

Vol. 4. No. 4. 2021

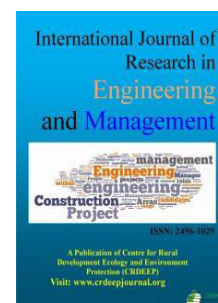
©Copyright by CRDEEP Journals. All Rights Reserved.

Contents available at:

[www.crdeepjournal.org](http://www.crdeepjournal.org)

International Journal of Research in Engineering &amp; Management (ISSN: 2456-1029)(SJIF: 2.228)

A Peer Reviewed Journal

**Full Length Research Paper**

# Expansion of Higher Education in Ethiopia: Challenges and Opportunities: The case of Kotebe Metropolitan University and Saint Mary University

Easaw Alemayehu

PhD Candidate, Department of Educational Planning and Management, Addis Ababa University, Ethiopia.

**ARTICLE INFORMATION****Corresponding Author:**

Easaw Alemayehu

**Article history:**

Received: 08-07-2021

Accepted: 12-07-2021

Published: 13-07-2021

**Key words:**

Challenges, Expansion, Higher Academic Institutions, and Opportunities

**ABSTRACT**

The goal of this research was to assess the obstacles and possibilities for higher education expansion at Kotebe Metropolitan and Saint Mary Universities in Addis Ababa. In effect, the study looks at how the expansion of higher educational institutions affects problems and possibilities in the teaching and learning process, curricular material, quality considerations research preparation and so on. The study was carried out using a descriptive survey research approach. A total of 200 students and 100 instructors were chosen at random from these universities. To assess the students' and lecturers' responses, two types of Five-Point Likert-type scale questionnaires were issued. The researcher used an observation checklist to perform observations with the aid of two lecturers. Statistical techniques such as frequency counts, percentages, mean, and grand mean were used to analyze the data. The study's findings indicated that fast development of higher educational institutions has created difficulties, such as accepting fewer qualified students. In terms of growth potential, the study found that expansion boosts demand for higher education. According to the findings, university managers should investigate new ideas and information in order to balance expansion with the desired quality of teaching and learning processes. Finally, suggestions were made on the assignment of moderately competent candidates to these expanding universities.

**Introduction***Background of the study*

Higher education is a relatively new occurrence in Ethiopia's contemporary educational system. Although the foundation of Addis Ababa University, formerly known as Emperor Haile Sellassie I University, in 1950 marked the start of higher education in Ethiopia (Teshome, 2005), the number of universities has increased dramatically over the last two and a half decades. The Ethiopian government's University Capacity Building Program (UCBP) and the public's rising demand for higher education services seems to have been the driving forces behind the fast growth of universities after 1990. According to the Ministry of Education's Annual Statistical Abstract, Ethiopia presently has 50 state higher learning institutions and about twice as many authorized private higher learning institutions (FDRE MOE, 2015).

Increased enrollment in basic and secondary schools has a direct impact on Ethiopia's higher education growth and development. The drive to achieve the Millennium Development Goals (MDGs) and Education for All (EFA) goals has played a key role

in Ethiopian education's recent history. The government and its various development partners in the education sector played a significant role in expanding elementary schools throughout the nation, notably during the previous two decades, in order to fulfill the targets set by both the Millennium Development and EFA objectives (Saint, 2004).

Increased enrollment in elementary and secondary schools has resulted in an increase in the number of schools and instructors. As the need for elementary and secondary schoolteachers grows, so does the demand for teacher training institutes and universities.

As a result, gross and net enrolment for pre-primary, primary, and secondary schools have changed dramatically over the previous decade. In a similar vein, higher education enrolment is rising as a function of time, with an emphasis not just on expanding the amount of possibilities, but also on enhancing the equality of those possibilities. According to the Education Statistics Annual Abstract (FDRE MOE, 2013), undergraduate enrolment in regular, evening, summer, and distance programs

grew from 310,702 (29 percent female) to 553,484 in both government and non-government higher education institutions between 2008/09 and 2012/13,(30 percent female). When compared to similar statistics from 2003/2004, Ethiopia had a total higher education population of 98,404 people, with just 20,418 (21%) of them being female (Ashcroft, 2013).

In theory, functionalist or consensus theorists believe that colleges can help solve social issues by developing and applying new knowledge (Ballantine, 1997). As a result, the functionalist approach proposes three arguments for higher education growth. They include: higher education is desirable to help improve individual opportunities; higher education increases the possibility of equal opportunities by teaching the skills required in a complex technological world, thereby improving an individual's ability to compete and fit into the system in a productive way; higher education increases the possibility of equal opportunities by teaching the skills required in a complex technological world, thereby improving an individual's ability to compete and fit into the system in a productive way; higher education increases the possibility of equal opportunities by teaching the skills required in a complex technological Higher education is required by society in order to assist individuals prepare for certain roles. This case has been made to increase higher education in poor countries (Ballantine, 1997 ).

Despite the fact that much work is being done in Ethiopia to expand higher educational institutions, there are several basic issues that these enlarged higher educational institutions in Ethiopia face today. These include the fact that the number of instructors has not kept up with the increase in enrolment. In 2000, Ethiopia's universities had slightly more than 3,400 teachers teaching students. There were about 7,500 university professors in 2008-09. In other words, whereas the number of students nearly quadrupled, the number of teachers only doubled. This divide may also be seen in the teacher-to-student ratio, which has risen from 1:8 in 1995 to 1:15 now. Because there aren't enough competent Ethiopians to fill these jobs, the system has a hard time filling numerous teaching openings. As a result, instructors from other countries are also hired. Most universities lack the resources to effectively supervise and mentor such a large number of new and inexperienced professors. Fewer than 20% of current teachers have master's degrees, and fewer than 4% have doctorates, indicating a lack of scholarly experience (Tesfaye 2011).

Infrastructure has an impact on quality as well. The country has seen rolling blackouts on a regular basis for the past two years, and just a few colleges have generators to keep technological equipment running during outages. Construction of classroom space, library collection expansion, computer lab additions, and electronic network development are all lagging behind enrolment growth. International organizations are assisting the government in the development of new infrastructure and amenities. As a result of the 70/30 percent intake strategy, education in social sciences and non-marketable topics has suffered (Abeje, 2008).

The state of research in higher education is at an all-time low. Higher educational institutions receive insufficient monetary support from the government and from outside sources. Many colleges in rural regions are unsustainable, under-enrolled, and

have inadequate infrastructure and resources, as well as a limited number of professors (Ashcroft, 2013).

It should also be emphasized that the researcher's interest in the problems and prospects of expanding higher educational institutions in Addis Ababa in general, and Kotebe Metropolitan University and Saint Mary University in particular, led to the writing of this thesis. However, it is important to note that concerns relating to the growth of higher academic institutions are so complicated that there is no single answer to the numerous problems connected with higher education expansion in the modern world, particularly in developing nations like Ethiopia. However, the majority of the study topics should be viewed as topics of debate for resolving difficulties and maximizing potential for higher academic institutions to expand, and are not intended to commend or condemn Kotebe Metropolitan and Saint Mary Universities.

#### *Statement of the problem*

The problem statement acknowledges that expanding Higher Academic Institutions is important, particularly in a developing country like Ethiopia, where poverty and inequality are structurally deep-seated, with an estimated 85 percent of the population without formal employment and 84 percent of the population living on less than \$1.25 per day (Ashcroft, 2013). This is because many less fortunate individuals may possibly have access to higher education. Nonetheless, sacrificing quality in the sake of expansion is harmful. Increased access to higher education, as the Ethiopian government envisions it in the twenty-first century, will be of little or no benefit if the quality is inadequate and students graduate without the required standard knowledge or skills in line with the government's national development plan (Damte, 2014). It should be highlighted that expansion is not a phenomena that is incompatible with excellence. As a result, it is important not to overlook the fact that the growth of higher academic institutions must not occur in isolation, implying that the process of expanding higher education must be on par with or matched with the quality of the education provided. This may appear difficult, but it has a higher education ring to it.

Higher education institutions are also known to have a rapid rise in student enrollment, which is referred to as institutional and program growth. Another feature of Ethiopia is that the rise of higher educational institutions has happened without corresponding increases in human, physical, and financial resources. It has had a direct impact on student quality of life, teaching and learning quality, physical infrastructure, research, and other factors.

The inherent desire of universities and their academic communities for quality education through academic intensification, on the one hand, has created a tension between the government's political desire for higher education expansion and the inherent desire of universities and their academic communities for quality education through academic intensification, on the other hand. As a result, the teaching and learning quality at Ethiopian public institutions is now jeopardized (Solomon, 2010). The issue of excellence evolves as the higher academic institutions subsector continues to develop with the emergence of both government and private institutions

on the horizon. It's also worth noting that in Ethiopia, concerns regarding the quality of higher education institutions are on the rise. Similarly, in many nations, including Ethiopia, the enhancement and enrichment of excellence, as well as attempts to define and evaluate quality, are important concerns for higher educational institutions. As higher educational institutions increase their programs and physical facilities, there is rising worry about their quality, and Ethiopia is no exception in terms of its higher education boom. Education for All Global Monitoring (2013), as it is often called, raises concern that many countries that have achieved substantial success in expanding access have not made commensurate progress in enhancing education quality.

Higher education in Ethiopia has serious flaws, with the system's expansion exacerbating the problem. Increased demand for higher education is expected to continue, with both the public and private sectors attempting to fulfill it with a slew of new schools. The consequence is frequently frantic and chaotic expansion, with the public sector underfunded and the private (for-profit) sector struggling to develop quality programs that serve anything other than short-term, market-driven demands. Ethiopia faces a difficult job in growing higher education institutions and enhancing quality while staying within financial limits.

The researcher realized that building a good higher education system is undeniably a national priority that is important for national growth and global competitiveness, rather than a luxury that nations may now be scolded for indulging in. What distinguishes Africa's development is that it has seen a "flash flood" of expansion, with ramifications ranging from quality to financing, governance to jobs. As a result, Africa must do more in the twenty-first century to address the twin and conflicting problems of expanded growth and better quality (Damte, 2014). Higher educational institutions are designed to provide the human capital needed for the recognition of national socio-economic agendas, which must be of high quality and significant in the community and throughout the world. Second, higher educational institutions provide space for research that advances knowledge, increases the worth of life, and allows policymakers to make informed decisions. Third, higher educational institutions should be in the forefront of delivering significant services to the world's public and private sectors. Higher academic institutions, rationally, have a greater impact on our world; as a result, it jointly educates each human being to have a voice in its viability and efficiency. One way we may achieve this is by reducing the barriers to higher education institution expansion and publicizing its benefits.

As a result, using the above points as a description of the problem, the researcher focused his investigation on two higher educational institutions, Saint Mary University and Kotebe Metropolitan University, while examining the difficulties and prospects of their expansion. In fact, the study looked at how the expansions of these two institutions affected teaching and learning, curriculum content, research preparation, and quality concerns.

In light of the foregoing, the following study questions were created with the goal of critically evaluating the challenges and

identifying potential solutions, as well as suggesting them along the way:

- a. What are the challenges raised from the rapid expansion of Kotebe Metropolitan Saint Mary Universities?
- b. What are the opportunities of expansions at Kotebe Metropolitan and Saint Mary Universities?
- c. How does the expansion at Kotebe Metropolitan and Saint Mary Universities influence the teaching, learning process, and the research preparation?
- d. How does the expansion of Kotebe Metropolitan and Saint Mary Universities affect the curriculum content?
- e. To what extent has the rapid expansion of Kotebe Metropolitan and Saint Mary Universities been accompanied by quality considerations?

