unsatisfactory on colleges educational inputs	15	6.1	6
	Health problem	5	2.	7
	Unhappy on teaching method	2	0.8	8
	Total	246	99.9	

As shown in Table 3, majority of the students (31.3 percent) reported that the most important factor that causes for private college students withdrawal was problems related to finance. This factor is mainly rooted and reflected the economic status of their family to support. It has been understood that better living condition of families have a greater opportunity to pay private college education.

Receiving lower grade (failure to examination), the need to change former college and lacks confidence to be a college student (21.5%), (17.5%) and (12.6%) respectively were selected by the indicated percentage of student respondents. Receiving lower grade is mainly lined to failure to study hard. Besides, students with poor academic background in their primary and secondary education had been identified lack confidence being a student of higher learning institution as a result they tend to change to other college. The combination of those factors lead to students' withdrawal.

Students as important factors that contribute to withdrawal also reported wrong choice of field of studies and unsatisfactory educational inputs. In appropriate field of study for a private financed student has in fact a more unstable effect for future career development and employment opportunity.

These have been mostly observed in Africa Beza, Atlanta, Addis Technical and CPU colleges. An attempt has been made to know why these educational inputs were unsatisfactory. Deans from CPU and Addis Technical College answered that educational materials such as Information Technology and Automotive technology are not available in the market. Regarding teachers, the deans added that most of them lack professional ethics; they are business oriented rather than academic oriented. Some teachers. Besides their poor teaching methodology, they do not know very well the subject they are teaching.

**Table 4:** Major causes for students' Withdrawal: Ranked by teachers

No	Cause for withdrawal	Teacher responses		
		No	%	Rank
1	Student lacks learning interest	20	27.8	1
2	Family's low standard of living	16	22.2	2
3	Students carelessness not study	14	19.4	3
4	Students health problem	9	12.5	4
5	Family's health problem	6	8.3	5
6	Lack of educational materials	3	4.2	6
7	Problems of curriculum	2	2.8	7
8	Teachers poor teaching methodology	1	1.4	8
9	Students lack discipline	1	1.4	8
	Total	72	100	--

As shown in Table 4 students' lack of learning interest, family's low standard of living and students' carelessness (not study hard) were highly ranked reasons by the teachers for private college students' withdrawal. This implies that low educational and economic status of

some family members may have a relationship with poor knowledge of higher education to arouse their children's interest. Family's economic decline made the student to engage in other economic activities to support himself as well as his family. This finding is supported by Johnston 1997.

Students' carelessness on the other hand indicates that they have low attitude of higher education and lack of vision. Further more, teachers emphasized that students' and their family health problem were the other cause for students' withdrawal. For example, HEV/AIDS is the major health problem in sub-Saharan Africa including Ethiopia. The epidemic damages to families, young women and men, societies at large and economic of the country. Repeated illness of the family and the student himself may finally lead to withdrawal from college education.

Lack of educational materials was the other factor ranked both by teachers and students. Inappropriate supply of text books, reference materials, laboratory equipments and computers have contributed to low internal efficiency of private colleges.

Although these factors were identified by teachers for withdrawal, their combined effects might be much stronger than their separate influence.

It has to be also noted that factors which have not been discussed in this section have similar effect. Indeed, they gave but what has been tried above is simply to indicate the extent of their effect.

**Table 5:** Major causes for student dropout: Ranked by teachers and students.

No	Major causes	Responses					
		Teachers			Students		
		No	%	rank	No	%	rank
1	Students lack learning interest	23	31.9	1	60	24	2
2	Frequent absenteeism	18	25	2	--	--	--
3	Family's low standard of living	12	16.7	3	--	--	--
4	Difficulty of language	9	12.5	4	--	--	--
5	Student health problem	5	6.9	5	--	--	--
6	Lack of educational material	3	4.2	6	17	6.9	5
7	Problems of curriculum	2	2.8	7	--	--	--
8	Poor teaching methods	--	--	--	3	1.2	8
9	Financial problem	--	--	--	78	31.7	1
10	Lack of parents support	--	--	--	25	10.2	4
11	Lack of support from the college	--	--	--	6	2.4	7
12	Unsuitable college building	--	--	--	2	0.8	9
13	Family health problem	--	--	--	10	4.1	6
14	Receiving lower grade	--	--	--	45	18.3	3
	Total	72	100	--	246	100	-

As shown in Table 5, both teachers and students were asked to write the major causes of dropout for private college students in rank order. In this regard, students lack learning interest was ranked first and second by teachers and students respectively. Frequent absenteeism and family's low standard of living were ranked high by teachers. Student's response on the other hand shows that financial problem and receiving lower grade were most important factors that were ranked high for private college students' dropout.

The first and second ranked important factors reported by teacher and students respectively was students lack learning interest. This implies that students lack future prospect in higher education. Private college students want to have people who can be taken as their model. But this has been a problem for private college graduates to get employment opportunity particularly these days.



Further more, 31.7 percent of student respondents reported that financial problem as the major cause for private college students' dropout.

Academic performance (receiving lower grade) has also been identified by student respondents as one of the important factor for dropout. This could be related to the fact that 19 percent of private college students admitted with low admission point (1.8). Most private colleges admitted students who failed to join government higher education institutions due to high competition. As some of the deans confirmed during the interview held with them, most students received lower grade because of their poor background as a result some of the students expect to get pass mark with out their effort and for the money they paid. But the findings of the preset study due to some constraints fail to confirm this. Despite the lack of systematic investigation regarding purchase of grades, however, it is now a common understanding that a great number of private college students are receiving high grade with out knowing the subject matter. To summarize, based on teachers and students response in rank order, students lack learning interest, frequent absenteeism, families' low standard of living, financial problem, receiving lower grade, lack of parents support were the major factors for private college students to dropout.

Added to this, difficulty of language and students health problem were some of educational material and family health problem were the other important factors reported by the student respondents. On the other hand, lack of teachers' support, poor internal organization of the college reported by teachers has no significant contribution to students' dropout.

Finally, it has to be noted that there is no single factor that can be responsible for private college students' dropout. Problems of wastage such as dropout, withdrawal and course repetition in the education system is perhaps something unavoidable. Since many of the problems

have their root in the social, economic, policy guide line, direction and socio cultural state of the country, satisfactory results could be obtained when the government, private sectors, sake holders and the community at large jointly act on these problems.

**Table 6:** Factors that influence on students course repetition

No	Cause for repeating courses	Responses					
		Students			Teachers		
		No	%	rank	No	%	rank
1	Frequent absenteeism	76	30.9	1	9	12.5	4
2	Difficulty of examination	56	22.3	2	15	20.8	2
3	Student's carelessness to study	41	16.7	3	6	8.3	5
4	Frustration during exam	28	11.4	4	2	2.8	7
5	Problems of the curriculum	19	7.7	5	13	18.1	3
6	Difficulty of language	17	6.9	6	1	1.4	8
7	Shortage of text book& reference materials	6	2.4	7	22	30.6	1
8	Student lack learning interest	3	1.2	8	4	5.6	6
	<b>Total</b>	246	100	--	72	100	--

Table 6, shows the responses of students and teachers on factors influencing for course repetition in private colleges. Accordingly, factors that cause for private college students to repeat a course ranked high by the students were frequent absenteeism, difficulty of examination, students' carelessness and frustration during examination. Teacher respondents on the other hand, reported that student's lacks learning interest, frequent absenteeism; student's carelessness to study and difficulty of language were the most important factors causes for students' course repetition.

Both teachers and students have differently ranked the above mentioned reasons except students' carelessness. Frequent absenteeism on the other hand was ranked first and second by students and teachers respectively. The implication, thus, is that missing a wide proportion of

the lesson offered in a class could be one of the important factors for poor academic performance.

In addition to this, difficulty of examination was ranked second by students. This implies that inappropriate setting of examination to low level admitted students has in fact a more destructive effect on private college students; progress.

**Table 7:** Students attitude related to financial payment

No	Items	Responses	
		No	%
1	Who financially support your education?		
	Father only	31	13
	Mother only	42	17
	Father and Mother	75	30
	Relative	58	24
	Self	35	14
	Scholarship	5	2
	<b>Total</b>	246	100
2	How would you rate the payment of your college course?		
	Very expensive	103	42
	Expensive	77	31
	Reasonable	43	18
	Not expensive	23	9
	<b>Total</b>	246	100
3	Have you ever faced problems related to finance?		
	Yes	157	64
	No	89	36
	<b>Total</b>	246	100
4	How would you rate your parent's financial capacity to pay private college education?		
	Very high	18	7
	High	29	12
	Medium	112	46
	Low	54	22
	Very low	33	13
	<b>Total</b>	246	100

Items related to financial payment were treated I above Table 7. In item 1, respondents were asked to indicate who financially support their private college education. Accordingly, 31 (13%) of the total respondents indicted that father only. 42(17%) of the respondents said that mother only. As the date revealed significant number, 75(30%) of student respondents reported that their private college education was supported by father and mother. Whereas, 58(24%) of respondents said that they were supported by relatives and 35(14%) of the total respondents responded that they were supported by the college in the form of scholarship.

