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The Relationship between Private Institutions of Higher Learning and Banking Industry in Addis Ababa

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Abstract

In the globalizing world, the speed of innovation in technology and information has accelerated. In this situation, there is demand for qualified and skilled human resource capable of responding to changes in the structure of their job or technological content. Specialists who are able to respond to a higher level of work and greater complication of a specific type of job are necessary. For instance, in developing countries if one looks the provision of graduates to industry and service sector, over the past many years, the reality has been a mismatch between skills and knowledge acquired in the classrooms and the world of work requires. By the same token, the contribution of the banking industry to the education sector has been insignificant. The objective of the study was to assess the level of cooperation between the banking industry and PHEIs. An effort was also exerted to identify weaknesses and strengths of the partnership and to point out ways to rectify the existing weaknesses and maintain or improve the existing strengths. Two types of questionnaires were distributed to eight banks and ten PHEIs. Descriptive analysis is done through tabulation and percentage.

From the findings of the study, the researchers conclude that the relationship is weak in the following areas: teaching-learning process, consultancy activities, and internship and employment creation. On the other hand, their relationship is found out to be strong in selection, training and development of employees. At organizational level, the following points are recommended. The two parties should work together in identifying research topics, providing research inputs to researchers, sponsoring research, arranging forums for presentation of research outputs, and communicating findings to pertinent organizations by involving practitioners in the development of course contents, in delivering classroom lectures, in and fostering educational tour programs PHEIs and banks can jointly make the teaching-learning process fruitful. The two parties can also benefit a lot by co-operating in consultancy activities, in the provision of internship and employment of opportunities

1. Introduction

1.1. Background of the Study

The central function of a given higher education institution is teaching. Through educational activities, human resources necessary for socio-economic development are produced and opportunities of higher education that match individual needs and abilities are created. One of the important roles of higher education is thus to enhance the level of human resources necessary for socio-economic development and, by sending them out into the world of work, to contribute to economic growth.

The following other contributions of higher education to the industry were identified such as conducting collaborative research, material preparation, curriculum development and engaging in human resource exchange.

To realize such broader general objectives of the country, tertiary level of education in Ethiopia started in HaileSelassie I university. Then after, other public educational institutions with different levels flourished. Currently there are 21(www.moe.gov.et) public universities engaged in providing course in different fields of study and programs.

With the down fall of the Derg regime, Private Higher Educational Institutions were established under the proclamation No. 351/2003. Currently there are more than 50 private higher education institutions providing different undergraduate training programs. The PHEIs provide trainings in different fields of study, mainly business, information technology, medical science and law.

The major employers of business graduates of these institutions are private and public banks. The relationship between these parties, banks major employers and PHEIs as producers of professional graduates is compulsory. However, the relationship seems to be

weak. This study, therefore, reviews the relationship between the banking industry and the PHEIs and assesses the level of cooperation between the two sectors.

1.2. Statement of the Problem

With the rapid technological innovation and structural changes in the industry, the human resource needs are also changing. Yet, despite this, one cannot deny that higher education has been unable to adequately respond to these changes.

In the world of information, the speed of innovation in technology and information has accelerated. In this situation, there is demand for human resource completing higher education that are generalists and have mastered knowledge and skills that enable them to respond to changes in the structure of their job or technological content. On the other hand, specialists who can respond to a higher level of work and greater complication of a specific type of job are also necessary.

The level of relationship between higher education sector and the banking industry not only differ among countries, region and type of industry they also vary on the basis of future economic and social prospects. Whatever the case might be, strengthening cooperation between higher education and the industry is necessary. Because the needs of the industry are varied and change now and then, building mechanisms to prevent miscommunication such as having industry participants in the managing apparatus of higher education institutions and human resource exchange between university researchers and industry technologists have to be in place. It is also necessary to conduct education and research aligned with the needs of the industry-which can be accomplished by having people from the industry join discussions about curriculum development of higher education institutions, by promoting collaborative industry-university research and by designing long-term human resource development in collaboration with industry. Furthermore, cooperation with industry is necessary for improving the employment

opportunities to graduates. Also, the industry must provide employment information, implement internship opportunities and teach and develop entrepreneurial skills.