### *Objectives of the study*

#### *General Objective*

The study's overall goal was to assess the obstacles and possibilities for higher education expansion at Kotebe Metropolitan and Saint Mary Universities in Addis Ababa. In effect, the research looked at how the growth of these higher educational institutions affects the teaching and learning process, curricular content, and research preparation.

#### *Specific Objectives*

1. To assess how the expansion raised challenges at Kotebe Metropolitan and Saint Mary Universities.
2. To examine whether the expansion at Kotebe Metropolitan and Saint Mary Universities created opportunities or not.
3. To assess how the expansion influences the teaching, learning and the preparation of research at Kotebe Metropolitan and Saint Mary Universities.
4. To analyze how the expansion affected the curriculum content at Kotebe Metropolitan and Saint Mary Universities.
5. To examine whether the expansion of Kotebe Metropolitan and Saint Mary Universities considers quality or not.

#### *Definition of terms*

**Curriculum:** The learning standards or learning objectives that students are expected to meet; the units and lessons that teachers teach; the assignments and projects that students are given; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used are all examples of curriculum. (Tierney, 1989).

**Expansion:** entails broadening the scope of institutions Internal growth and integration are two methods of expansion. Internal expansion refers to a company's ability to grow through creating additional branches, producing new goods, or starting new enterprises. (Jon, 2004).

**Higher Academic Institutions:** Universities, University Colleges, Colleges, or Institutes (HEP 650/2009) are tertiary secular academic institutions that provide undergraduate, graduate, and doctoral (PhD) studies to students in both public and private institutions.

**Private Higher Academic Institutions:** Privately held higher education institutions are known as entrepreneur-owned higher education institutions.

**Public Higher Education Institutions:** are those HEIs that have been created as authorized de-jure government institutions that are completely owned and operated by the government by an act of parliament. It will be supported through a block grant system

based on strategic plan agreements (HEP 650/2009) by the federal government or states

**Quality:** is the standard that must be reached in order to fulfill certain goals in order to satisfy consumers (Ellis, 1993).

## Materials and methods

### *Research design and methodology*

The accuracy and efficacy of the research design and technique used determine the value of any research project. The technique used in this investigation is described in this section. It went into the research design, population, sample size, sampling techniques and procedures, data collecting tools, research procedure, and data analysis methodologies used and finally ethical considerations.

### *Research design*

A descriptive survey design was utilized in this investigation. The initial step was to gather and analyze quantitative data, which was followed by the gathering and analysis of qualitative data. The qualitative information was utilized to back up and reinforce the quantitative information. As a result, the quantitative data was obtained first, followed by the qualitative data. As a result, the study will use a descriptive survey methodology, which allows researchers to collect and analyze quantitative data before gathering qualitative data to supplement and enhance the quantitative findings. The research was a descriptive survey that looked at the obstacles and potential for expansion at two private and public higher education institutions, Kotebe Metropolitan University and Saint Mary University. Because of the necessity to conduct an in-depth examination of the obstacles and potential for expansion of Kotebe Metropolitan University and Saint Mary University, the descriptive survey research design was deemed the most appropriate. Both of these colleges were chosen because their program flexibility curriculum expansion, teaching and learning expansion, infrastructure and students' enrollment is rapidly expanding.

### *Sources of Data*

Both primary and secondary data sources were used to gather quantitative and qualitative data. Quantitative data has numbers connected to it, but qualitative data does not. The key data was information that was gathered for the first time specifically for this investigation. Secondary data, on the other hand, was information gathered and processed for a different purpose. Obtaining primary data entails gathering the opinions of research participants who are the survey's responders. As a result, the primary data for this study was obtained from participants who included instructors and aspiring first-year graduates. Secondary data was gathered from university records and research materials.

### *Study Population*

The researcher picked Kotebe Metropolitan University and Saint Mary University as the study population using purposive sampling in order to conduct in-depth research on the mentioned fundamental research topics. A total of one hundred (100) academics from these higher educational institutions (50 from each) were chosen at various levels. In addition, random selection was used to choose 200 prospective 2016/17 (2009 EC) graduates from these two universities (100 from each). The majority of responders were prospective grads, followed by lecturers.

Primary and secondary data were employed in the investigation. Questionnaires for teachers and potential 2016/17 (2009 EC) graduates of Kotebe Metropolitan University and Saint Mary University were used to collect data. The investigation focused on how the expansions of these two universities influenced the curriculum content, research preparation, and teaching in positive or negative ways.

### *Sampling Techniques*

As previously stated in this lesson, this research study emphasized both a quantitative and a qualitative study technique, with the emphasis in both being on quantifying the quality of information. This study employed a purposive sample strategy as a selection strategy since the goal was not to increase the number of participants but to get saturated with information on the issue. In addition to providing detailed information on the matter under investigation, the intentional sampling approach is lauded for its convenience: it assists in obtaining a reasonable number of institutions while also saving time and money. Thus, the mentioned purposive sampling technique was used for the sake of accessibility and obtaining very detailed input about the subject matter from key informants who have vast experience in the field of higher education, detailed understanding of the case under study, and also better exposure to the challenges and opportunities of higher academic institution expansion.

### *Data Collection Instruments/Tools*

For the data collection method in this study, two sets of questionnaires were used. The first set of questions asked teachers to assess Kotebe Metropolitan University and Saint Mary University's expansion difficulties and possibilities. The second set was for students who were planning to graduate with a first-year degree. Both sets of questions were divided into seven sections.

### *Questionnaire*

This data collection instrument was used to assess the challenges and opportunities of expansion of Kotebe Metropolitan University and Saint Mary University. The respondents for the questionnaire were 100 instructors from both universities (50 from each) and 200 (two hundred) prospective 2016/17 (2009 EC) graduates from these two universities (100 from each). The survey questionnaire was chosen because it allowed for the generation and storage of sufficient quantitative data in a timely manner and was a useful instrument for a mixed approach. The questionnaire was divided into two sections. The first section of the questionnaire asked about the respondents' backgrounds, while the second section focused on the difficulties and potential for Kotebe Metropolitan and Saint Mary Universities to expand. The challenges of university expansion, the opportunities of university expansion, the curriculum, the teaching process, the learning process, quality considerations, and the level of research were all included in both questionnaires, with the specific relatedness of each question for students and instructors taken into account. As a result, the student researcher designed the questionnaire items himself, based on the different associated literature reviews and the student researcher's personal expertise in the field. The questionnaire included closed items that covered virtually all of the available indications. Before being administered, each questionnaire and observation checklist were assessed and discussed with the advisor and others.

### Observations

In the institutions, observations were performed to see if the instructors' and students' written and vocal replies corresponded to what was actually present. For this reason, the researcher preferred limited involvement to not explaining the objective of the observations to any of the participants. The term "focus of

observations" refers to a holistic perspective of the action or feature being observed, including all of its components. (2009) (Fraenkel and Wallen). Observations were conducted for triangulation in order to assess the difficulties and potential for growth of Kotebe Metropolitan University, namely Saint Mary University.

**Table 1:** Observed Rooms and Places at Kotebe and Saint Marry University

NO	Observed Rooms	Frequency Of Observation	Observed Universities
1	Libraries	Three Times	Kotebe and Saint Marry Universities
2	Class Rooms	Three Times	Kotebe and Saint Marry Universities
3	Cafeterias	Three Times	Kotebe and Saint Marry Universities
4	Laboratories	Three Times	Kotebe and Saint Marry Universities
5	Sport Field	Three Times	Kotebe and Saint Marry Universities
6	Clinic	Three Times	Kotebe and Saint Marry Universities
7	Computer Labs	Three Times	Kotebe and Saint Marry Universities
8	Pedagogy Rooms	Three Times	Kotebe and Saint Marry Universities
9	Sanitary	Three Times	Kotebe and Saint Marry Universities

### Pilot Studies

The instruments created were presented for assessment to the adviser before the real data collection, and then the draft instruments were tested and improved in a small size research (Addis Ababa University). The field experiment assisted in identifying ambiguities and misconceptions, as well as establishing sample techniques and testing the instruments' validity. Following that, the instruments were fine-tuned based on the advisor's constructive comments and tips, as well as field-testing results. As a result, the questions in the questionnaire and the observation checklist were changed in response to the input.

### Data Analysis

The researcher's own observations and questionnaire responses were analyzed as part of the data analysis. The raw data gathered in the field was processed, counted, processed, arranged, and displayed in a methodical manner. Percentages mean, grand mean, and simple computations were used based on the nature of the fundamental questions and data obtained. To describe the characteristics of the respondents and their perspectives on the difficulties and potential for expansion of Kotebe Metropolitan University and Saint Mary University in particular, percentage and mean were utilized. For the purpose of data analysis, the entire data was organized and quantified based on two types of respondents: instructors and potential graduating students. Interpretations were offered based on the facts studied in order to arrive at particular conclusions.

**Table 2:** A: Characteristic of the Respondents

No	Items	Types of Respondents				
		Lecturers (n =100)		Students (n =200)		
		Frequency	Percentage %	Frequency	Percentage %	
1	Sex	Male	82	82	93	46.5
		Female	18	18	107	53.5
		Total	100	100	200	100
2	Qualification of Lecturers	BA/BSc/BEd	14	14		
		MA/MSc/MEd	78	78		
		PHD	8	8		
		Total	100	100		

Table 2 of item 1, indicates that the personal information of respondents in terms of sex, 82(82%) of the lecturers and 93(46.5%) of the students are males, on the other hand 18(18%)

### Ethical Considerations

Procedures such as voluntary involvement, informed permission, lack of risk or damage, secrecy, and anonymity are frequently thought to overcome ethical concerns. According to Creswell (2003), research ethics refers to the moral elements of research - what is good and wrong when conducting research? In this context, I have personally talked with the two institutions regarding the study's objective and the problem of anonymity. Meanwhile, I informed responders in the introduction letter that a code would be issued to identify each participant, that no individual data would be disclosed, and that all information submitted would be kept completely secret.

### Presentation, analysis and interpretation of data

This part covers the presentation, analysis, and interpretation of data collected by questionnaire, document analysis, and university compound observation. The respondents' characteristics are discussed in the first section of this chapter. The last section deals with presenting, evaluating, and interpreting data from the research problems.

### Characteristics of the Respondents

The bio data of the study group was evaluated in terms of sex, qualification, and years of experience of instructors, and sex of students, based on the information collected from the respondents' responses to the questionnaire. The data regarding the research subjects is summarized in Table 1.

of lecturers and 107 (53.5 %) of the students are females. From this we understand that female lecturers are less where as female students are more in number from their counter parts that of

males. So this shows female students get the accesses of higher education now than the early years. In terms s' qualification, 14 (14%) respondents are BA /BSc/ Bed and 78 (78%) respondents are MA, MSC. MED holders. This shows that according to the Education and Training policy document of (MOE, 2002) which

states that the qualification of Lecturers for the higher education levels is equivalent to the required level. But, since there are 14 (14%) lecturers with BA degree level and the number of PHD Degree holders are too small in number, 8 (8%) it was not fully fulfilled the standard.

**Table 2: B: Characteristic of the Respondents**

No	Items	Types of Respondents	
		Lecturers (n =100) Frequency	Percentage %
3	Years of experience of lecturers	1-5 Years	32
		6-10Years	25
		11-15Years	28
		16and above	15
		Total	100
4	Age	20-30Years	33
		31-40Years	37
		41-50Years	17
		51and above	13
		Total	100

According to the table that indicates lecturers' work experience 32(42%) are experienced from 1-5 years, 25(25%) are from6-10 years, 28 (28%) are from 11-15 years and 15(15%) are served from 16 years and above. Also the age level of lecturers 33(33 %) are from 20-30 years old, 37(37%) are from 31-40 years,

17(17%) are from 41-50 years and 13(13%) are51 years old and above. From this information one can understand that most instructors are new and young which is not equally expanded in line with facility and program expansion. So, they may have a problem to exercise the teaching and learning environment.