As could be seen in item 2 of Table 7, majority of respondents, and 103 (42%) indicated that payment of private college education was very expensive. Similarly, quite significant number of the respondents, 77(31%) revealed that the payment was expensive. Whereas, 43(18%) and 23(9%) of the respondents reported that private college payment was reasonably was reasonably expensive and not expensive respectively.

As it is seen in table 7 of item 3, students were requested to indicate if they have faced financial problems or not. Large number, 157(64%) of student respondents indicated that they have faced problems related to finance. In contrast, 89(36%) of the total respondents answered they didn't face any problems related to finance. Furthermore, with respect to financial problems, students were also asked as to how the problem was solved in their open-ended type questions, majority of the respondents feel that the problem is still unsolved. They have paid back every month with penalty.

18 (7%) of the respondents replied that their parents capacity to pay private higher education was very high. Similarly, 29(12%) of students' parents have with high paying capacity. On the other hand, the great majority 112 (46%) of student respondents reported that their parents

financial capacity was medium to pay private college education. In contrast to this, 54(22%) and 33(13%) of students reported that financial capacity of their parents was low and very low respectively. From the above discussion, one can understand that learning in private college to those students with low economic status is difficult. This is mainly because the payment is expensive and very expensive for 73% of the respondents.

**Table 8:** parents' level of education and occupational status:

No	Items	Students: respondents	
		No	%
1	Level of education?		
	Basic education		
	Primary education	64	26
	Secondary education	20	20
	Certificate (TTI)	45	18
	College diploma	78	32
	First degree and above	39	16
	<b>Total</b>	246	100
2	Occupational status?		
	Government employee	79	32
	Non-government employee	32	13
		48	20
	Businesses	76	31
	Private organization	11	4
	Other		
	<b>Total</b>	246	100

As indicated in Table 8 of item 1, 64(26%) of the respondents reported that their parents level of education was below primary education. Other respondents, 20(8%) of them responded that their parents level of education was not beyond primary. Whereas 45(18%) of students reported that their parents educational level was secondary. There were still others, 78(32%) parents with college diploma and 39 (16%) with first degree and above. Based on the response in item 1 of Table 8, it is likely

to recognize that majority (52%) of private college students were to be found with a family below certificate level of education. This might imply that students from such background may contribute their own share in affecting students learning in private colleges.

As shown in item 2 of Table 8, the occupational status of majority of students' parents, 79(32%) is government employment. Significant number of students' parents, 76(31%) and 48(28%) were engaged in private organization and business like activities respectively. The table also reveals, 32 (13%) of parents were occupied in non-government organizations. The rest, 11(4%) of parents were employed in other activities.

**Table 9:** Students' preference to join private colleges.

No	Items	Respondents	
		No	%
1	Preference to join private college?		
	Admission criteria is low	98	40
	To get appropriate field of study	50	20
	To get a job easily	14	5
	To get quality education	58	24
	No response	26	11
	<b>Total</b>	246	100
2	Is the field you are studying on the basis of your first choice?		
	Yes	166	68
	No	80	32
	<b>Total</b>	246	100
3	If your response is 'yes' what is the reason?		
	Employment opportunity is high	98	59
	Family influence	6	3
	Friends influence	11	7
	The subject is easy to understand	38	23
	No response	13	8
	<b>Total</b>	166	100

As shown in item 1 of Table 9, 98(40%) of students reported that low admission criteria was the primary reason to join private college. Whereas, 58 (24%) and 50(20%) of the respondents replied that they prefer private colleges to get quality education and appropriate field of study respectively. Still others, 14(5%) of them said that to get job. 26(11%) of the student respondents however, didn't give their reason.

From the above discussion one can understand that flexible admission criteria has advantageous for those students with low GPA. Besides, getting appropriate field of study is evident that private colleges can provide; for example automotive technology, electricity, information technology and health care are available in private colleges.

In Table 9 item 2, students were asked if the field they are studying on the basis of their first choice or not. 166(68%) of students answered that it was on the basis of their first choice. Whereas 80 (32%) said no. This implies that majority of private colleges have designed appropriate field of study to satisfy their students choice. On the contrary, there are some students attending a college without getting their first choice. These might be due to lack of knowledge to choose fields of study based on their interest. If a student studies without his interest this might contribute to early dropout, withdrawal or failure to pass the course.

Moreover, those students who said their field of study was on the basis of their first choice were again asked to give their reason why they chose it. The majority 98(59%) of the respondent revealed that employment opportunity is high. 38(23%) of them reported that the subject matter was easy to understand. Others, said family and friends influence 6 (3%) and 11 (7%) respectively were the major reasons. Whereas, 13 (8%) of the respondents failed to give reasons. This implies that most private colleges offer courses that are market related.

**Table 10:** Students' profile: As viewed by their Teachers.

No	Items	Respondents	
		No	%
1.	Most applicants to private colleges are:		
	12 <sup>th</sup> grade completed	10	14
	10 <sup>th</sup> grade completed	12	16
	Both 12 <sup>th</sup> and 10 <sup>th</sup>	50	70
	<b>Total</b>	72	100
2	Does the college admit students as per standard of MoE?		
	Yes	72	100
	No	--	--
	<b>Total</b>	72	100
3	Which one do you think have better academic performance?		
	12 <sup>th</sup> grade	59	82
	10 <sup>th</sup> grade	-	-
	No response	13	18
	<b>Total</b>	72	100
4	Based on their performance what grade do you expect?		
	Very high	5	7
	High	5	7
	Medium	46	64
	Low	10	14
	Very low	6	8
	<b>Total</b>	72	100
5	How disciplined are your students?		
	good	13	18
	satisfactory	10	14
	poor	49	68
	<b>Total</b>	72	100

As indicated in Table 10 of item 1, a great majority, 50(70%) of the respondents reported that most applicants to private colleges were both 10<sup>th</sup> and 12<sup>th</sup> grade completed. The remaining 10 (14%) and 12(16%) of respondents answered that most applicants were 12<sup>th</sup> grade and 10<sup>th</sup> grade respectively. Thus, it is clear to understand that the new education



and training policy gives equal opportunity to the former 12<sup>th</sup> grade completed students.

With regard to item 2 of Table 10, teachers were also requested whether the college had admitted students as per standard of Ministry of Education or not. In response to this, 72 (100%) of the teacher respondents answered that the colleges have admitted students based on the criteria set by the government. This implies that private colleges have performed their duties and responsibilities with the rules and regulation of the government.

Concerning the academic performance of private college students, 59(82%) of the respondents reported that applicants from 12<sup>th</sup> grade completed had better performance than 10<sup>th</sup> grade completed. Whereas, 13(18%) of the respondents failed to respond. The implication, thus, is that students completed their general education under the new education and training policy designed curriculum lack the necessary skills and knowledge to be competent in higher education. It means, the curriculum itself is difficult to students to understand.

As item number 4 of the same Table, teachers were requested to express their view of expected out come on the basis of observed performance, 5(7%) of the respondents said very high and the same percentage revealed high. Where as large number, 46(64%) of the respondents replied that the expected out come was average. The other 10(14%) and 6(8%) of teacher respondents revealed that the expected out come from private college students were low and very low respective. From the responses, one can generalize that most private college students were academically average. In relation to this, most of college deans during the interview reported that their students were labeled as average performance. There are very few numbers of students, however, perform high and low. It is true; too, in government higher education institutions that majority of students were labeled medium. Here, the researcher

attempted to look through the grade records of students; most of them were given an average grade.

As it is indicated in Table 10, 49(68%) teacher respondents pointed out that most of their students in private colleges behave poorly, On the other hand, 13(18%) and 10(14%) of teacher respondents reported that their students discipline was good and satisfactory respectively. The report from most private college deans during the interview indicated that a great number of misbehaving students were registered in their college. Reasons for ill discipline as indicated in the open ended question was family background, lack of vision for higher learning and addiction of bad habits such as chewing chat and alcohol drinking.

As the researcher observed during his visit, Students were freely go in and come out while teachers giving a lecture. The researcher had attempted to know if the college management could take a corrective measure to those ill mannered students; the teacher said that it is business no one cares. Thus, as the information revealed, most private colleges do not take corrective measures on those ill disciplined students. The implication is that disciplinary problem in private college is highly tolerated.

**Table 11:** Trends of students dropout rate (in %) of private colleges over the Year 1995-1997 E.C in Addis Ababa city government.