**Table 3: A. Challenges that arose from the Expansion of Kotebe Metropolitan and Saint Mary Universities**

NO	Items	Respondents	5 4 3 2 1 SD					Mean	Grand Mean
			SA	A	U	D			
1	The expansion of this university leads to admit less qualified students.	Students (Frequency)	30	72	22	38	38	3.09	3.38
		Percentage %	15	36	11	19	19		
		Lecturers (Frequency)	28	43	5	15	9		
2	The expansion of this university does not match with the number of qualified academic staff.	Students (Frequency)	48	52	22	50	28	3.21	3.29
		Percentage%	24	26	11	25	14		
		Lecturers (Frequency)	25	38	5	12	20		
3	The expansion of this university made me not to assess or (be assessed) continuously.	Students (Frequency)	40	52	24	56	28	3.1	2.80
		Percentage%	20	26	12	28	14		
		Lecturers (Frequency)	18	10	7	33	32		
4	The expansion of this university is not supported with sufficient pedagogical resource center.	Students (Frequency)	18	10	7	33	32	3.29	3.61
		Percentage %	27	26	11	23	13		
		Lecturers (Frequency)	48	23	11	10	8		
5	The expansion of this university leads to recruited assistant lecturers from the fresh bachelor graduates	Students (Frequency)	48	23	11	10	8	2.72	2.85
		Percentage %	38	40	14	44	64		
		Lecturers (Frequency)	19	20	7	22	32		
.		Percentage %	13	32	8	33	14	2.97	

The table 3 of item 1, indicates that 30 (15%) of the students and 28 (28%) of the lectures strongly agreed and 72 (36%) of the students and 43 (43%) of the lectures agreed that the expansion of these two universities leads to admit less qualified students. And, since the grand mean to this item is 3.38 which is above the average, it shows that there are less qualified students who got the chance of entrance to these universities due to having more space in these higher academic institutions. On the other hand, 38 (19%) of the students and 15 (15%) of the lecturers disagreed and 38 (19%) of the students and 9 (9%) of the lectures strongly disagreed by saying that the expansion of these universities leads to admit less qualified students. This implies that, since the majority of respondents are saying as these universities are admitting less qualified students because of only having spaces, the quality of trained man power is at risk and the concerned once needs to take corrective measures to this critical problem.

In item 2 of table 3, regarding whether the expansion of these universities do not matched with the number of qualified academic staff or not, 48 (24%) of the students and 25 (25%) of the lectures strongly agreed and 52 (26%) of the students and 38 (38%) of the lectures agreed. These finding is also seen by having a grand mean of 3.29 which is above the middle value showing an agreement. On the other hand, 50 (25%) of the students and 12 (12%) of the lecturers disagreed and 28 (14%) of the students and 20 (20%) of the lectures strongly disagreed as the expansion of this university do not matched with the number of qualified academic staff. The observation also showed that the number of qualified staff and the expansion as not yet matched. This tells that though there are academic staffs in these higher academic institutions, the number is not sufficient enough and the best-organized institution is worth nothing if it does not have enough qualified teaching staff; a shortage qualified staff means poor teaching and unimaginative research. Generally, it has now become clear that there has been a growing mismatch between the expansions of these universities, with number of qualified academic staff leading to declining standards in the quality of instruction in these universities.

In item 3 of the same table, 40 (20%) of the students and 18 (18%) of the lectures strongly agreed and 52 (26%) of the students and 10 (10%) of the lectures agreed and said that the

expansion of these universities made them not to be assessed ( assess) continuously. However, 56 (28%) of the students and 33 (33%) of the lecturers disagreed and 28 (14%) of the students and 32 (32%) of the lectures strongly disagreed that the expansion of these universities did not make a problem to assess continuously and even the grand mean too is indicating a score of 2.80 which supports that assessing continuously is not a challenge in these universities. On top of these, 24 (12%) of the students and 7(7%) of the instructors were undecided on this item. This implies that the implementation of continuous assessment in these two higher academic institutions is one of the challenges due to program expansion which was also observed by the personal observation of the researcher.

Item 4 of the table 3 shows that, concerning whether the expansion of these universities is not supported with sufficient pedagogical resource center or not 54 (27%) of the students and 48 (48%) of the lectures strongly agreed and 52 (26%) of the students and 23(23%) of the lectures agreed and said that and these response is seem by showing a mean score of 3.61 which is above the middle value showing an agreement. However, 46 (23%) of the students and 10 (10%) of the lecturers disagreed and 26 (13%) of the students and 8 (8%) of the lectures strongly disagreed and they are saying as the expansion of these universities supported with sufficient pedagogical resource center. This implies that there are pedagogical resource centers at both higher academic institutions which are not sufficient as compared to the number of students and the program expansion which was proven by the personal observation of the researcher.

In item 5 the above table, 38 (19%) of the students and 13 (13%) of the lectures strongly agreed and 40 (20%) of the students and 32(32%) of the lectures agreed and said that the expansion of these universities leads to recruited assistant lecturers from fresh bachelor degree graduates. On the other hand, 44 (22%) of the students and 33 (33%) of the lecturers are disagreed and 64 (32%) of the students and 14 (14%) of the lectures strongly disagreed on this regard. This indicates that even by looking the main mean score which is 2.85 the expansion of these universities does not lead to recruit assistant lectures from the fresh bachelor graduates which is actually not a challenge seen out of the expansion.

**Table 3: B. Challenges that arose from the Expansion of Kotebe Metropolitan and Saint Mary Universities**

NO I.	Items	Respondents	5	4	3	2	1	Mean	Grand Mean
			SA	A	U	D	S D		
6	The expansion of this university lags behind fulfilling cafeteria.	Students (Frequency)	34	64	24	34	44	3.05	3.48
		Percentage %	17	32	12	17	22		
		Lecturers (Frequency)	36	41	4	15	4	3.90	
		Percentage %	36	41	4	15	4		
7	The expansion of this University brought heavy workload pressure on the university's health care staff.	Students (Frequency)	28	42	28	66	36	2.8	3.06
		Percentage %	14	21	14	33	18		
		Lecturers (Frequency)	23	27	13	32	5	3.31	
		Percentage %	23	27	13	32	5		

8	The expanded courses do not take the need of the labor market.	Students (Frequency)	22	74	30	44	30	3.07	
		Percentage %	11	37	15	22	15		
		Lecturers (Frequency)	27	23	16	24	10	3.33	3.2
		Percentage %	27	23	16	24	10		
9	The expansion of this university constraints me from participating on community affairs.	Lecturers (Frequency)	29	25	11	13	22	3.26	
		Percentage %	29	25	11	13	22		
10	The work load due to this university expansion leads to staff turnover.	Lecturers (Frequency)	13	12	3	39	33		
		Percentage %	13	12	3	39	33	2.33	

In item 6, regarding whether the expansion of these universities lags behind fulfilling cafeteria or not, 34 (17%) of the students and 36 (36%) of the lectures strongly agreed and 64 (32%) of the students and 41(41%) of the lectures agreed. And, this response also crosschecked by looking the mean score of 3.48 which supports as though there are cafeterias in these both expanding universities, they are not well fulfilled by considering the very need of both the instructors and students interest. However, 34 (17%) of the students and 44 (22%) of the lecturers disagreed and 4(4%) of the students and 8 (8%) of the lectures strongly disagreed. This implies that Kotebe Metropolitan University and Saint Mary University cafeterias are not as such well fulfilled. From the observation too, the researcher observed that cafeterias are lagging behind as compared to the institutions rapid expansions particularly at Kotebe Metropolitan University than Saint Mary University.

In item 7, 28 (14%) of the students and 23 (23%) of the lectures strongly agreed and 42 (42%) of the students and 27(27%) of the lectures agreed that the expansion of these universities brought heavy workload pressure on the universities health care staff. And since the grand mean score to this item too is 3.06 it supports the responses given by both respondents On the other hand, 66 (33%) of the students and 32 (32%) of the lecturers disagreed and 36(18%) of the students and 5(5%) of the lectures strongly disagreed and they are saying though these two universities are expanding rapidly, it has no such heavy work load pressure on the health care staff members of these institutions. This implies that majority of students and instructors believed that the numbers of health care staffs are sufficient enough. Similarly, the observation also indicates that there is no exaggerated work load pressure on health care staff members particularly at Saint Mary University than Kotebe Metropolitan University.

In item 8 of table 3, concerning whether the expanded courses and programs are not considering the need of the labor market or

not, 22 (11%) of the students and 27 (27%) of the lectures strongly agreed and 74 (37%) of the students and 23(23%) of the lectures agreed that. And the grand mean of 3.2 fall in the level of agreed that the expanded courses and programs do not take the need of the labor market. While, 44(22%) of the students and 24(24%) of the lecturers disagreed and 30(15%) of the students and 10(10%) of the lectures strongly disagreed and they are saying that the expanded courses are considering the need of the labor market. This tells that, although the majority of respondents are agreeing by the importance of the courses being given considering the labor market, there are courses and programs being given which have no or relatively lesser demand.

In item 9, 29 (17%) of the lectures strongly agreed and 25 (25%) of the lectures agreed and said that the expansion of these universities constrained them from participating on community affairs. Similarly, the mean score 3.26 fall in the level of agreement. This indicates that since the majority of lecturer respondents agreed, the expansion of these universities constrained instructors from participating on community affairs due to teaching assignment and work load.

In item 10 of table 3, regarding whether the work load due to these universities expansion leads to staff turnover or not, 13 (13%) of the lectures strongly agreed and 12 (12%) of the lectures agreed. On the other hand, 39(39%) of the lecturers disagreed and 33(33%) of the lectures strongly disagreed and they are saying that the work load due to these universities expansion does not leading the staff members to left these higher academic institutions. So, from this information and from the mean value of 2.33, one can easily understand that, staff members of these universities were not forced to leave these organizations as a result of the expansion.

**Table 4: A.** Opportunities of the Expansion of Kotebe Metropolitan and Saint Mary Universities

II	Items	Respondents	5 SA	4 A	3 U	2 D	1 SD	Mean	Grand Mean
1	The expansion of this university increases demand for higher education.	Students (Frequency)	62	86	26	6	20		
		Percentage %	31	43	13	3	10	3.82	
		Lecturers (Frequency)	33	39	3	12	13		3.75
		Percentage %	33	39	3	12	13	3.67	



1	The expansion of this university leads to greater human capital formation.	Students	50	110	14	10	16	3.84	3.97
2		(Frequency)							
		Percentage %	25	55	7	5	8		
		Lecturers	39	41	11	9	0	4.10	
		(Frequency)							
		Percentage %	39	41	11	9	0		
1	The expansion of this university contributes for the increase of enrollment growth rate.	Students	54	90	28	12	16	3.77	3.96
3		(Frequency)							
		Percentage %	27	45	14	6	8		
		Lecturers	43	42	5	7	3	4.15	
		(Frequency)							
		Percentage %	43	42	5	7	3		
1	The expansion of this university opened access to open new programs.	Students	50	90	28	18	14	3.72	3.93
4		(Frequency)							
		Percentage %	25	45	14	9	7		
		Lecturers	47	38	0	11	4	4.13	
		(Frequency)							
		Percentage %	47	38	0	11	4		

The table 4 of item 11, indicates that 62(31%) of the students and 33(33%) of the instructors strongly agreed and similarly, 86 (43%) of the students and 39(39%) of the instructors agreed that the expansion of higher academic institutions increases demand for higher educations . The mean score of 3.75 also supports the findings for both the students and the instructors. On the other hand, 26(13%) of the students and 3(3%) of the lectures neither agreed nor disagreed, 6(3%) of the students and 12(12%) of the lectures disagreed and 20(10%) of the students 13(13%) of the lectures strongly disagreed. So, this results asserts that the very expansion of these universities do have a prospect by increasing demand for higher education which was also observed by the personal observation of the researcher..

In item 12 of table 3, regarding whether the expansion of these universities lead to greater human capital formation or not, 50(25%) of the students and 39(39%) of the instructors strongly agreed and 110 (55%) of the students and 41(41%) of the lectures agreed. As the grand mean score of 3.97 (the highest grand mean value form these domain) implies as there is strong leads to human capital formation. However, 14(7%) of the students and 11(11%) of the lectures neither agreed nor disagreed, 10(5%) of the students and 9(9%) of the lectures disagreed and 16(8%) of the students strongly disagreed. Thus, the finding indicates that the expansion of these universities leads to greater human capital formation.

In item 13 of the same table, 54 (27%) of the students, and 43 (43%) of the instructors strongly agreed and 90(45%) of the

students and 42(42%) of the lectures agreed that the expansion of these universities contributed for the increase of enrollment growth rate. The grand mean value of 3.96 shows as there is strong agreement. On the other hand, 28(14%) of the students and 5(5%) of the lectures neither agreed nor disagreed, 12(6%) of the students and 7(7%) of the lectures disagreed and 16(8%) of the students 3(3%) of the lectures strongly disagreed. Therefore, this information implies that the expansion of Kotebe Metropolitan and Saint Mary universities contributed for the increases of enrollment growth rate which is also observed and testified by the researcher too.

In item 14 of the table 4, concerning whether the expansion of these higher academic institutions opened access to open new programs or not, 50 (25%) of the students and 47 (47%) of the instructors strongly agreed and 90(45%) of the students and 38(38%) of the lectures agreed. And, the mean score 3.93 is falls to the level of agreement. But, 28(14%) of the students neither agreed nor disagreed, 18(9%) of the students and 11(11%) of the lectures disagreed and 14(7%) of the students 4(4%) of the lectures strongly disagreed. Consequently, since the majority of the respondents agreed, the finding is telling that the expansion of these institutions have opened access to open new program which was also observed by the personal observation of the researcher particularly at Kotebe Metropolitan University than Saint Mary University.

**Table 4: B.** Opportunities of the Expansion of Kotebe Metropolitan and Saint Mary Universities

IL	Items	Respondents	5 SA	4 A	3 U	2 D	1 SD	Mean	Grand Mean
15	The expansion of this university leads to give work opportunities to other employees.	Students	72	70	24	16	18	3.81	3.81
		(Frequency)							
		Percentage %	36	35	12	8	9		
		Lecturers	33	41	6	13	7		

		(Frequency)						3.80	
		Percentage%	33	41	6	13	7		
16	The expansion of this university leads to increase working students in the evening.	Students	64	68	12	18	38		
		(Frequency)							
		Percentage %	32	34	6	9	19	3.51	
									3.76
		Lecturers							
		(Frequency)	43	39	2	7	9	4.00	
		Percentage %	43	39	2	7	9		
17	The expansion of this university contributes to offer distance education for learners.	Students	44	84	18	12	42		
		(Frequency)							
		Percentage %	22	42	9	6	21	3.38	
									3.82
		Lecturers							
		(Frequency)	50	40	0	6	4		
		Percentage %	50	40	0	6	4	4.26	

At item 15 of the same table, 72(36%) of the students and 33(33%) of the instructors strongly agreed and 70(35%) of the students and 41(41%) of the lectures agreed that the expansion of these two universities leads to provide work opportunities to other new employees . And, the grand mean score of 3.81 also fall to the level of agreement. On the other hand, 24(12%) of the students and 6(6%) of the lecturers neither agreed nor disagreed, 16(8%) of the students and 13(13%) of the lectures disagreed and 18(9%) of the students 7(7%) of the lectures strongly disagreed. Thus, the result showed that due to these higher academic institutions expansions, a good number of employees got chance to be hired at these universities which was also observed by the researcher`s personal observation particularly at Kotebe Metropolitan University than Saint Mary University.

At item 16 of the above table, regarding whether the expansion of these two universities leads to increases working students in the evening or not , 64(32%) of the students and 43(43%) of the instructors strongly agreed and 68(34%) of students and 39(39%) of the instructors agreed. And since this item has the grand mean value of 3.76 one can concludes that the item has an agreement. On the other hand, 12(6%) of the students and 2(2%) of the lectures neither agreed nor disagreed, 18(9%) of the

students and 7(7%) of the lectures disagreed and 38(19%) of the students 9(9%) of the lectures strongly disagreed. Therefore, this finding and the implies that as a result of the expansion of these higher academic institutions, a majority of working students got a chance to learn at these higher academic institutions in the evening programs which was also observed by the personal observation of the researcher specifically at Kotebe Metropolitan University than Saint Mary University.

For item 17 of same table, 44(22%) of the students 50 (50%) of the instructors strongly agreed and 84(47%) of the students and 40(40%) of the instructors agreed that the expansion of these higher academic institutions contributes to offer distance education for learners. The grand mean of 3.82 is also falling towards the level of agreement, which was also observed by the personal observation of the researcher. To the contrary, 18(9%) of the students no lectures neither agreed nor disagreed, 12(6%) of the students and 6(6%) of the lectures disagreed and 42(21%) of the students 4(4%) of the lectures strongly disagreed. Thus, this information indicates that the very expansion of these higher academic institutions is contributing to offering distance education for knowledge thirsty students remotely.

**Table 5** Expansion of Kotebe Metropolitan and Saint Mary Universities and the Curriculum

III.	Items	Respondents	5	4	3	2	1	Mean	Grand Mean
			SA	A	U	D	SD		
18	The expansion of this university contributes to make the curriculum satisfactory.	Students	34	96	46	10	14	3.63	
		(Frequency)							
		Percentage %	17	48	23	5	7		3.42
		Lecturers							
		(Frequency)	21	32	10	21	16	3.21	
		Percentage %	21	32	10	21	16		
19	The expansion of this university contributes to make the curriculum more practical.	Students	30	66	12	70	22	3.06	
		(Frequency)							
		Percentage %	15	33	6	35	11		2.9

		Lecturers (Frequency)	14	31	2	21	32	2.74			
		Percentage %	14	31	2	21	32				
20	The expansion of this university lead the curriculum to had technology elements. (Eg. Computers, internet, Wifi )	Students (Frequency)	44	76	10	30	40	3.27	3.44		
		Percentage %	22	38	5	15	20				
		Lecturers (Frequency)	33	31	11	13	12	3.6			
		Percentage %	33	31	11	13	12				
21	The expansion of this university leads to make the curriculum up to date.	Students (Frequency)	30	86	6	36	42	3.13	3.49		
		Percentage %	15	43	3	18	21				
		Lecturers (Frequency)	37	35	9	13	6	3.84			
		Percentage %	37	35	9	13	6				
22	The expansion of this university contributes to make a well structured curriculum.	Students (Frequency)	38	78	20	48	16	3.37	3.53		
		Percentage %	19	39	10	24	8				
		Lecturers (Frequency)	39	23	13	17	8	3.68			
		Percentage %	39	23	13	17	8				

The table 5 of item 18, regarding whether the expansion of these higher academic institutions contributed to make the curriculum satisfactory or not, 34(17%) of the students and 21(21%) of the lecturers strongly agreed and 96(48%) of the students and 32(32%) of the instructors agreed that . And the grand mean score of 3.42 fall to the level of agreement .But 46(23%) of the students and 10(10%) of the instructors chosen neither agree or disagree by being undecided which is perhaps due to not being informed regarding the satisfactory level of a given curriculum . The researcher too observed this. This implies that since both Kotebe Metropolitan Universities and Saint Mary University do have curriculum development sections and professionals, they both have enabled to make their curriculum satisfactory.

At an item 19 of the same table , 70(35%) of the students and 21(21%) of the instructors disagreed and 22(11%) of the students and 32 (32%) of the lectures strongly disagreed that the expansion of these universities do not contributed well to make the curriculum more practical particularly since instructors do have a much more better understanding on the practicability and theory and practice integration a good numbers of responding lecturers disagreed which is showed by a net mean score of 2.74 which falls to disagreement level. The grand mean of 2.9 for the same item is also showing disagreement. This shows that since the majority of the respondents are disagreeing, there is a deficit on theory and practice integration of the curriculum at both universities which was also observed by the personal observation of the researcher specifically at Saint Mary University than Kotebe Metropolitan University.

In item 20 of table 5, 44(22%) of the students and 33(33%) of the instructors strongly agreed and 76(38%) of the students and 31(31%) of the instructors said that the expansion of these higher academic institution leads the curriculum to had technology elements which was also observed by the personal observation of the researcher specifically at Saint Mary University than Kotebe Metropolitan University. And the grand mean of 3.44 also indicates as there is technology element engagement in the given curriculum that is the need of the day. The researcher also observed this. But, 70(35%) of the students and 25(25%) of the instructors are disagreed on the curriculum having technology elements. Thus, this finding implies that the expansion of these two universities leads to have technology elements like computers internet and WIFI access to both the students and the lectures as well.

Regarding item 21 of the same table, concerning whether the expansion of these higher academic institutions leads to make to curriculum up to date or not, 30(15%) of the students and 37(37%) of the instructors strongly agreed and 86(43%) of the students and 35(35%) of the instructor agreed. And the grand mean value of 3.49 falls to agreement. However, 78(39%) of the students and 19(19%) of the instructors disagreed on the instructors disagreed on the up to datedness of these institutions curriculum. This information asserts that the curriculum is up to date enough since curriculum experts of both institutions made frequent amendments, which are similar with the personal observation of the researcher.

In item 22 of the above table, 38(19%) of the students and 39(39%) of the instructors strongly agreed and 78(39%) of the students and 23(23%) of the instructors agreed that the expansion of these two universities contributed to make a well structured

curriculum which is supported by having a grand mean of 3.53 . While, 48(24%) of the students and 24(24%) of the instructor disagreed and 16(8%) of the students and 8(8%) of the instructor strongly disagreed on the contributions of these universities to

make a well structured curriculum. This result shows that the expansion of these two universities contributed to make a well-structured curriculum.

**Table 6:** A. Expansion of Kotebe Metropolitan and Saint Mary Universities and the Teaching Process

IV.	Items	Respondents	5 SA	4 A	3 U	2 D	1 SD	Mean	Grand Mean
23	The expansion of this university helped me to have an interesting lecture.	Students (Frequency)	54	82	24	20	20	3.65	3.34
		Percentage %	27	41	12	10	10		
		Lecturers (Frequency)	20	39	11	23	7	3.03	
		Percentage %	20	39	11	23	7		
24	The expansion of this university contributed me to get relevant skill.	Students (Frequency)	50	94	26	16	14	3.75	
		Percentage %	25	47	13	8	7		
25	The expansion of this university contributed me to provide relevant skill to my students.	Lecturers (Frequency)	23	42	11	19	5	3.59	
		Percentage %	23	42	11	19	5		
26	The expansion of this university motivated me to participate in various clubs.	Students (Frequency)	44	64	36	26	30	3.33	
		Percentage %	22	32	18	13	15		
27	The expansion of this university helped me to get more technologies usages by my lecturers.	Students (Frequency)	42	80	16	32	30	3.36	
		Percentage %	21	40	8	16	15		

The table 6 of item 23 shows that 54(27%) of the students and 20 (20%) of the instructor strongly agreed and 82(41%) of the students and 39(39%) of the instructors agreed that the expansion of these universities helped both the students and instructor to have an interesting lecture. Specifically, the students mean value of 3.65 is falling towards agreement and the grand mean of both respondent is falling to 3.34 which shows again as there is an agreement. However, 40 (20%) of the students and 30(30%) of the instructors disagreed. Therefore, this result tells that the expansion of these universities helped both the students and instructors to have an interesting lecture. Concerning item 24 of the above table, regarding the expansions of these two higher academic institutions contributions to get relevant skill, 50 (25%) of the students of both universities strongly agreed. And, 94(47%) of the students too agreed as they are getting relevant practical skill out of the teaching system of these expanding universities.