No	Name of colleges	Gender	Academic year			
			1995 E.C	1996 E.C	1997 E.C	AVERAGE
1	St. Mar's College	M	1.3	6.7	12.4	6.8
		F	2.4	19.2	17.9	13.2
		T	1.7	12.1	14.9	9.6
2	CPU College	M	5.7	3.1	6.6	5.1
		F	11.1	4.7	10.9	8.9
		T	7.9	3.6	8.2	6.6
3	Queen's College	M	4.4	2.8	4.5	3.9
		F	10.8	9.1	8.2	9.4
		T	7.1	5.5	5.9	6.2
4	Central Health	M	5.2	5.7	1.0	3.9
		F	6.1	5.5	4.2	5.3
		T	5.7	5.6	2.9	4.7
5	Micro link Info.	M	7.9	1.4	3.2	4.2
		F	29.8	3.8	3.4	12.3
		T	15.6	2.4	3.3	7.1
6	Africa Beza	M	13.5	14.2	4.6	10.8
		F	28.4	13.5	10.8	17.6
		T	20.2	13.9	7.4	13.8
7	Atlanta College	M	15.6	5.1	2.6	7.8
		F	22.0	11.7	2.5	12.1
		T	17.9	8.1	2.6	9.5
8	National College	M	30.1	12.0	4.2	15.4
		F	23.3	21.4	5.9	16.9
		T	27.6	16.3	5.7	16.5
9	Admass College	M	5.9	9.7	8.6	8.1
		F	8.9	14.2	19.4	14.2
		T	7.5	11.9	14.3	11.2
	Yearly average	M	9.9	6.7	5.3	7.3
		F	15.9	11.5	9.2	12.2
		T	12.4	8.8	7.2	9.5

N.B. See appendix: **F**

Table 11 shows the trends of dropout in sample private colleges in Addis Ababa over the last 3 years (1995-1997). The average dropout rate of

private colleges for the year under study was 9.5%. Of which 7.3% were males and 12.2% were females. This indicates that about 9.5% of private college students enrolled in one of the above colleges was dropout in each college.

As it is observed from the table, the dropout rate was fluctuated from year to year and varies from college to college. However, the rates have shown for the majority a decreasing trend. Whereas, in St. Mary's and Admass college the rates of dropout have shown as increasing trend. The decreasing trend tells us that most of private colleges are cost conscious in terms of number of students with relation to financial income.

Table 11 also indicates the aggregated figure of all sample private colleges as well as individual colleges in the last three years. Concerning the individual average dropout rate, National College was the highest and central health college was the lowest. In this regard, National College's average dropout which was the highest rate accounted 16.5%. Of which 15.4% was for males and 16.9% for females. This indicates that among sampled private colleges throughout the study period National College was the most affected in students' dropout. Next to this, Africa Beza College 13.8% and Admass College 11.2% were second and third most affected private colleges in the city.

Gender wise almost in all private colleges the average dropout rate is higher for females throughout understudy. The discrepancy between females and males students dropout goes constant from year to year. Form the above analysis, one can generalize that female students are still affected by dropout problems in private colleges.

**Table 12:** Trends of students Withdrawal rate (in %) of private colleges over the year 1995-1997 .C in Addis Ababa city government.

No	Name of colleges	Gender	Academic year			
			1995 E.C	1996 E.C	1997 E.C	AVERAGE
1	St. Mary's College	M	1.1	4.5	3.7	3.1
		F	1.6	8.4	5.3	5.1
		T	1.3	6.2	4.4	3.9
2	CPU College	M	2.3	8.3	3.9	4.8
		F	9.5	21.2	8.0	12.9
		T	5.3	10.7	5.8	7.3
3	Queen's College	M	3.0	1.6	1.8	2.1
		F	3.5	4.5	3.3	3.8
		T	2.8	2.8	2.4	2.7
4	Central Health	M	--	0.8	0.3	0.4
		F	1.2	1.9	1.7	1.3
		T	0.7	1.3	1.6	0.9
5	Micro link Info.	M	7.2	-	0.6	2.6
		F	18.7	1.5	0.8	7.0
		T	11.2	0.6	0.7	4.2
6	Africa Beza	M	1.1	6.8	2.0	3.3
		F	23.5	4.1	3.6	10.4
		T	16.6	5.5	2.7	8.3
7	Atlanta College	M	7.8	3.4	7.1	6.1
		F	19.0	7.6	5.1	10.6
		T	11.8	5.3	5.2	7.4
8	National College	M	3.2	8.5	2.3	4.7
		F	16.7	14.9	2.6	11.4
		T	8.1	11.4	2.8	7.4
9	Admass College	M	3.0	2.4	2.4	2.6
		F	3.5	2.5	3.6	3.2
		T	3.3	2.4	2.5	2.7
	Yearly average	M	3.2	4.0	2.7	3.3
		F	10.8	7.4	3.7	7.3
		T	6.8	5.1	3.0	4.9

N.B See appendix: **F**

Table 12 show the trend of withdrawal rate of private colleges' students under investigated over the last three years (1995-1997 EC). The average rate of withdrawal for the study period was 4.9% of which 3.3% were males and 7.3% wee females. The ratio of female students' withdrawal rate to male students' withdrawal rate was 2.2%. This indicates the withdrawal rate of female private colleges as compared to male students was higher than that of male students in the study.

This finding reveals contrary to what was cited in this thesis by Des (1992). Withdrawal rates were higher for men than for women. Besides, Johnston (1997) in the final analysis reported that withdrawal rate of boys are higher than girls for non-academic reason.

As observed in Table 12; there was a variation of average rate of withdrawal among individual private college. This was range from 0.9% of Central Health College to 8.3% for Africa Beza College. The highest withdrawal rates wee recorded in Africa Beza, Atlanta, and National and CPU colleges respectively.

Theses findings confirm by some of the deans while an interview was conducted. Withdrawal from college is unavoidable phenomenon in both private and government higher educations. This happens in every academic year though; withdrawal rates were not to be considered as a major problem of educational wastage in private colleges.

**Table 13:** problems of educational wastage in private college:

No	Item	Teacher's response	
		No	%
1	Problem of educational Wastage in private college?		
	drop out	41	57
	withdrawal	21	29
	course repletion	10	14
	lack of on puts	--	--
	<b>Total</b>	72	100
2	Level that most students affected by drop our, withdrawal and course repetition?		
	10+1	46	64
	10+2	9	13
	10+3	17	23
	<b>Total</b>		
3	Mostly affected to dropout, withdrawal and course repletion in		
	male	22	30
	female	32	45
	no response	18	25
	<b>Total</b>	72	100
4	If your response to item number 3 is "female" what is your reason?		
	marriage	8	25
	working at home	9	28
	difficulty of the lesson	9	28
	left for overseas	6	19
	<b>Total</b>	32	100

As it could be seen from Table 13 of item 1, a question was presented to teacher respondents in order that they could indicate which one a

problem of educational wastage. Consequently, majority of the teachers respondents, 41(57%) indicated that dropout was the major problem for private college. Others, 21(29%) and 10(14%) of teacher respondents reported that withdrawal and course repetition respectively were to be though problems in private colleges.

From the above discussion, one can understand that dropout is still a major problem in private colleges for various reasons. With regard to this, the researcher asked college deans, if dropout, withdrawal and course repetition had significant problems to be educational wastage in their college or not. Majority of the dean report seems contrary to teachers' opinion, that is, dropout, withdrawal and repeating courses were not considered to be wastage of education in private institutions. However, no one denied that it could be direct wastage to individual student as well as his family and this also affects indirectly country's economy.

On item 2 of Table 13, there was the intention to identify at which educational level was most students to be affected by drop out, withdrawal and course repletion. Accordingly, quite large number 46(64%) of teacher respondents indicated that in their first year (10+1) level. Other respondents, 9(13%) and 17(23%) reported that in their second year (10+2) and third year (10+3) level respectively. From the responses, therefore, it is possible to recognize that majority of higher learning students had been failed to progress in their first year.

In the above Table 13 of item 3, teachers were also asked to identify the most affected students by dropout, withdrawal and course repetition problems in terms of gender. Accordingly, 32(45%) of teachers replied that female students were mostly affected. As the obtained date from each private colleges indicated, female students were more affected by dropout and withdrawal than male students. Whereas, 22(30%) of the



respondents replied that male students were more affected than female students. Others, 18(25%) of teacher respondents did not answer. On the basis of the above discussion, thus, it might be possible to conclude that female students were more exposed to educational wastage than male students.

In item 4 of the same Table, those teachers who answered females were the most affected they were again requested to indicate their reason. Consequently, 8(25%) of the respondents indicated that marriage was the reason for most female private college students to dropout and withdraw. Others 9(28%) replied that working at home was the reason for dropout and withdrawal of female students. The same percentage of teacher reported that difficulty of the lesson was the major reason for failure to progress. Still, 6(19%) of the respondents said that some left for overseas.

In light of the response of majority of the respondents, working at home and difficulty of the lesson were the major reasons for female students to be affected by dropout, withdrawal and repeating courses.

**Table 14:** Adequacy of qualified and experienced teachers:

No	Items	Students	
		No	%
1	Are there enough teachers in you field of study?		
	Yes	159	65
	NO	87	35
	<b>Total</b>	246	100
2	Most teachers' level of qualification in your field of study?		
	high	87	36
	medium	146	59
	low	13	5
	<b>Total</b>	246	100
3	How is the employment situation of most teachers in your field of study?		
	full-time	114	46
	part-time	83	34
	not known	49	20
	<b>Total</b>	246	100
4	Teachers who have les number of teaching experience are?		
	full-time employee	63	26
	part-time employee	119	48
	both of them	22	9
	no response	42	17
	<b>Total</b>	246	100
5	Do most part-time teachers available on time in class?		
	Yes	157	64
	No	89	36
	<b>Total</b>	246	100

As indicated in Table 14 of item 1, students were asked whether there are enough teachers in their field of study or not. The majority of the respondents, 159(65%) in the sample private college replied that there

were enough teachers. On the contrary, 87(35%) of the respondents reported that there were no enough teachers in their field of study. In supporting this, many students reported in their opened-ended type of questions one of the major problem was lack of teachers in their field of study. Because of this, students spend two or more periods without teachers. Some college deans also confirmed during the interview that teachers' attrition is the major problems in private colleges. As a result to complete a single course two or three teachers were assigned.