The mean score of 3.75 too is supporting the students' response by falling towards the level of agreement. The observation of the researcher also proven by looking while the students were engaged on practical activities by using the expanded rooms and outdoor areas . But, 30(15%) of the students disagreed and 23(13%) of the respondents were undecided regarding this item. Thus, the finding of the above information tells that the expansion of Kotebe Metropolitan university and Saint Mary university do have contributions to get relevant practical skill which is proven by majorities of respondents.

In item 25, 23(23%) of the instructors strongly agreed and 42(42%) of them again agreed that the expansion of these two universities contributed them to provide relevant skill to their students. The mean score of 3.59 is also indicating, as there is an agreement on the provision of the needed skill to the students by

using the expansion of these universities. By making an observation too, the researcher observed that since these two universities are expanding the instructors are getting the needed materials to provide relevant skill to their students specifically at Saint Marry University than Kotebe Metropolitan University. However, 24(24%) of the instructors are disagreed on this item. This result shows that the expansion of these two universities contributed lecturers to provide relevant skill to their students.

Regarding item 26 of table 6, concerning to what extent the expansion of these universities initiate students to participate in various clubs, 44(22%) of the students strongly agreed and similarly, 64(32%) of the respondents agreed that they become interested and active participant in different club activities. The mean score of 3.33 is falling to the level of agreement. But, 56 (28%) of the respondents disagreed that the expansion of these two universities for the motivation of the students to participate in various clubs. Thus, the information and the personal observation of the researcher implies that since these two

universities are expanding rapidly the various co- curricular activities and the clubs become functional and the students had role in these clubs positively.

At item 27 of the above table , 42 (21%) of the students strongly agreed said that the expansion of these two universities helped them to get more technologies usage by their lectures and 80(40%) the respondents too agreed that technologies are being used by lecturers due to the expansion result which was also observed by the personal observation of the researcher specifically at Saint Mary University than Kotebe Metropolitan University . The mean score of 3.36 is falling to the level of agreement. To the contrary, 62(31%) of the students are disagreed regarding technology usages of instructors in line with the expansion. Therefore, the above findings assert that since these two higher academic institutions are expanding rapidly, it amalgamates various instructional technologies for lecturers and instructors are using these modern technologies during their teaching sessions.

**Table 6: B.** Expansion of Kotebe Metropolitan and Saint Mary Universities and the Teaching Process

IV.	Items	Respondents	5 SA	4 A	3 U	2 D	1 SD	Mean	Grand Mean
28	The expansion of this university leads me to use more technologies for my teaching methods.	Lecturers (Frequency)	20	55	10	5	10	3.7	
		Percentage %	20	55	10	5	10		
29	The expansion of this university made the teaching environment appropriate.	Students (Frequency)	38	104	10	32	16	3.58	3.48
		Percentage %	19	52	5	16	8		
		Lecturers (Frequency)	27	33	4	23	13	3.38	
		Percentage %	27	33	4	23	13		
30	The expansion of this university helped me to get additional trainings to develop a new skill of teaching.	Lecturers (Frequency)	29	21	18	13	19	3.28	
		Percentage %	29	21	18	13	19		
31	The expansion of this university resulted me to participate in public and community affairs.	Lecturers (Frequency)	9	37	8	22	24	2.85	
		Percentage %	9	37	8	22	24		

Concerning item 28 of table 6, about whether the expansion of these two universities lead instructors to intensively use instructional technologies for the support of their teaching methods or not”, 20 (20%) of the instructors strongly agreed and 55(55%) of the lectures agreed. The mean score of 3.7 is falling to the level of agreement which was also observed by the personal observation of the researcher. Thus, the result shows that the expansion of these two universities leads instructors to intensively use instructional technologies for the support of their teaching methods. Technologies like internet and its associated technologies can increase the capacity of an educator more

quickly, easily and more scalably to help students make connections to content, and community—resulting in more powerful learning experience. In item 29, 38(19%) of the students and 27 (27%) of the instructors strongly agreed” and 104 (52%) of the students and 33 (33%) of the instructors agreed that the expansion of these two universities made the teaching environment appropriate. The grand mean 3.48 is also supporting the level of agreement. The observation of the researcher also proved it similarly. However, 48(24%) of the students and 36(36%) of the instructors are disagreed on this item. Therefore, this result indicates that expansion of Kotebe Metropolitan and

Saint Mary University since it incorporates various essential inputs to the teaching process; it made the teaching environment appropriate. Regarding item 30 of the table six, about the expansion of Kotebe Metropolitan University and Saint Mary University for helping the instructors to get additional trainings to develop a new skill of teaching, 29 (29%) of the instructors strongly agreed and 21(21%) of the instructors agreed. And, the mean score of 3.28 falls to the level of agreement. However, 18(18%) of the instructors are left undecided and 32(32%) of the instructors disagreed on the issue of getting additional trainings to develop new skill of teaching in line with the expansion of various programs. Consequently, this result implies that these

two higher academic institutions arranged and provided various professional enrichment trainings continuously which are the very result of the expansion of these two institutions. At item 31, 9 (9%) of the lectures strongly agreed and 37(37%) of the instructors agreed that the expansion of these universities resulted them to participate in public and community affairs. However, the mean value of 2.85 is falling to the level of disagreement and 46 (46%) of the instructors disagreed on their participation in public and community affairs. Thus this result shows that the rapid expansion of these two universities made instructors busy and constraints them not to play their role on participating in public and community affairs.

**Table 7:** Expansion of Kotebe Metropolitan and Saint Mary Universities and the Learning Process

V.	Items	Respondents	5 SA	4 A	3 U	2 D	1 SD	Mean	Grand Mean
32	The expansion of this university leads the students to make shared learning during classes.	Students (Frequency)	48	80	16	28	28	3.46	3.22
		Percentage %	24	40	8	14	14		
		Lecturers (Frequency)	14	38	7	13	28	2.97	
		Percentage %	14	38	7	13	28		
33	The expansion of this university contributes to relate what acquired before the university time.	Students (Frequency)	38	82	16	36	28	3.33	3.1
		Percentage %	19	41	8	18	14		
		Lecturers (Frequency)	17	23	14	21	25	2.86	
		Percentage %	17	23	14	21	25		
34	The expansion of this university leads the students to read outside the lecturer note.	Students (Frequency)	38	92	14	32	24	3.44	3.49
		Percentage %	19	46	7	16	12		
		Lecturers (Frequency)	18	49	8	19	6	3.54	
		Percentage %	18	49	8	19	6		
35	The expansion of this university contributes to the students to acquire knowledge and skills than in high marks/ Grades in Examinations/	Students (Frequency)	30	72	20	44	34	3.1	3.23
		Percentage %	15	36	10	22	17		
		Lecturers (Frequency)	19	39	11	21	10	3.36	
		Percentage %	19	39	11	21	10		
36	The expansion of this university made the learning process instrumental in developing the students' reflection abilities.	Students (Frequency)	46	76	12	38	28	3.37	3.02
		Percentage %	23	38	6	19	14		
		Lecturers (Frequency)	13	22	11	27	27	2.67	
		Percentage %	13	22	11	27	27		
37	The expansion of this university helped me for having appropriate learning environment.	Students (Frequency)	54	72	14	40	20	3.5	3.48
		Percentage %	27	36	7	20	10		
		Lecturers (Frequency)	23	41	3	25	8	3.46	
		Percentage %	23	41	3	25	8		

The table 7 of item 32 indicates that 48(24%) of the students and 14(14%) of the lecturers strongly agreed and 80(40%) of the students and 38(38%) of the instructors agreed that the expansion of Kotebe Metropolitan university and Saint Mary

university leads the students to make shared learning during classes. The mean score of 3.22 also falls to the level of agreement. However, 56 (28%) of the students and 28 (28%) of the instructors disagreed on this item and which may show

to these higher academic institution to make more shared learning among students by utilizing the expanded inputs of these universities. Thus, this information implies that since classrooms and other facilities are being expanded in these two higher academic institution, students had the opportunities to share what they have grasped from their studies to their fellow groups and to the entire class too which is the output gained from the expansion of these universities for the learning process.

Item 33 of the above table, concerning the very expansion of these two universities contributions to relate what the students have acquired before the universities time, 38(19%) of the students and 17(17%) of the instructors strongly agreed. The mean score of 3.1 too falls to the level of agreement. However, due to time factors and others constraints the very connection of ideas to the previous background was limited and that is why 64(32%) of the students and 25(25%) of the instructors disagreed on this regard. Still 16(8%) of the students and 14(14%) of the instructors “undecided” on thus mater which is perhaps shortage of understanding regarding the importance of relating what is acquired before the universities time with the contemporary topic meaningfully. Therefore, this findings and the personal observation of the researcher show that instructors were trying to conceptualize and relate the new lesson with what the students have grasped during their preparatory lessons to some extent.

In item 34 of similar table, 38(19%) of the students and 18(18%) of the instructors strongly agreed and 92(46%) of the students and 49(49%) of the lectures agreed that the expansion of these two universities leads the students to read outside the lecturers note .And the mean score of 3.49 too is falling towards the level of agreement which was also observed by the personal observation of the researcher.

However, although a good number of respondents agreed on the very usage of students using supportive books, 56(28%) of the students and 25(25%) of the instructors disagree that the expansion of Kotebe Metropolitan university and Saint Mary university are leading the students to read outside the lecturer note and they are strongly saying although there is a great deal of expansion in these higher academic institutions the students are still dependent on the lectures note and handout nothing else.

Therefore, this finding implies that since these two universities are expanding both vertically and horizontally, various courses, supporting books kept at libraries and at soft copy format at e - libraries and the students were being seen while reading out of these resources on top of what were being given by their lectures notes and handouts but, still there are gabs seen on enriching more books since considerable number of respondents are disagreeing. At question number 35 of the same table, regarding the expansion of Kotebe Metropolitan university and Saint Mary university contributions to the students to acquire knowledge and skills than getting high

marks or grades in examinations, 30 (15%) of the students and 19(19%) of the instructors strongly agreed and 72(36%) of the students and 39(39%) of the instructors agreed. The grand mean score of 3.23 is also showing by falling towards to the level of agreements. But, still 78(39%) of the students and 31(31%) of the instructors were disagreed on the contribution of these two universities for the students towards acquiring knowledge and skill and these students and instructors are saying although these higher academic institutions are showing a great deal of expansion, the students are still focusing as to how they pass the examination at temporally bases which actually needs to be improved. Thus, this finding indicates that students were trying to grasp knowledge and skills through reading, using laboratory activities and making practical demonstrations in the physical education exercise area at several times but, still since there are respondents disagreeing strongly it can be said that there are still a good number of students who are only after passing there exam .