The above finding indicated that the availability of enough teachers in private colleges in light of standard set by Ministry of Education was still far behind to satisfy the required number. Hence, the implication is that private colleges might not be properly giving service to their students. In other words, they are inefficient to provide quality education.

In light of the above discussion made on item 2 of Table 14, students were requested to rate the level of qualification of most teachers in their field of study. Significant number, 87(36%) of respondents pointed out that most teachers in their field of study have with high qualification. In contrast, 13(5%) of the respondents answered that most teachers level of qualification in their field of study was low. Where as the great majority, 146(59%) of students responded that most teachers level of qualification were moderate.

The above data shows that most private colleges' teaching-learning process takes place with teachers of average level of qualification and to some extent with below average. This implies that private colleges are still suffering from shortage of highly qualified teachers.

On item 3 of Table 14, students were asked to identify whether their teachers are full-time or part-time employee. In this regard, 114(46%) of the respondents reported that most teachers in their field of study were full-time employee. On the other hand, 83(34%) of students replied that

most of their teachers were part-time employee. Whereas 49(20%) of students didn't have knowledge to identify employment situations of their teachers. However, it is evident that full-time employed teachers take care of the day-to-day function of the college. Whereas part-time employed teachers disappear soon after their period. According to the response, therefore, most private colleges in Addis Ababa were depending on part time teachers. This implies that the internal efficiency of private colleges in terms of human power was low.

Item 4 in the same Table indicates teachers' teaching experience. As a result, 63(26%) of the respondents reported that full-time employee teachers were with low teaching experience. On the other hand majority of the respondents, 111(48%) replied that part-time employed were with low number of teaching experiences as compared to full-time teachers. Moreover, 22(9%) of the respondents replied that both full-time and part-time employed teachers in private college lack teaching experience. On the other hand, 42(17%) of the students failed to respond.

Based on the findings, to a certain extent, one can easily understand that private college teachers with no teaching experience in their vocational sector might not provide appropriate instruction to the market.

In item 5 of Table 14, students were asked whether those part-time teachers available on time in class or not. As could be seen from the response, quite large number of students, and 157(64%) reported that most part-time teachers were punctual. In contrast to this, 89(36%) of respondents replied that most part-time teachers were not available on time for class. From the above discussion, one can judge significant number of teachers were late comes.

This implies most teachers were spent their time on traveling by taxi from one college to the other college. On top o this, it is likely that some

of private colleges in Addis Ababa lack sufficient number of qualified teachers in each field of study with a good number of teaching experiences.

**Table 15:** Teachers' attitude toward the efficiency of college's management

No	Items	Response	
		No	%
1	How do you see the organizational structure of your college?		
	Well organized	18	25
	Partially organized	36	50
	Poorly organized	18	25
	<b>Total</b>	72	100
2	To what extent is the management efficient to up grade to college?		
	High	58	80
	Medium	10	14
	Low	4	6
	<b>Total</b>	72	100
3	To what extent is the college's management interested to up grade teachers performance		
	Very high	26	36
	High	22	31
	Medium	24	33
	Low	-	-
	Very low	-	-
	<b>Total</b>	72	100

As it is indicated in Table in Table 15 of item number 1, 18(25%) of teacher respondents pointed out that the structure of the college was well organized. On contrast, similar number of respondents, 18(25%) indicated that the college was poorly organized. Whereas, 36(50%) of teachers reported that structural organization of the college was partially organized. With regard to colleges organizational structure most of the deans during the interview reported that it was well organized and

departmentalized in terms of function and service. As the researcher observed in his visiting, St. Mary's college, Unity University College and Micro link Information Technology are well organized in terms of manpower but partially organized in terms of material resources.

Thus, from the results of the responses, it is possible to generalize that majority of private college's organizational structure are not up to the expected standard. The implication is that most private college's management was internally inefficient.

In Table 15, item number 2, 58(80%) of teacher respondents replied that the efficient of the management to upgrade the college was high. The other respondents, 10(14%) revealed that the management was moderately efficient to up grade its college. Where as very few number, 4(6%) of teachers said that management's efficiency was below average. In relation to this, the college deans were requested in an interview to give their opinion; most of them said the management of the college is efficient to up grade its level to degree program. From this discussion one can understand that most of private colleges have planned to upgrade their college to provide undergraduate program.

Moreover, teacher respondents were also asked to point out the extent of college management's interested to upgrade teachers' performance. Accordingly, in item 3 of Table 15, 26(36) of teachers answered that very high. 22(31%) of respondents replied the interest of college's management to upgrade teachers performance was high. Whereas, 24(33%) of them said that medium. The total picture of the data in the above table shows clearly that the college management was highly interested to upgrade teachers' performance.

**Table 16:** of teaching method applied by private college teachers.

Responded by students

No	Teaching Methods	Frequency							
		Always		Sometimes		Not applicable		Total	
		No	%	No	%	No	%	No	%
1	Lecture	138	56	108	44	---	---	246	100
2	Discussion	36	15	150	61	60	24	246	100
3	Demonstration	---	---	141	57	105	43	246	100
4	Project work	90	37	120	49	36	14	246	100

As it can be seen in Table 16; a question was presented to students so as to identify how often each of the teaching methodology applied in their field of study. Accordingly, 138(56%) of student respondents pointed out that lecture method was 'always' applied. Discussion method was reported by 105(61%) of the respondents to be used sometimes. Similarly, 141(57%) and 120 (49%) of student respondents reported that demonstration and project work were also to be used 'sometimes' respectively. Moreover, 36(15%) of the respondents revealed that discussion as a teaching methods was not applied in field of study. project. work, on the other hand was reported by 90(37%) of the respondents to be used 'always' and 36(14%) replied not at all used. On the other hand, 105(43%) of students reported that demonstration was never be used in their field of study as a teaching method.

From the above presentation, therefore, it is possible to understand despite the fact that there are different ways of presenting a lesson Lecture method was highly dominated. Being a TVET program, students are expected to participate more in practical works such as project work, and demonstrate in class what they had learned theoretically. In this regard, most private colleges can be realized that followed teacher centered methodology.

**Table 17:** presentation and control system of examination: As viewed by their Students

No	Item	Response	
		No	%
1	Your teachers teaching presentation in your field of study?		
	Very good	62	25
	Good	164	67
	Poor	20	8
	<b>Total</b>	246	100
2	How is the control system of examination?		
	Strict	221	90
	Lenient	25	10
	<b>Total</b>	246	100

As illustrated in Table 17 above, teachers teaching presentation was rated. Consequently, 62 (25%) of student respondents replied that teachers teaching presentation was very good. In contrast, 20(8%) of respondents said that teachers presentation was poor. Where as the majority, 164(67%) of the respondents reported that the presentation of most teachers was good. As can be seen in the discussion, most private college teachers had presented their lesson in a good way.

However, some teachers reported in the open-ended type questions that most teachers in private college lack teaching methodology skills. Those fresh teachers who directly come from the university to teach law, accounting, information technology, banking and insurance didn't have knowledge of how to teach. Addis Technical college confirmed this situation that most teachers in private college have a problem of how to present a subject and how to budget their time. To minimize this problem, the college had planned to provide training on teaching methodology to those teachers who lack methodology skills.



As can be seen in Table 17 of item 2, the great majority, 221(90%) of student respondents believed that the control system of examination in private college was strict. In contrast, 25(10%) of the total respondents agreed that the control system of examination in private college was lenient.

On the basis of the response, thus, it is possible to realize that control system during examination in private college was strict. In relation to this in Micro link Information Technology College, while an interview was conducted with the dean, the researcher observed about 10 examination answer sheets with a cheating cases and waiting for academic decision. Moreover, teacher respondents from Unity University College also confirmed that they were strict during examination and other type of assessments. On the other hand, teachers from Africa Beza, Queens' and National College reported in their open ended question were opposite to Unity University College.

To strengthen this idea, some teachers also told the researcher that examination and other continuous assessment in private college was simply formality. Surprisingly, most below average students in their performance were allowed to pass to the next education level and award a 10+3 diploma. The implication is that quality of education in private colleges is serious problem.

**Table 18:** Reasons for teachers to be employed by private college

No	Item	Teacher Respondents	
		No	%
1	What is your reason to be employed in private college?		
	Payment is good	34	47
	Management is good	29	40
	Have no other choice	9	13
	<b>Total</b>	72	100
2	Are you teaching on the basis of your specialization?		
	Yes	68	94
	<b>Total</b>	72	100

Concerning teachers' reason to be employed in private college, item 1 of Table 18 show, majority of the respondents 34(42%) indicated that payment is good. Others, 29 (40%) of respondents reported that the management is good. The rest 9(13%) said that have no other choice than to be employed by private colleges.

The above finding revealed that there are some private colleges with a better paying system and other benefits. With regard to payment and benefits, the dean of Micro link Information Technology College confirmed while an interview was conducted; the college's salary scale is attractive because of this there is no teacher's attrition. Teachers are also benefit from provident fund, 24 hours car accident insurance, and yearly salary increment based on their performance, each teacher has internal telephone in their office, a computer for 3 teachers and free of charge internet access. Whereas, 29(40%) of the respondent replied that good management system of the college was the major reason for them to be employed. In contrast, significant number of students in the open ended question mentioned that the college's management was indicated as a major problem. For example, the college's management didn't

understand the problems raised by students. The management lacks clear communication with students and they didn't get the necessary service equivalent to the money they paid.

Besides, some teachers complained that the college's management system was poor. For example, Africa Beza College, Addis Technical College and Selam Technical Center were reported by the teachers and students as poor management system.

In item 2 of Table 18, teachers were also requested if they were teaching based on their field of specialization or not. Accordingly, a large number, 68(94%) of the respondents revealed that they were teaching on the basis of their specialization. Whereas, small number 4(6%) of them failed to respond

**Table 19:** Graduates' acceptance by the employer, relevance and quality of education.

No	Item	Responses			
		Teachers		Students	
		No	%	No	%
1	To what extent are private college graduates accepted by the employer?				
	Very high	7	9	-	-
	High	-	-	-	-
	Medium	33	46	-	-
	Low	12	17	-	-
	Very low	20	28	-	-
	<b>Total</b>	72	100	-	-
2	How relevant is your field of study in the world of work?				
	High	-	-	121	49
	Medium	-	-	85	34
	Low	-	-	26	11
	Nothing	-	-	14	6
	<b>Total</b>	-	-	246	100
3	How is the quality of education in your field of study?				
	High quality	-	-	86	35
	Medium quality	-	-	141	57
	Low quality	-	-	19	8
	<b>Total</b>	-	-	246	100
4	To what extent is the community interested toward this private college?				
	high	60	83	-	-
	medium	12	17	-	-
	Low	-	-	-	-
	<b>Total</b>	72	100	-	-

As can be seen from Table 19 of item 1, 7(9%) of teacher respondents reported that students graduated from private colleges have very high acceptance by the employer. In contrast, 20 (28%) of teachers revealed that private college graduates have very low acceptance. Similarly, 12(7%) of teachers said that they have low acceptance. Whereas significant number, 33(46%) of respondents indicated in their response that private college graduates have moderately accepted by the employer.

Concerning item 2 of the same Table, 121 (49%) of student respondents replied that the field they have studied is high relevance in the world of work. Where as 85(34%) and 26(10%) of students indicated that the relevance of the field in the world of work is medium and low respectively. Others, 14(7%) of students reported that their field of study has no relevance to the world of work.

On the basis of this discussion, thus, one might likely to conclude that private college graduates have medium acceptance by the employer. At the same time the field, students have studied is highly relevant to the world of work. In relation to these, deans from Central Health College and Addis Technical College revealed during the interview that 80% of their students graduated in the field of Nursing and Automotive Technology were employed in various organizations. Micro link Information Technology College dean more specifically added that students graduated from the field of Information Technology were employed by the Ethiopian Air lines.

With regard to quality of education in their field of study, item 3 of Table 19 shows 86(35%) of the students respondents indicated that there is high quality. Where as large number, 141(57%) of students reported that quality of education on their field of study is medium. The rest of respondents, 19(8%) said that quality of education in their field of study is below average. According to the information obtained from the Addis

Ababa Education Bureau and private college deans during the interview, it might be possible conclude that quality of education is country wide problem, it is not only the problem of private colleges.

On the basis of students' response, one can understand that education offered in some private colleges under study seems average and to some extent high quality. This difference between student respondents and interviews might be students' lack of knowledge about quality.

Item 4 of Table 19 shows significant number, 60(83%) of teacher respondents indicated that the interest of the community toward the establishment of private college was high. A few number, 12(17%) of the respondents said that the community has moderately interested toward private colleges.

**Table 20:** The extent of Addis Ababa Education Bureau's support to private colleges.

No	Item	Teachers	
		No	%
1	To what extent are the Addis Ababa education bureau support private colleges t assure quality?	-	-
	High	17	23
	Medium	47	67
	Low	7	10
	No response		
	<b>Total</b>	72	100

With regard to the extent of Addis Ababa education bureau in supporting the private colleges, in table 20, 48(67%) of teacher respondents revealed that the contribution of education bureau in order to assure quality of education was low. Whereas, 17(23%) of teachers reported that support from the education bureau was moderate. The rest, 7(10%) of teacher

respondents failed to give their response. These teachers might be part time employees who didn't follow the day to day function of the college.

In relation to this, most private college deans shared the teachers' view. All deans interviewed reported that Addis Ababa Education Bureau is not in a position to support private colleges. Because, the right persons were not assigned to the right position. In the first place, all private colleges are not similar in terms of field of study they offered, management efficiency and educational facilities. Consequently, they are not treated similarly rather should be evaluated differently.

Specifically, Micro link Information Technology College said those people in the Addis Ababa Education Bureau and Kifle- Ketema Education Department are not up to date; they are far behind the time and technology. They couldn't able to differentiate the nature of private higher education with government institutions. The main problem still remain unchanged is government bodies attitude toward private colleges. They have seen it as step child and they are completely biased that quality of education is only assured in government higher education institutions.

From the responses of the majority (67%) of teachers and the deans view point, thus, it is possible to conclude that the Addis Ababa Education Bureau officials and other government bodies have low efficiency to support private colleges.

## **CHAPTER FOUR**

### **4. SUMMARY, CNCLUSION AND RECOMMEDATION**

Based on the interpretation and analysis of the date, this chapter deals with the summary of findings, conclusion and recommendations.

#### **4.1 Summary of the major findings**

The major purpose of this study was to investigate the magnitude of the problems of internal efficiency I the accredited private colleges of Addis Ababa city Government. In view of this objective an attempt was make to identify the major factors that contribute to problems of internal efficiency of private colleges.

Thus, the specific objectives of the study were:

1. To find out reasons for dropout, withdrawal and repetition of courses;
2. To asses the trends of dropout and withdrawal rates in private colleges of Addis Ababa;
3. To examine the status of teaching staff in private colleges if they are assigned as per the standard of the government policy
4. To investigate the internal and external factors that contributes to low internal efficiency of private colleges and
5. To make recommendation to the existing problems of private colleges' internal efficiency in the City Government o Addis Ababa.



In order to meet the objectives of the study, the following basic question were raised:

1. What are the major reasons of dropout, withdrawal and course repetitions in private colleges?
2. What is the trend of dropout and withdrawal in private colleges of Addis Ababa city government?
3. Which one contributes more to wastage in private colleges that is dropout, withdrawal or repetition of courses?
4. What are the major problems of internal efficiency in private colleges?
5. What are the possible solutions to minimize the problem of internal efficiency?

In this regard, the study was carried out by using descriptive survey method. Of the total 36 accredited private colleges in Addis Ababa, 12 were randomly selected for the purpose of the study. The total subjects of the study were 1000 students attending diploma program (10+3) and 356 college lecturers. From the total population 300 students and 116 lecturers were selected using random sampling techniques. The analysis was based on the returned of 246 students and 72 teachers. Besides, 6 college deans and 1 educational team leader were also included in the study by using availability of sampling techniques because of few in their number. In addition; data concerning private colleges' enrollment, trends of withdrawal and dropout were collected from records of the registrar office.

Further more, data were gathered from respondents using questionnaire. Two sets of questionnaires were prepared in Amharic and distributed to the sample respondents of students' and teachers. The data obtained were tallied and tabulated; frequency distribution and percentage were used to analyze the data. Information obtained through open-ended items and documents analyzing was also considered in the data

interpretation. By doing so, the following findings were obtained from the study:

**The major findings of the study were**

1. Among the possible factors which were thought to have important contribution for withdrawal ranked high by the students were problem related to finance, receiving lower grade and the need to change other college had significant impacts. Teacher respondents on the other hand, indicated that lack of learning interest, family's low standard of living and student's carelessness were highly ranked reasons for withdrawal.
2. The findings indicated that lack of learning interest was ranked first by teachers and second by students as important factor for students' dropout. Besides, frequent absenteeism and family low standard of living were ranked high by teachers which have important impact on the problem of internal efficiency.
3. With regard to factors that contribute to repetition of courses ranked high by the students was frequent absenteeism, difficulty of examination and students carelessness to study hard. Teacher respondents on the other hand reported that lack of learning interest and difficulties of language were the more important factors for students' course repetition.
4. As 57 percent of teacher respondent indicated dropout was the major problems for private college than withdrawal and course repetitions. However, majority to college deans during the interview reported that neither dropout nor withdrawal could consider being wastage of education for private colleges.
5. With regard to trends of dropout and withdrawal rates observed in table 12 and 13, it was found that fluctuated from year to year and varies from college to college. The data from 1995-1997E.C for 9 samples private colleges showed that Central Health College was the

least affected in both dropout and withdrawal problems. Where as Atlanta, Africa Beza and National Colleges were the uppermost affected. Besides, Admass College was affected by high dropout problems, but in a declining rate of withdrawal. It was also found that dropout and withdrawal rate was higher among girls than boys. The result, however, showed a declining tendency.