In item 36, of the learning domain 46 (23%) of the students and 13(13%) of the instructors strongly agreed and 76(38%) of the students and 22(22%) of the instructors agreed that the expansion of Kotebe Metropolitan university and Saint Mary university made the learning process instrumental in developing the students reflection abilities. The grand mean score of 3.02 indicates as there is an agreement. However, still 66 (33%) of the students 54(54%) of the instructors are disagreed by saying that the learning process at these two universities are not instrumental Therefore, this information and the personal observation of the researcher implies that the students were learning by using various instrument like laboratory equipment mathematical tools, physical education equipment’s, various soft ware’s of which is the very result of these two expanding universities and these things are helping the students to develop their reflection abilities while they learn. But, since considerable number of respondents are also disagreeing on the raised question, these two higher academic instructions need to utilize more instrumental learning process so that the students can develop their reflection abilities.

In item 37 of the same table, regarding to what extent the expansion of these two universities helped both the students and the instructors for having appropriate learning environment, 54(27%) of the students and 23(23%) of the instructors strongly agreed and 72(36%) of the students and 41(41%) of the instructors agreed. The grand mean score 3.48 is also showing as there is an agreement which was also observed by the personal observation of the researcher. But, although the expansion of these higher academic institutions helped for having appropriate learning environment, still 33(33%) of the instructors disagreed on this issue. Thus, this finding indicates that during expanding these two universities since different inputs were made, the expansion of these higher academic institutions helped both parties for having appropriate learning environment but, still much more improvement needed on the already expanding these universities.

**Table 8: A:** Expansion of Kotebe Metropolitan and Saint Mary Universities and the Quality Considerations

VI.	Items	Respondents	5	4	3	2	1	Mean	Grand Mean
			SA	A	U	D	SD		
38	The expansion of this university contributes on making easy learning	Students (Frequency)	34	100	16	18	32	3.43	

	materials within the university.	Percentage %	17	50	8	9	16		
		Lecturers (Frequency)	11	47	6	23	13	3.20	3.32
		Percentage%	11	47	6	23	13		
39	The expansion of this university made the process of distributing learning materials among the students fair.	Students (Frequency)	44	102	10	26	18	3.64	
		Percentage %	22	51	5	13	9		3.46
		Lecturers (Frequency)	17	39	8	26	10	3.27	
		Percentage%	17	39	8	26	10		
40	The expansion of this university contributed to increase the class room size.	Students (Frequency)	52	64	20	32	32	3.36	
		Percentage%	26	32	10	16	16		
		Lecturers (Frequency)	14	34	9	29	14	3.05	3.21
		Percentage%	14	34	9	29	14		
41	The expansion of this university contributed for having relevant study materials in the library.	Students (Frequency)	44	84	12	26	34	3.39	
		Percentage%	22	42	6	13	17		3.4
		Lecturers (Frequency)	19	45	4	21	11	3.40	
		Percentage%	19	45	4	21	11		
42	The expansion of this university leads to met social needs.(Eg. Sports Socializations).	Students (Frequency)	32	64	34	50	20	3.19	
		Percentage%	16	32	17	25	10		3.36
		Lecturers (Frequency)	29	31	10	23	7	3.52	
		Percentage%	29	31	10	23	7		
43	The expansion of this university helped to have full learning resources. (Eg. Buildings, Money, Equipments)	Students (Frequency)	54	62	20	30	34	3.36	
		Percentage%	27	31	10	15	17		3.34
		Lecturers (Frequency)	25	33	8	17	17	3.32	
		Percentage%	25	33	8	17	17%		
			%	%		%			

The table 8 of item 38 indicates that 34(17%) of the students and 11(11%) of the instructors strongly agreed and 100 (50%) of the students and 47(47%) of the instructors agreed that the expansion these higher academic institutions contributes on making easy learning materials with in these universities. The grand mean value of 3.32 also falls to the level of agreement which was also observed by the personal observation of the researcher. However, still 50(25%) of the students and 36(36%) of the instructors disagreed. Therefore, the result shows that, since while expanding these two universities various learning materials were added, and both the students and the instructors were getting learning materials without difficulties at their proper places. However, it also indicates that on this regard, still improvement is in need of on making easy learning materials with in the universities.

On item 39 of the same table, regarding whether the expansion of these two universities made the process of distributing learning material among the students fair or not , 44(22%) of the students and 17(17%) of the instructors strongly agreed and 102(51%) of the students and 39(39%) of the instructors agreed. The grand mean score to this item too shows a value of 3.46 which falls to an agreement. However, contrary to the above responses, 26(13%) of the students 26(26%) of the instructors disagreed and 18(9%) of the students and 10 (10%) of the instructors strongly disagreed on the expansion of the Kotebe Metropolitan University and Saint Mary university made the process of distributing learning materials among the students fair. Thus, this finding indicates that since these two higher academic institutions are showing rapid expansion they



are having a good number learning materials which are being distrusted in a fair manner. The researcher also observed the students while borrowing text books from the library with a limited shortage and due to the expansion of computer labs the researcher also observed as the students are getting learning materials relatively at fair manners. However this finding is also showing as still much more quality work is expected in these higher academic institutions for distributing learning materials fairly and even to add more materials for making much more fair.

Regarding item no 40 of the same table, concerning whether the expansion of Kotebe Metropolitan University and Saint Mary University contribute to increases the class room size or not, 52(26%) of the students and 14(14%) of the instructors strongly agreed and 64(32%) of the students and 34(34%) of the instructors agreed. The grand mean to this item too falls to 3.21 which shows as there is an agreement in it. But, regarding this item, 20(10%) of the students and 9(9%) of the instructors did not agreed or disagreed rather they became undecided which is perhaps by looking some old narrow class rooms which were built years back before the expansion process or not. And, contrary to having increase class room size, 32(16%) of the students and 29(29%) of the instructors disagreed and 32(16%) of the students and 14(14%) of the instructor strongly disagreed on the question. Thus this finding and the personal observation of the researcher shows that there are wider class rooms with sufficient number at these expanded higher academic institutions however, correcting measure towards the enlargement of narrow class rooms to the level of acceptance needs to be done too since considerable number of respondents are disagreeing.

For item no 41 of the same table, 44 (22%) of the instructors strongly agreed and 84(42%) of the students and 45(45%) of the instructors agreed that the expansion of these two higher academic institution contributed for having relevant studies materials in the library. And the grand mean of 3.4 is also showing as there is an agreement on those items. However, still 26(13%) of the students and 21(21%) of the instructors disagreed and 34(17%) of the students and 11(11%) of the instructors strongly disagreed. Therefore, this finding and the personal observation of the researcher tells that since the expansion of these two universities were including having more relevant study materials the libraries of both institution

were at good stand. But, it also indicates that these universities also have shortage of relevant study materials at reasonably good number.

Concerning item number 42 of same table, regarding whether the expansion of Kotebe Metropolitan University and Saint Mary University leads to meet social need e.g. Sports, socializations or not, 32(16%) of the students and 29(29%) of the instructors strongly agreed and 64(32%) of the students and 31(31%) of the instructors agreed. This response is positively backed by getting of a grand mean value of 3.36 which falls at an agreement level. However, for this item, 34 (17%) of the students and 10 (10%) of the instructors not decided anything and to the contrary, 50(25%) of the students and 23(23%) of the instructors disagreed and 20(10%) of the students and 7(7%) of the instructors strongly disagreed by saying as the expansion of these two higher academic institutions are not leading to fulfill social needs.

Therefore, the result indicates that since these both universities are getting wide places the students and staff members have had various games at play ground areas and both the students and staff members seen while making various recreational and educational trips frequently by the researcher’s observation too. Still, the finding indicates that since a good number of respondents are saying that the expansion of these higher academic institutions do not fulfill social needs to the expected extent.

For item numbers 43 of the same table 54 (27%) of the students and 25(25%) of the instructors strongly agreed and 62(31%) of the students and 33(33%) of the instructors agreed that the expansion of Kotebe Metropolitan University and Saint Marry university helped to have full learning resources. The grand mean value of both respondents 3.34 is also showing as there is an agreement. However, 30(15%) of the students and 17(17%) of the instructors are disagreed and 34(17%) of the students and 17(17%) of the instructors strongly disagreed by saying the expansion of this universities legs behind on having full learning materials. Thus, this finding shows that the expansion of Kotebe Metropolitan University and Saint Mary University helped to have full learning resources. But, for meaningful number of respondents showing that the learning resources are not fulfilled parallel to infrastructural expansion.

**Table 8: B:** Expansion of Kotebe Metropolitan and Saint Mary Universities and the Quality Considerations

VI.	Items	Respondents	5 SA	4 A	3 U	2 D	1 SD	Mean	Grand Mean
44	The expansion of this university leads to get quality cafeteria and sanitary facilities.	Students (Frequency)	44	72	18	32	34	3.3	3.37
		Lecturers (Frequency)	22	36	9	16	17		
		Percentage%	27	33	12	13	15	3.44	
		Percentage%	27	33	12	13	15		
45	The expansion of this university helped to enrich the professional capacity of lecturers (Ie. From BA, , MA to PHD)	Lecturers (Frequency)	39	35	5	16	5	3.87	
		Percentage%	39	35	5	16	5		

46	The expansion of this university made me fair in assessing exams.	Lecturers (Frequency)	14	19	17	27	23	2.74
		Percentage%	14	19	17	27	23	

Regarding item number 44 of the same domain (quality), regarding whether the expansion of these two universities leads to have quality cafeteria and sanitary facilities or not, 44(22%) of the students and 27 (27%) of the instructors strongly agreed and 72(36%) of the students and 33% of the instructor agreed. The grand mean value of 3.37 is also showing as there is an agreement to this item. But, 32(16%) of the students and 13(13%) of the instructors disagreed and 34(17%) of the students and 15(15%) of the instructors strongly disagreed. Therefore, this result and the personal observation of the researcher show that there are relatively quality cafeterias and sanitary facilities at both universities, which need to be equipped more.

For an item 45 of the above table, 39 (39%) of the instructors strongly agreed and 35(35%) of the instructors agreed that the expansion of these two universities helped to enrich the professional capacity of instructors. The mean value of 3.87 too is showing as there is an agreement on this item. However, still, 21(21%) of the instructors disagreed on the support of these

universities expansion for providing professional environment and scholarship opportunities to their staff. Thus, this finding indicates that the expansion of these higher academic institutions helped to provide scholarship opportunities to their instructor both at the country and abroad.

Regarding item no 46 of this domain , regarding whether the expansion of these two higher academic institutions made instructors fair in assessing exams or not, 14(14%) of the instructors strongly agreed and 19 (19%) of the instructor agreed. But the mean value of this item 2.74 is below middle score of three and it falls to “disagreement” level. Similarly, 27(27%) of the instructors disagreed and 23(23%) of the instructors strongly disagreed. Therefore, this finding asserts that the expansion of these universities do not make instructors fair in assessing exams which is perhaps due to the expansion, instructors become loaded and it may constrain them from being fair in assessing exams differently which affects the quality of higher education broadly.