6. The study revealed that examination cheating control systems of private colleges were not effective. Because of this, most below average student in their academic performance allow to pass the next education level without having the necessary knowledge.
7. 64 percent of teacher respondents revealed that students' academic performance on the basis of their observation was average. Where as 14 percent and 8 percent of teachers revealed that the expected outcome of private college students was low and very low respectively. Besides, 49 percent of teachers pointed out that most of their students were ill disciplined.
8. The finding of the study indicated payment of private college education was very expensive and expensive respectively. As a result of this, 64 percent of students faced financial problems to continue their education.
9. According to the standard set by Ministry of Education, admission criteria of private colleges at 10+3 diploma level is 2.0 As it was pointed out by the study, however, 19 percent of sampled private colleges students were admitted with a GPA of 1.8. That is below the standard set by the government.
10. The result of the study showed that 63 percent of private college lecturers wee first degree holders and 25 percent second degree holders. Nevertheless, the standard set by government was 50 percent MS.SC, 10 percent PhD and 40 percent B.A/B.SC/

However, it was found that teacher' educational qualification in private colleges was far to meet the require standard.

11. It was identified that 53 percent of private college teachers and 100 percent of college deans were full time employees. On the other hand, 47 percent of teachers were a part-time employees moving from one college to another. Due to this fact, they were not available on time in class and lack willingness to support their students for better academic performance. As CPU College dean indicated, most of full and part time employee teachers lack professional ethics. They are trying to make their business rather than devoting for profession. They are not cooperative and punctual to their duty. Addis Technical college president added that some of private college teachers have not only problems of teaching methodology but also knowing the subject Matter.
12. With regard to adequacy of teachers, most respondents reported that there were no sufficient teachers with each field of study. Because of this, two or more periods were spent without teachers. Teachers were unstable and changed now and then. Besides, most teachers lack teaching methodology and have no competence to be college instructors. Furthermore, lecture method was highly dominated on private colleges.
13. Most students and teachers responded in their open-ended type questions that there were problems related to libraries, computer labs, adequacy of qualified teachers etc. and the college didn't supply all the required teaching materials. Students also complained that they didn't get equivalent service with the money they paid. As the respondents pointed our, management of some private colleges lack efficient to be leader of higher education.
14. 67 percent of teacher respondents and all interviewed sampled private college deans reported that the role of Addis Ababa education bureau in supporting private colleges to assure quality of education

was inefficient. The deans' added that the right persons were not placed in the right place. Those people could not be able to differentiate the nature of private colleges with that of government higher education institutions. The Addis Ababa Education Bureau didn't give support to get land and other materials to those colleges need to expand.

## **4.2 Conclusions**

In light of the summary of the major findings the following conclusions were drawn:

1. Problems relate to finance, receiving lower grades, lack of learning interest, frequent absenteeism, difficulty of English language, family low standard of living, students carelessness to study hard were among the possible factors that contribute to students withdrawal, dropout and course repetition.
2. The findings of this study indicated that in spite of short-term decline of dropout and withdrawal rates, problems of internal efficiency remained to be a serious problem in private colleges. It has also been found that withdrawal and dropout rates were fluctuated from year to year and vary from college to college. Hence, Atlanta, Africa Beza and National colleges were the highest affected where as central Health College was the lowest affected both in withdrawal and dropout problems. Therefore, it is concluded that private colleges are still affected by the problem of internal inefficiency.
3. Most students and some teachers complained that private college leaders were inefficient to solve the students' problem as well as to be leader of higher education institution. Most students raised questions to get necessary facilities but they could not get equal service with the money they paid. There was lack of educational materials such as text books, reference materials and other

technical equipments like machines. Moreover, qualified and experienced teachers were not available; teachers lack willingness to support their students and physical facilities of the institution was not up to the expected standard. Besides, most part-time teachers were not arriving in class on time as a result two or more periods were spent without teachers. Teachers were changed now and then. This may indicate that improvement of internal efficiency in private colleges were depend on supply of educational materials, adequacy of qualified teachers, appropriate buildings, infrastructure and professionally devoted leaders of the institution.

4. The finding of the study indicated that admission criterion of private colleges for diploma program was below the standard set by Ministry of Education. Discipline problem and poor academic performance was highly tolerated in private colleges. Teachers were not respected by their students. There are no rules and regulations to control absenteeism. These might have contribution to receive lower grades and lack learning interest and finally lead to course repetition, withdrawal and dropout.

### **4.3 Recommendations**

1. Based on the major findings and conclusions, the following recommendations are suggested:
2. As the findings of the study indicated dropout was the major problems in private colleges. Since dropouts are indicator of low internal efficiency, the improvement of factors associated to students' dropout seems to have a paramount importance. It seems commendable to raise learning interest on the part of parents and students. The role of parents in increasing learning interest can be resized when they understand objectives of higher education. Frequent absenteeism and low standard of living was pointed out as main cause of dropouts, the college therefore, has to

set rules and regulations to minimize absenteeism. Low standard of living, on the other hand, related to economic status of parents, therefore, the college should have to study students' background and help minimize wastage.

3. The problem of finance has a significant impact affecting college student's dropout rate and need to be controlled. The government and private college owners should work together. It means the government should provide land to educational institution with a reasonable price and tax breaking. At the same time private colleges should provide scholarship to some economically poor students. In addition, receiving lower grade would be improved if students have the necessary material and are fully assisted by the teachers as well by their parents. Private college deans, therefore, are advised to give attention for those problems related to dropout, withdrawal and course repetitions; through addressing problems of each student that might affect the internal efficiency of the college so as to produce competent graduates in the world of work.
4. The data indicated that the trend of withdrawal and dropout rates were high in Atlanta, Africa Beza and National colleges. Thus, in order to decrease these problems first, teachers need to support their students by arranging a tutorial class, second, there need to have management intervention to minimize students problem related to finance and get professional advice. Third, over all improvement of internal inefficiency of private colleges would minimize the problem of educational wastage.
5. Students' academic performance and poor discipline were pointed out by the finding. Hence, the government, the college community and parents should work together so as to improve their children' academic performance and minimize discipline problems. As it was discussed those below average students get promoted to the next education level. This is a question of relevance and quality

assurance in private higher education institution. Therefore, the government should introduce a testing center for those final year private college students before graduating. Besides, the examination control system of private colleges should be strict so as to filter those academically poor students.

6. As it was disclosed, majority of students and teachers responded that private colleges have management problem. Therefore, creating transparent management is paramount importance to understand students as well as teachers' problem. To be efficient in managing higher education institution, it is better to have professional leaders. For instance, a technical college would have better performance if the leader has technical knowledge and a health college should led by its profession.
7. As the findings of the study revealed, in some private colleges students were admitted below the standard set by Ministry of Education. This may contribute for low academic performance of students. Therefore, to produce competent graduates and increase efficiency, private colleges are suggested to admit students as per the standard of Ministry of Education.
8. In order to meet teachers' educational qualification as the required standard, though the existing situation of the county does not allow, private colleges should give attention to up grade those teachers with first degree to second degree with short and long term plans. Improving teachers' qualification at all levels is therefore, a necessary condition for improving the internal efficiency of private colleges.
9. The finding of the study disclosed that (47%) of private college teachers were part-time employees. It is important if private colleges could employ full time teachers. So as to support students at any time, private colleges should raise interests of teachers by introduction incentive systems such as salary



increment, providing training for further education and develop sense of belongingness.

10. It is advisable to be punctual and governed by professional code of ethics so as to utilize time as a resource or educational input effectively. Adequacy of teachers in each field study is number one problem in private colleges. Thus, it needs to be recognized by all private colleges to fulfill the required number of qualified teachers. As some of teachers and students suggested in their open ended type question, the government should follow up the over all activities of private colleges such as teachers education qualification, physical facilities, learning facilities and students evaluation or grading system. So as to reduce teachers turnover private colleges should pay competitive salary and provide refresher courses. Teachers also are advised to apply various teaching methods instead of dominated by teacher centered presentation.
11. As stated by respondents, private college physical facilities were not up to the expected standard to accommodate its large number of students.
12. To have appropriate buildings by all private colleges is simply ambitious. Therefore, it is better to get building through rental form instead of old and narrow compounds. For instance, Atlanta College is advised to change it compound located near to Commercial printing. Besides, St. Mary's college, however, the building is standardized' their huge numbers of students are beyond the capacity. Therefore, it is suggested either to have other building or minimize the number of students.
13. Moreover, as it has been noted, learning facilities such as libraries and computer labs have supplied insufficiently. thus, in order to provide quality education, the colleges should provide the necessary educational materials.

14. The study indicated that the role of Addis Ababa education bureau to support private colleges' internal efficiency was low. It would therefore be important that the bureau should assign the right person to the right position to improve internal efficiency of private colleges by providing professional support. The bureau should also give attention to those newly opened private colleges and thoroughly evaluate its internal efficiency before giving them a license. There should be clear and open communication between government bodies and owner of private colleges in terms of guidelines, policies, and admission criteria. Besides, private colleges are expected to have clear communication with beneficiaries in terms of payment, teaching learning process and common problems. The bureau also should arrange programs for experience sharing with government colleges' in terms of training manpower, material management, preparation of teaching material and students evaluation

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**APPENDX-A**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**A Questionnaire to be filled in by sampled private college teachers**

With this questionnaire, the researcher intends to **study the internal Efficiency of private colleges in Addis Ababa**. Hence, knowing that your responses will be used only for research purpose, you are kindly requested to fill in the questionnaire. For genuinely doing so by devoting your time and exerting effort, the researcher really remains very grateful to you;

Meanwhile, he wishes to bring into your attention that the outcome of this study will highly depend upon your responsible and timely response.