**Table 9:** Expansion of Kotebe Metropolitan and Saint Mary Universities and the Research Level

VI L	Items	Respondents	5 SA	4 A	3 U	2 D	1 SD	Mean
47	The expansion of these universitie helped me to see my lecturers using materials generated from their own research work.	Students (Frequency)	20	52	16	66	46	2.67
		Percentage %	10	26	8	33	23	
48	The expansion of this university helped me to make my own research study with reasonable confidence.	Students (Frequency)	32	72	16	20	60	2.98
		Percentage %	16	36	8	10	30	
49	My Bachelor Degree studies involved a research study.	Students (Frequency)	96	90	6	6	2	4.36
		Percentage %	48	45	3	3	1	
50	The expansion of this university helped me to have more time for making a research work.	Lecturers (Frequency)	17	13	10	37	23	2.64
		Percentage%	17	13	10	37	23	
51	The expansion of this university contributed for helping my students while preparing their research paper.	Lecturers (Frequency)	25	34	7	21	13	3.37
		Percentage%	25	34	7	21	13	
52	The expansion of this university is useful for using my research findings for teaching and experience sharing.	Lecturers (Frequency)	14	13	20	27	26	2.62
		Percentage%	14	13	20	27	26	
53	The expansion of this university leads me to get	Lecturers	21	18	15	26	20	2.94

financial support while making a research.		(Frequency)						
		21	18	15	26	20		
		Percentage%						
54	The expansion of this university helped me to publish my research findings.	Lecturers (Frequency)	12	11	4	38	35	2.29
			12	11	4	38	35	
		Percentage%						
55	The expansion of this university contributed to prepare community centered research work.	Lecturers (Frequency)	23	22	5	21	29	2.89
			23	22	5	21	29	
		Percentage%						

Regarding item no 47 of this domain, regarding whether the expansion of these universities helped students to see their lecturers using materials generated from their own research work or not, 20(10%) of the students strongly agreed and 52 (26%) of the students agreed. But the mean value of this item 2.67 is below middle score of three and it falls to disagreement level. Similarly, 66(33%) of the students disagreed and 46(23%) of the students strongly disagreed. Therefore, this result shows that the expansion of these universities did not help students to see their lecturers using materials generated from their own research work. On this regard, the Federal Democratic Republic of Ethiopia (Proclamation Number 650/2009) that was announced in the Federal Negarit Gazeta, the objectives of higher education in Ethiopia includes to Promote and enhance research focusing on knowledge and technology transfer consistent with the country's priority needs.

For an item 48 of the above table, 32 (16%) of the students strongly agreed and 72(36%) of the students agreed that the expansion of this university helped the students to make their own research study with reasonable confidence. The mean value of 2.98 too is showing as there is an disagreement on this item. Similarly, still, 16(8%) of students neither agreed nor disagreed and 80 (40%) of the students disagreed. Thus, this finding indicates that the expansion of these higher academic institutions did not helped the students to make their own research study with reasonable confidence.

For an item 49 of the above table, 96 (48%) of the students strongly agreed and 90(45%) of the students agreed that their bachelor degree studies involved a research study. The mean value of 4.36 too is showing as there is strong agreement. Thus, this finding indicates that these higher academic institutions have incorporated a research study on the students' bachelor degree studies.

Regarding item no 50 of this domain, regarding whether the expansion of these universities helped instructors to have more time for making a research work or not, 17(17%) of the instructors strongly agreed and 13 (13%) of the instructors agreed. But the mean value of this item 2.64 is below middle score of three and it falls to disagreement level. Similarly, 37(37%) of the instructors disagreed and 23(23%) of the instructors strongly disagreed. Therefore, this result asserts that expansion of these universities did not helped instructors to have more time for making a research work.

For an item 51 of the above table, 25 (25%) of the instructors strongly agreed and 34(34%) of the instructors agreed that the expansion of this university contributed instructors for helping students while preparing their research paper. The mean value of 3.37 too is showing as there is agreement. While, 21(21%) of the instructors disagreed and 13(13%) of the instructors strongly disagreed. Thus, this finding indicates that the expansion of these universities contributed instructors for helping students while preparing their research paper.

Regarding item no 52 of this domain, regarding whether the expansion of these universities are useful for using lecturers research findings for teaching and experience sharing or not, 14(14%) of the instructors strongly agreed and 13 (13%) of the instructor agreed. But the mean value of this item 2.62 is below middle score of three and it falls to disagreement level. Similarly, still, 20(20%) of instructors, neither agreed nor disagreed, 27(27%) of the instructors disagreed and 26(26%) of the instructors strongly disagreed. Therefore, this information shows that the expansion of these universities has no considerable contribution for using instructors' research findings for teaching and experience sharing.

Concerning item no 53 of the above table, regarding whether the expansion of these universities lead instructors to get financial support while making a research or not, 21(21%) of the instructors strongly agreed and 18(18%) of the instructor agreed. But the mean value of this item 2.94 is below middle score of three and it falls to disagreement level. Similarly, still, 15(15%) of instructors, neither agreed nor disagreed or undecided, 26(26%) of the instructors disagreed and 20(20%) of the instructors strongly disagreed. Therefore, this result indicates that the expansion of these universities does not lead instructors get financial support while making a research.

For an item 54 of the above table, 12 (12%) of the instructors strongly agreed and 11(11%) of the instructors agreed that the expansion of this university helped instructors to publish their research findings. The mean value of 2.29 is showing as there is disagreement. Similarly, 38(38%) of the instructors disagreed and 35(35 %) of the instructors strongly disagreed. Therefore, this result indicates that the expansion of these universities does not help instructors to publish their research findings.

Regarding item no 55 of this domain, regarding whether the expansion of these universities contributed to prepare community centered research work or not, 23(23 %) of the instructors

strongly agreed and 22 (22%) of the instructor agreed. But the mean value of this item 2.89 is below middle score of three and it falls to disagreement level. Similarly, still, 5(5%) of instructors, neither agreed nor disagreed, 21(21%) of the instructors disagreed and 29(29%) of the instructors strongly disagreed. Therefore, this information shows that the expansion of these universities have no considerable contribution for using instructors' to prepare community centered research work.

## Summary and conclusions

### Summary

The purpose of this study is to identify the challenges and opportunities of expansion of higher academic institutions in Addis Ababa in the case of Kotebe Metropolitan University and Saint Mary University. In effect, the study examined how the expansion of higher academic institutions influences the curriculum content, research preparation, teaching and learning process. In order to achieve these, basic questions were raised which addressed areas. These are: What are the challenges raised from the rapid expansion of Kotebe Metropolitan Saint Mary Universities? What are the opportunities of expansions at Kotebe Metropolitan and Saint Mary Universities? How does the expansion at Kotebe Metropolitan and Saint Mary Universities influence the teaching-learning process, and the research preparation? How does the expansion of Kotebe Metropolitan and Saint Mary Universities affect the curriculum content? To what extent has the rapid expansion of Kotebe Metropolitan and Saint Mary Universities been accompanied by quality considerations?

The study was conducted in 2 (two) Higher Academic Institutions namely, Kotebe Metropolitan University and Saint Mary University were sampled for the study using simple random sampling techniques. The samples of the study were 200 (93 male and 107 female) students and 100 instructors (82 male and 18 female).

In this descriptive survey research, analysis of the study was made using statistical tools such as frequency counts, percentage, and mean, to identify whether there were differences and agreements among respondents on several items included in the questionnaire, and guiding questions prepared for this purpose. Besides, the necessary data have been collected through questionnaire and observations.

The major findings of the study were summarized as follows:

1. The study revealed that these universities are admitting less qualified students because of only having spaces; the quality of trained man power is at risk.
2. The results of the study also disclosed although there are academic staffs in these higher academic institutions, there has been a growing mismatch between the expansion of these universities and number of qualified academic staff leading to declining standards in the quality of instruction in these universities.
3. Regarding implementation of continuous assessment, the study revealed that the implementation of continuous assessment in these two higher academic institutions is one of the challenges due to program expansion.

4. There are no pedagogical resource centers at both higher academic institutions which are a problem as compared to the number of students and the program expansion.
5. Cafeterias are lagging behind as compared to the institutions rapid expansions.
6. The study also revealed that expansion of these universities constrained instructors from participating on community affairs due to teaching assignment and work load.
7. Regarding the opportunities of expansion of higher academic institutions, the study revealed the majority of the respondents revealed that these expansions resulted: increases demand for higher education, greater human capital formation, increase of enrollment growth rate, access to open new programs, give work opportunities to other employees, leads to increase working students in the evening and contributes to offer distance education for learners.
8. Concerning curriculum, the majority of the total respondents confirmed that the expansion of this university contributes to make the curriculum satisfactory, practical, had technology elements, up to date, well structured curriculum.
9. Targeting higher academic institutions expansion and the teaching process, the majority of the respondents revealed that the expansion: helped to have an interesting lecture, to get relevant skill, to provide relevant skill to students, to participate in various clubs, to get more technologies usages by lecturers, to get additional trainings to develop a new skill of teaching, to participate in public and community affairs and made the teaching environment appropriate.
10. Concerning higher academic institutions expansion and the learning process, the majority of the total respondents confirmed that the expansion of this university contributes to: make shared learning during classes, relate what acquired before the university time, read outside the lecturer note, and acquire knowledge and skills than in high marks / Grades in Examinations, made the learning process instrumental in developing the students' reflection abilities, having appropriate learning environment.
11. As far as the higher academic institutions expansion and the quality considerations is concerned except for one item the study revealed that the expansion of this university: contributes on making easy learning materials within the university, made the process of distributing learning materials among the students fair, contributed to increase the class room size, contributed for having relevant study materials in the library, leads to met social needs, helped to have full learning resources, leads to get sanitary facilities, and helped to enrich the professional capacity of lecturers (I.e. From BA, MA to PHD). But the expansion of this university do not made me fair in assessing exams which is revealed by 50% of the respondents.
12. Concerning higher academic institutions expansion and the level of research the following finding:
  - The expansions of these universities do not help students to see their lecturers using materials generated from their own research work.
  - The expansions of these higher academic institutions do not help the students to make their own research study with reasonable confidence.
  - These higher academic institutions have incorporated a research study on the students' bachelor degree studies.

- The expansion of this university do not helped instructors to have more time for making a research work.
- The expansion of this university contributed instructors for helping students while preparing their research paper.
- The expansion of this university has no considerable contribution for using instructors' research findings for teaching and experience sharing.
- The expansion of this university does not lead instructors to get financial support while making a research.
- The expansion of this university does not help instructors to publish their research findings.
- The expansion of this university has no considerable contribution for using instructors' to prepare community centered research work.

## Conclusion

The following conclusions are made on the major findings of the study:

Higher academic institutions are clearly in the midst of rapid expansion in response to social, economic, and political transformations sweeping the country, Ethiopia. As a result, the expanding universities including Kotebe Metropolitan University and Saint Mary Universities are facing a number of challenges and positively getting a number of opportunities and the researcher identified those challenges and opportunities in this study as presented in the findings and in the literature. Addressing both the challenges and opportunities are critical not only for the future of these institutions but also for that of the country at large.

Thus, as challenges of these higher academic institutions expansion, almost the majority of students and instructors respondents indicated that Kotebe Metropolitan University and Saint Mary University are admitting less qualified students because of having spaces however it was expected to incorporate relatively better qualified students. It was also identified in the study that though there are academic staffs in these expanding higher academic institutions, the number is not sufficient enough. It was identifying in the study, that the implementation of continuous assessment in these two higher academic institutions is one of the challenges due to program expansion Therefore, from this it can be included that the students were being measured without making a progressive measurement. The study also identified that there are no pedagogical resource centers at both higher academic institutions, which were essential as compared to the number of students and the program expansion. As challenges of expansion, it was responded that cafeterias are not as such well fulfilled which were expected to be well adjusted. Again , as a role, a higher academic instructor was expected to participate in community affairs ,however, the expansion of these universities constrained instructors from participating on community affairs due to teaching assignment and work load.

As the opportunities of these higher academic institutions expansion, it was found that these expansions resulted: increases demand for higher education, greater human capital formation,

increase of enrollment growth rate, access to open new programs, give work opportunities to other employees, leads to increase working students in the evening and contributes to offer distance education for learners.

As of the curriculum, it was also found that the majority of the total respondents confirmed that the expansion of this university contributes to make the curriculum satisfactory, practical, had technology elements, up to date, well structured curriculum which was expected out of the expansion of these universities. But unfortunately, the findings of this study indicated that the theory practice integration of the curriculum was below the expected level. Therefore, both universities do have limitations on making the curriculum more practical. The finding also showed that the expansion of these universities do not helped students to see their lecturers using materials generated from their own research work which was to be seen more in line with the expansion of higher academic institutions.

Finally, the findings of this study clearly indicate the expansion of these higher academic institutions: do not help the students to make their own research study with reasonable confidence, donot help instructors to have more time for making a research work, has no considerable contribution for using instructors' research findings for teaching and experience sharing, does not lead instructors to get financial support while making a research, does not help instructors to publish their research findings which were to be implemented parallel with the expansion of these higher academic institutions.

## References

- Abdalla, A. (1977). Differing Types of Higher Education.Paris International Association of University.
- Abeje Birhanu. (2015). The Social Sciences at the Crossroads: Challenges and Opportunities at Addis Ababa University. Council for the Development of Social Science Research in Africa
- Ashcroft, K (2010).Ethiopia Dilemmas of Higher Education Massification.University World News Africa Edition. Issue 61
- Ashcroft, K (2013).) 13 New Higher Education Institutions for Ethiopia, Analysis and discussion of curriculum, resource and organizational issues, Higher Education Strategy Center
- Ballantine, J. H, (1997). Sociology of Education: A systematic analysis. New Jersey: Prentice Hall. ).
- Barberries, Peter. (1998). The New Public Management and a New Accountability. Public Administration.
- Barnett, R.(2009) . Knowing and Becoming in the Higher Education Curriculum. Studies in Higher Education.
- Billett, S. (2009).Realizing the Educational Worth of Integrating Work Experience in Higher Education.Studies in Higher Education.
- Brown D. K (2001). The Social Sources of Educational Credentials: Status, Cultures, Labor market and Organization. Sociology of Education Extra Issue.
- Chisholom, H. (2009)( 11<sup>th</sup> Edition). The EncyclopediaBritanica: A dictionary of arts, sciences literature and general information Harvard. EncyclopediaBritanica.
- Crawley, F. (2000). The Myth of a European Identity. The role of universities in the formation of European Citizens, in Universities remembering Europe: Nations culture and Higher

- Education edited by FP Crawley, P Smeyers and P Standish, New York. Begahanah Books.
- Creswell, J. H. (2003). *Research design: Qualitative, Quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- Cross Pk. (2005). *What do we Know about Student Learning and How o we Know it? Research and occasional paper series*.
- Damtew Tefera, (2013), *Funding Higher Education in Sub-Saharan Africa*, Hampshire: Palgrave MacMillan,
- Damtew Tefera.(2014), *Funding Higher Education in Africa: State, Trends and Perspectives*, JHEA/RESA Vol. 11, Nos 1&2, 2013, pp. 19–51 , Council for the Development of Social Science Research in Africa 2014 (ISSN 0851 7762)
- David J. & John W. (2007), *University Expansion and the Knowledge Society*, Published online: 3 May 2007 # Springer Science + Business Media B.V. 2007
- Demissie L. Karorsa Walter S. Polka (2014) *the Equity-Quality Dilemma of Higher Education Expansion. A goal oriented planning Approach for maintaining high quality standards in Ethiopia*.
- Dimaggio, Paul and Walter W. Pauell. (1983). *The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in organizational Fields*. *American Sociological Review*.
- Doll, W. D. (1993). *A post-modern perspective on curriculum*. New York: Teachers College Press.
- Dongshu O, ZhongZ(2016) , *Higher Education Expansion and Labor Market*
- Ellis, R. (1993). *Quality Assurance for University Teaching*. Buckingham: SRHE & Open University Press
- Evan S. John W(2005), *The World-Wide Expansion of Higher Education*, Center on Democracy, Development, and The Rule of Law Stanford Institute on International Studies
- Farhana S, Hugh D, Thanassis T,(2013), *A Review of Higher Education Challenges and Data Infrastructure Responses*
- Federal Democratic Republic of Ethiopia (FDRE) (2010), *Growth and Transformation Plan (GTP) 2010/11-2014/15*, Ministry of Finance and Economic Development (MoFED), Addis Ababa Federal Democratic Republic of Ethiopia (FDRE).(1994) *Education and Training Policy*. Addis Ababa, Ethiopia.
- Federal Democratic Republic of Ethiopia (FDRE).(2009). *Higher Education Proclamation No. 650/2009*.Addis Ababa, Ethiopia, Berhanena Selam Printing Press.
- Federal Democratic Republic of Ethiopia, 2003a, *Higher Education Proclamation (Proclamation No 351/2003)*, Addis Ababa: FDRE.
- Fraenkel, Jack R., and Wallen, Norman E. (2009).*How to Design and Evaluate Research in Education*, 7th ed. New York: McGraw-Hill Companies, Inc.
- Goolam M (2008), *The Effects of Massification on Higher Education in Africa*. Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA)
- Government of Ethiopia, (2003), *Higher Education Proclamation.No.351/2003*. Addis Ababa: NegaritGazeta.
- Hativa, N. (2000). *Teaching for Effective Learning in Higher Education*.Dordrecht Kluwer Academic Publishers.
- Higher Education Relevance and Quality Agency.(2013). *Ethiopian Civil Service University Institutional Qu Report*
- HTTP://WWW. Business Dictionary 2015. com/daily nation/nmgcontententry.asp?category\_id =25&newsid=57960.
- Jenks, C. (2008). *Building a University Research Culture in Higher Education in Twenty First Century: Issues and challenges*, edited by AY-Hawai, W Eladi and EH Twizell. London. CRS press.
- John W, Patricia B (2013), *The Worldwide Expansion of “Organization”*, *Sociological Theory* 31(4) 366– 389 American Sociological Association.
- Jón T. (2004). *What Determines the Expansion of Higher Education?Credentialism, academic drift, and the growth of education*. In Ingjaldur Hannibalsson (Ed.),
- Kolb, DA. (1984). *Experiential Learning: Experience as the source of learning and development*. New Jersey: Prentice Hall Inc. Englewood Cliffs, New Jersey.
- Kotebe Metropolitan University(2009). *Kotebe Metropolitan University Annual Abstract Magazine*. Addis Ababa, Ethiopia.
- Lomas L, (2001). *Does the development of mass education necessarily mean the end of quality? The Sixth QHE Seminar, The end of Quality? Birmingham, 25-26 May 2001*.
- Mayer, RE (19 88).*Learning Strategies in Overview*. In *Learning and study strategies, issues in assessment instruction and evaluation*: Edited by CE Weinstein, ET Gotez and PA Alexander San Diego, CA: Academic Publishers.
- Meyer, John W and Brian Rowan (1977).*Institutionalized Organizations Formal Structure as Myth and Ceremony*.*American Journal of Sociology*.
- Ministry of Education of Ethiopia. (2010). *Education Sector Development Program IV (ESDP IV) 2010/2011 – 2014/201*. Addis Ababa, Ethiopia.
- Ministry of Education of Ethiopia. (2015). *Education Sector Development Program V (ESDP V) 2015/2016 – 2019/2020*. Addis Ababa, Ethiopia
- Ministry of Education of Ethiopia.(2013). *Education Statistics Annual Abstract, 2012/13*. Addis Ababa, Ethiopia.
- Ministry of Education of Ethiopia.(2014). *Education Statistics Annual Abstract, 2013/14*.Addis Ababa, Ethiopia.
- Mulu Nega, (2012), *Quality and Quality Assurance in Ethiopian Higher Education: Critical Issues and Practical Implications*, Dissertation to Obtain the Degree of Doctor at The University of Twente.
- Munday, Karen and Lynn Murphy (2001).*Transitional Advocacy*, Global Civil Society. *Comparative Education Review*
- Neary, N. (2003). *Curriculum Studies in Post –Compulsory and Adult Education: A teacher`s and a student teachers guide* London: Nelson Thrones LTD.
- Paul W, (1992), *Cycles of Expansion in Higher Education 1870-1985: An International Comparison*. Kuwer Academic Publishers, Netherlands
- Perrow, Charles . (2009): *Organizing Africa: Wealth Power and the Origins of Corporate Capitalism*. Princeton, NJ: Princeton University Press.
- Rita V, Tsagazeab K, Seid M and WondimuW(2013), *Capacity Development in Higher Education: New Public Universities in Ethiopia*, Presented at the MsM Annual Research Conference 2013 in Maastricht
- Saint Mary University (2009). *Saint Marry University Statistical Report*. Addis Ababa, Ethiopia.
- Saint Sw. (1992). *Universities in Africa: Strategies for Stabilization and revitalization*, in World Bank Technical Paper

number 194. African Technical Department series. Washington DC, World Bank

Saint, W., (2004.) 'Higher Education in Ethiopia: The Vision and its challenges', Journal of Higher Education in Africa (JHEA), Vol. 2, No. 3

Sebastian B. (2013), Public University Education: An Analysis of Capability Expansion among Students in Uganda, Submitted In Accordance With The Requirements For The Degree of Doctor of Literature and Philosophy, University of South Africa.

Shay, S. (2011).Curriculum Formation: A case study from history. Studies from higher Education.

Slattery, P. (2006). Curriculum Development in the Postmodern Era. New York: Routledge

Smith, RA. (2001). Expertise in Teaching and in the Scholarship Teaching: New Directions for Teaching and Learning. Oklahoma: New Forums Press.

Solomon Araya (2010) Tension Between Massification and Intensification Reforms and Implications for Teaching and Learning in Ethiopian Public Universities.

Tesfaye Semela, (2011).Breakneck Expansion and quality assurance in Ethiopian Higher Education: ideological rationales and economic impediments. Higher Education Policy.

Teshome Yizengaw. (2005). Transformations in Higher Education: Experiences with Reform and Expansion in the Ethiopian Higher Education System. Keynote address to "A training Conference on Improving Tertiary Education in Sub-Saharan Africa: Things That Work.

The Economist. (2005). Survey: Higher Education, A world of opportunity, 8 Sept.. Retrieved in 2007 from <http://www.economist.com/displaystory.cfm>

Tierney, W. (1989). Cultural politics and the curriculum in postsecondary education. In L. R. Lattuca et al. (Eds.), College and university curriculum: Developing and cultivating programs of study that enhance student learning. Boston: Pearson Custom Publishing.

UNESCO-BREDA, (1997). Report on the State of Education in Africa: Challenges and Reconstruction. UNESCO Regional Office for Education in Africa (BREDA). Nov. UNESCO, Dakar

World Bank (1994), Higher Education, the Lessons of Experience, a World Bank Publication Washington DC.

World Bank (2000).Higher Education in Developing Countries, Peril and Promise .Washington: World Bank.

World Bank (2002).Constructing Knowledge Societies: a new challenge for tertiary education. Washington Dc. World Bank.

World Bank (2009).Accelerating Catch Up. Tertiary Education for growth in sub-Saharan Africa. Washington DC: World Bank.

World Bank, (2004), Higher Education Development for Ethiopia: Pursuing the Vision, Washington, DC: World Bank, Human Development Department, and Africa Region.

World Bank.(1995) Priorities and Strategies for Education. A World Bank reviews. Washington Dc: World Bank.



#### **AUTHOR**

**Easaw Alemayehu Assefa** is a PhD candidate in Addis Ababa University, College of Education and Behavioural Studies, Department of Education Planning & Management. He is also serving as an Academic Director at Amigonian Private School. His research interest includes leadership development, diversity management, distributed leadership and school feeding program.