With best regards,

N.B.

Please, not that there is no need to write your name.



## **I. Background Information**

**Instruction:** Read the following Items and give your response by either circling the letter you chose or writing in full where necessary. Please, do not leave the pen-ended questionnaire unanswered

- A. Name of the college \_\_\_\_\_
- B. Age \_\_\_\_\_
- C. Sex            Male \_\_\_\_\_            Female \_\_\_\_\_
- D. Total number of teaching experience \_\_\_\_\_
- E. Term of employment A. Full time employee B. Part-time employee
- F. Level of educational Qualification
- A. Ph.D          B. M.A/M.sc          C. B.A/B.sc          D. Diploma

## **II. Question Items**

1. What is the reason to employee in this private college? Because:-  
    A. Payment is good    B. management is good    C. have no other choice
2. In your experience, does the college admit students as per standard of Ministry of education?            A. Yes            B. No
3. Most applicants to private colleges are?  
    A. 12<sup>th</sup> grade completer    B. 10<sup>th</sup> grade completer    C. Both of them
4. In your observation which one of them has better performance of the course?  
    A. 12<sup>th</sup> grade            B. 10<sup>th</sup>
5. On the bases of student's performance what grade do you expect?  
    A. very high          B. high                  C. medium              D. low          E. very l
6. If the students perform low, what do you think the problem?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

7. In which type of subjects most students receive low grade?

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

8. To what extents are most teachers willing to support their students perform better? A. very high B. high C. medium d. low E. very low

9. To what extent is the attitude of the community to ward the

Establishment of this college? A. high B. medium C. low

10. How is private college graduates accepted by the employer?

A. very high B. high C. medium D. low E. very low

11. How do you see the organizational structure of the college?

A. well organized B. partially organized C. poorly organized

12. To what extent is the management capacity to upgrade the college?

A. high B. medium C. low

13. Are you teaching in this college on the basis of your specialization?

A. yes B. No

14. If the response to question number \_\_\_\_\_ is "No" what is the reason?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

15. To what extent is the college's management interested to upgrade teacher's performance? A. very high B. high C. medium D. Low
16. How standardized is the college building to provide higher education?  
A. very high B. high C. medium D. very low
17. In this private college you are teaching, which one do you think the problem of educational wastage?  
A. dropout B. withdrawal C. repetition of course C. lack of inputs
18. Which level do you think subjected to dropout, withdrawal and repeating courses? A. 10+1 B. 10+2 C. 10+3
19. In your opinion dropout, withdrawal and course repeating could Consider as educational wastage? A. yes B. No
20. Which one I mostly subjected to dropout, withdrawal and course repeating in terms of sex? A. male B. female
21. If the response to question number \_\_\_\_ is, "female" what is the reason? A. marriage B. working at home  
C. difficulty of the D. left for abroad
22. To what extent is the Addis Ababa Education Bureau support private college to assure quality? A. high B. medium C. low
23. How disciplined are students?  
A. very good B. good C. satisfactory D. poor
24. What are the major causes of discipline problems?  
a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_

25. Following is the list of factors that are expected to have an influence on student's **course repetition**. Among these please write 3 in rank orders.

No	Factors
1	Students lack learning interest
2	Frequent absenteeism
3	Problems of the Curriculum
4	Student's carelessness to study hard
5	Lack of educational materials
6	Difficulty of language
7	Frustration during examination
8	Difficulty of examination

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

26. What are the major problems that faced private colleges in the teaching learning process?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

27. Following is the list of factors that are expected to have an influence

On college student's **withdrawal**. Of these write 3 in rank order

	Factors
	Student lacks learning interest
	Student lacks discipline
	Teacher's poor teaching methodology
	Family's low standard of leaving
	Student's carelessness to study hard
	Lack of educational materials
	Student's health problem
	Family's health problem
	Problems of curriculum

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

28. Following is the list of factors that are expected to have an impact on student's **dropout**. Of these please write 3 in rank order.

	Factors
1	Student lacks learning interest
2	Teacher's poor teaching methodology
3	Family's low standard of leaving
4	Frequent absenteeism
5	Lack of teacher's support
6	Lack of educational materials
7	Student's health problem
8	Poor internal organization of the college
9	Difficulty of language
10	Problem of curriculum

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

29. What do you advise the concerned bodies that private colleges to provide quality education?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

30. Following is the list of educational inputs that have direct influence to low internal efficiency of private college. Of these please write three in rank order.

No	Factors
1	Lack of qualified teachers per field of study
2	In efficient of the college management
3	In adequacy of the college building to provide higher education
4	Lack of students seat in the class room
5	Shortage of books in the library
6	Lack of reference material
7	Shortage text books

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**APPENDIX – B**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**A questionnaire to be filled in by sampled private college students.**

With this questionnaire, the researcher intends to study the internal efficiency of private colleges in Addis Ababa. Hence, knowing that your response will be used only for research purpose, you are kindly requested to fill in the questionnaire. For genuinely doing so by devoting your time and exerting effort, the researcher really remains very grateful to you; meanwhile, he wishes to bring in to your attention that the outcome of this study will highly depend upon your responsible and timely response.

With best regards,

**N.B.**

Please, not that there is no need to write your name.



## I. Background Information

**Instruction:** - Read the following items and answer by either circling the letter or work you chose or writing in full as appropriate. Please do not leave the open-ended questions unanswered.

- A. Name of the college \_\_\_\_\_
- B. Sex. Male \_\_\_\_\_ female \_\_\_\_\_
- C. Age. \_\_\_\_\_
- D. The field you are studying \_\_\_\_\_
- E. Your grade point in Secondary School Leaving Certificate Examination /EGSSCE/. A. 1.8 B. 2.0 C. 2.2 D. 2.4 E. 2.6 and above

## II. Question Items

1. Why do you prefer to join private college?
- A. admission criteria is low B. to get appropriate field of study
- C. to get a job easily D. to get quality education
- Other /please \_\_\_\_\_
2. Is the field you are studying on the basis of your first choice?
- A. Yes B. No
3. If the response to question number \_\_\_\_\_ is "yes" what is the reason?
- A. employment opportunity is high B. family influence
- C. friends influence D. the subject is easy to understand
- Other/please state \_\_\_\_\_
4. Who financially supports you?
- A. father only B. mother only C. father and mother D. relative

E. self

F. aid from Ngo

G. scholarship

5. How would you rate the payment of your college courses?

A. very expensive B. expensive C. reasonably expensive D. low

6. Concerning payment of courses have you faced problems related to finance? A. yes B. No

7. If your response to question number \_\_\_\_ is "yes" how it solved?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

8. How would you rate your parent's financial capacity to pay private college education? A. very high B. high C. medium

D. very low E. low

9. How is the term of payment?

A. once B. twice C. per month D per semester

10. What is your parent's occupation?

A. government employee B. business C. non-government employee

D. private organization employee E. other \_\_\_\_\_

11. What is your parent's level of education?

A. Basic education B. primary education C. secondary education

D. certificate/TTI/ E. college diploma F. First degree and above

12. Are there enough teachers I your field of study? A. yes B. No

13. How do you rate most teachers' level of qualification in your field of study? A. high level B. medium level C. low level

14. How is the employment situation of most teachers in your fields of study? A. full time B. part-time C. I don't know
15. Teachers who have low teaching experience are?  
A. full time employee B. part-time employee C. both.
16. Do most part-time teachers available in class on time? A. Yes B. No
17. If the response to question number \_\_\_\_\_ is "No" do teachers arrange Make up class? A. yes B. No
18. How do you rate most of your teacher's teaching methodology I your field of studies? A. very good B. good C. low D. very poor
19. How willing are most teachers to support students in your field of study? A. very high B. high C. low D. very low
20. In your field of study, which one is more willing to support students?  
A. full time employee B. part-time employee  
C. both is more willing D. both is less willing
21. How relevance is your field of study to the world of work?  
A. high B. medium C. low D. nothing
22. How is quality of education in your field of study?  
A. High quality B. medium quality C. low quality
23. How is the control system of examination?  
A. strict B. lenient

24. Show the frequency of teaching methods applied by your teachers with a tick mark?

No	Teaching method	Frequency		
		Always	sometimes	Not applicable
1.	Lecture			
2.	Discussion			
3.	Demonstration			
4.	Project work/paper presentation			

25. Following are list of factors that are expected to have an influence on

College student **Dropout**. Among this f please write 3 I rank order.

Factors
Dislike the course
Un happy on teaching method
Student's health problem
Receiving lower grade in examination
Unsatisfactory on college's educational input
Wrong choice of field of study
Problem faced related to finance
Need to change to other college
Student lacks self confidence

A. \_\_\_\_\_ B. \_\_\_\_\_

C. \_\_\_\_\_

26. Following are list of factors that are expected to have an influence on college student **Withdrawal**. Among these pleas write 3 in rank orders you

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

27. Have you ever been repeated a course? A. yes B. No

28. If your responses to question \_\_\_is "A" have you asked additional cost? A. yes B. No

29. Following are list of factors that are expected to have an influence on college student **repeating courses**. Among these please write 3 in rank order.

No	Factors
1	Difficulty of language
2	Frequent absenteeism to class room
3	Shortage of educational material
4	Difficulty of examination
5	Students carelessness to study hard
6	Frustration during the examination
7	Student lacks learning interest
8	Problems of the curriculum

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

30. Is the college building appropriate to provide higher education?

A. Yes

b. No

31. In your field of study which one do you think contributed more for educational wastage? A. withdrawal B. Dropout C. course repetition

Others. \_\_\_\_\_

32. What are the major problems you observed in your college?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

33. What do you advise to solve the problem?

By the government

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

By the government

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## **Appendix C**

### **INTERVIEW TO PRIVATE COLLEGE DEANS**

1. What is the relative age of your college?
2. Does your college admit students as per standard of Ministry of education?
3. How is the academic performance of your students as compare to government higher institutions?
4. To what extent are you college efficient in terms of educational inputs such as getting qualified teachers, adequacy of building, computer lab, Library, laboratory and others?
5. Of the following which one do you think is the problem of educational wastage in private colleges?
  - 5.1 Dropout
  - 5.2 Withdrawals
  - 5.3 Repetition of course
6. In your experience, student's dropout, withdrawal and repetition of course could consider as a major problem to private college?
7. To what extent is your college to be competent with other private colleges in the provision of higher education in terms of finance, skilled man power and materials provision?
8. What are the major problems of internal efficiency in private Colleges?
9. What do you suggest to solve these problems?
10. How efficient the Addis Ababa Education Bureau to support private colleges?
11. What is the status of your college's relation with the following?

- Addis Ababa education bureau and kifl-Ketema education Department
- Addis Ababa City government
- Government higher education institutions
- Other private colleges
- Teachers, students and the community

Thank you very much!



## **Appendix D**

### **Interview for an Official in the Addis Ababa Education Bureau**

1. How many private colleges are registered in the city to provide higher education?

2. Of these how many of them are fully accredited?

3. What are the major criteria the bureau set for the accreditation process?

4. Do you think the Addis Ababa Education Bureau is efficient to provide support for private colleges?

5. Currently, the numbers of private college in Addis Ababa are rapidly increasing. What do you comment to the following :-

-student admission

-teachers qualification

-adequacy of building

-continuous assessment and

-provision of quality education

6. In your opinion to what extent are the private college leaders implement the government policy?

7. Some private colleges are complaining about the service the bureau provide them, how do you see it?

Thank you Very much!

## Appendix E

### Observation Check list

1.	Organization of class rooms	available	Sufficiency	Insufficient
	-Chairs -Black board -White board -natural light -electric light			
2.	Computer lab			
	-Computers -Computer professionals -Chairs -time for computer practicing			
3.	Workshop			
	-manual equipment -machineries -electrical supply -water supply -practical training process -overhead projectors			
4.	The college internal guideline			
	-rules and regulation of the college -guidelines of disciplinary measures -students registration -admission criteria - Short term and long term strategies			
5.	-Multipurpose hall -lecture halls			
6.	Physical facilities			
	-college's compound size -cleanness of the compound			

	-toilet			
	- for teachers - for students			
	- students waiting place - sport center - fields for games			
7.	Library			
	-text books -reference materials -teacher's hand out -journals and newspaper -reading rooms librarian			
9.	Offices			
	-for teaching staff -for administrative staff			

## APPENDIX F

Enrolment, Dropout and withdrawal rates in Sample private colleges of Addis Ababa City Government.

No	Name of the college		Academics Year								
			1995 E.C			1996 E.C			1997 E.C		
		Sex	M	F	T	M	F	T	M	F	T
1	St.Mary's college	Enrollment	1121	849	1970	1073	821	1894	936	800	1736
		Dropout	14	20	34	72	158	230	116	143	259
		Withdrawal	12	14	26	48	69	117	5	42	77
2	C P U College	Enrollment	88	63	151	195	85	280	226	174	400
		Dropout	5	7	12	6	4	10	15	19	33
		Withdrawal	2	6	8	12	18	30	9	14	23
3	Queen's College	Enrollment	500	371	871	858	627	1485	380	243	623
		Dropout	22	40	62	24	57	81	17	20	37
		Withdrawal	15	9	24	14	28	42	7	8	15
4	Central Health	Enrollment	288	412	700	246	378	624	286	405	691
		Dropout	15	25	40	14	21	35	3	17	20
		Withdrawal	-	5	5	2	6	8	1	3	4
5	Unity University College	Enrollment	--	--	--	--	--	--	--	--	--
		Dropout	--	--	--	--	--	--	--	--	--
		Withdrawal	--	--	--	--	--	--	--	--	--
6	Micro link Information College	Enrollment	837	449	1286	737	523	1260	504	716	1220
		Dropout	66	134	200	10	20	30	16	24	40
		Withdrawal	60	84	144	-	8	8	3	16	9
7	Africa Beza College	Enrollment	200	162	362	296	266	562	345	279	624
		Dropout	27	46	73	42	36	78	16	30	46
		Withdrawal	22	38	60	20	11	31	7	10	17
8	Atlanta College	Enrollment	180	100	280	175	145	320	191	158	349
		Dropout	28	22	50	9	17	26	5	4	9
		Withdrawal	14	19	33	6	11	17	10	8	18
9	Addis Technical College	Enrollment	--	--	--	--	--	--	--	--	--
		Dropout	--	--	--	--	--	--	--	--	--
		Withdrawal	--	--	--	--	--	--	--	--	--
10	National College	Enrollment	156	90	24	200	168	368	431	340	671
		Dropout	47	21	68	24	36	60	18	20	38
		Withdrawal	5	15	20	17	25	42	10	9	19
11	Admass College	Enrollment	760	915	1675	680	670	1350	940	1030	1970
		Dropout	45	81	126	66	95	161	81	200	281
		Withdrawal	23	32	55	16	17	33	23	37	50
12	Selam Technical Training	Enrollment	--	--	--	--	--	--	--	--	--
		Dropout	--	--	--	--	--	--	--	--	--
		Withdrawal	--	--	--	--	--	--	--	--	--

No	Name of the college		Academics Year								
			1995 E.C			1996 E.C			1997 E.C		
1	St.Mary's college	Sex	M	F	T	M	F	T	M	F	T
		Enrollment	1121	849	1970	1073	821	1894	936	800	1736
		Dropout	14	20	34	72	158	230	116	143	259
		Withdrawal	12	14	26	48	69	117	5	42	77
2	C P U College	Enrollment	88	63	151	195	85	280	226	174	400
		Dropout	5	7	12	6	4	10	15	19	33
		Withdrawal	2	6	8	12	18	30	9	14	23
3	Queen's College	Enrollment	500	371	871	858	627	1485	380	243	623
		Dropout	22	40	62	24	57	81	17	20	37
		Withdrawal	15	9	24	14	28	42	7	8	15
4	Central Health	Enrollment	288	412	700	246	378	624	286	405	691
		Dropout	15	25	40	14	21	35	3	17	20
		Withdrawal	-	5	5	2	6	8	1	3	4
5	Unity University College	Enrollment	--	--	--	--	--	--	--	--	--
		Dropout	--	--	--	--	--	--	--	--	--
		Withdrawal	--	--	--	--	--	--	--	--	--
6	Micro link Information College	Enrollment	837	449	1286	737	523	1260	504	716	1220
		Dropout	66	134	200	10	20	30	16	24	40
		Withdrawal	60	84	144	-	8	8	3	16	9
7	Africa Beza College	Enrollment	200	162	362	296	266	562	345	279	624
		Dropout	27	46	73	42	36	78	16	30	46
		Withdrawal	22	38	60	20	11	31	7	10	17
8	Atlanta College	Enrollment	180	100	280	175	145	320	191	158	349
		Dropout	28	22	50	9	17	26	5	4	9
		Withdrawal	14	19	33	6	11	17	10	8	18
9	Addis Technical College	Enrollment	--	--	--	--	--	--	--	--	--
		Dropout	--	--	--	--	--	--	--	--	--
		Withdrawal	--	--	--	--	--	--	--	--	--
10	National College	Enrollment	156	90	24	200	168	368	431	340	671
		Dropout	47	21	68	24	36	60	18	20	38
		Withdrawal	5	15	20	17	25	42	10	9	19
11	Admass College	Enrollment	760	915	1675	680	670	1350	940	1030	1970
		Dropout	45	81	126	66	95	161	81	200	281
		Withdrawal	23	32	55	16	17	33	23	37	50
12	Selam Technical Training	Enrollment	--	--	--	--	--	--	--	--	--
		Dropout	--	--	--	--	--	--	--	--	--
		Withdrawal	--	--	--	--	--	--	--	--	--

Source: Sample private Colleges

## **DECLARATION**

I hereby declare that this is my original work and that all sources of information used for the thesis have been duly acknowledged

Name: Molla Mesfin

Signature: \_\_\_\_\_

Date: 16 June 2006

This thesis has been submitted for examination with my approval as a university advisor.

Name: Professor Seyoum Teferra

Signature: \_\_\_\_\_

Date: 16 June 2006