Because of weak relationship between the banks and the PHEIs, the banks incur additional costs for training for the would-be staff. Thus, PHEIs need to fill the gap. What does "close the gap" must enter a new graduate into a training program and fill the difference between the skills that the graduate comes to the job with and what traditional liberal arts colleges have prepared them for. PHEIs close this gap by listening to industry's needs and providing the necessary practical experience students need to begin their careers. Closing this gap means that PHEIs are expected to provide their students, and then their graduates with a challenging, meaningful academic experience both in and out of the classroom.

1.3. Objectives of the Study

The objective of the study is to assess the level of cooperation between the banking industry and PHEIs. An effort is also exerted to identify weaknesses and strengths of the partnership and point out ways to rectify the weakness and maintain or improve the strengths.

1.4. Significance of the Study

This research is believed to have the following importances:

- highlights the weaknesses of the existing relationship between banks and PHEIs and helps both parties to come out of this situation;
- helps policy makers and curriculum formulators to take the job requirements of the banking industry to incorporate in the curriculum;
- enhances the bilateral relationship between the banking industry and private higher education institutions;

- helps the industry and business to keep their doors open for internship programs of PHEIs;
- helps the industry realize the contributions of the learning institutions in their performance and return their contributions;
- helps Higher Education Institutions to close the gap between the knowledge instilled by traditional teaching methods and the high skill levels needed from a productive workforce.

1.5. Research Methodology

Two types of questionnaires were distributed to eight banks and ten PHEIs. Of the total questionnaires distributed, only five from each were collected and used for the analysis. Finally, descriptive analysis was done through tabulation and percentage.

Review of the Related Literature

2.1. University-Industry Relationship in Research Undertakings

The relationship between educational institutions and industry in research undertakings are complex. The complexity arises from the difficulty in measuring the costs of the research and the benefits derived out of the research. Research activities can be considered as part of knowledge creation and sharing of knowledge; however, the results may be in many more ways beneficial than simply providing new information.

Studies have found out that research produces a number of benefits to the economy is general and to innovation in particular. Some of these benefits are tangible outputs of research, while some are in the form of sources of strategic value. These benefits and sources of strategic value, and the relationships between firms and research come about through various channels (as noted by eminent authors such as David and Hall 2000 and Cohen et al. 2000).

There are seven benefits that accrue from research undertakings for innovation (Martin, Salter et al. 1996; Salter, d'Este et al. 2000; and also Salter and Martin 2001). The benefits are:

1. producing new scientific information
2. training skilled graduates
3. supporting new scientific networks and stimulating interaction
4. expanding the capacity for problem-solving
5. producing new instruments and methodologies/techniques
6. creating new firms
7. Providing academic knowledge.

Recent literatures add the eighth benefit as access to unique facilities. The new addition to the list of benefits is where industry gains access to unique facilities held and developed at universities.

Apart from providing the tangible benefits outlined above, publicly funded research is also a source of strategic value that help to improve qualitative research skills and the creation of options and diversity. Knowledge and research skills can be seen as capabilities embodied in researchers and the institutional networks within which they work. Research also plays an important role in supporting the creation of diverse options. In summary, the themes of capability, variety and capacity outline the main sources of strategic value provided by public research.

In order for the benefits of university research to be expressed in the economy, the university research system has to be connected with the economy. Much of the economic literature assumes that such connections a result from 'spillovers' – side effects or 'externalities' of public research.

A common theme in the literature is that interactions between public researchers and their counterparts in firms are required in order to build strong relationships and effective communication.

2.2. Collaboration in Staff Selection, Training and Development

The human resource of any organizational set up plays a prominent role in the accomplishment of organizational objectives. Banks and other employers need to delegate this function to educational institutions in order to recruit and employ new staff. Educational institutions prepare standardized exams, administer it, correct the papers and show the performance of the examinees to the employer. Usually, educational institutions (colleges, universities, or university colleges) serve as testing centers for the creation of competent personnel in organizations. 2.3. *Collaboration in the Teaching-Learning Process*

The teaching-learning process is the major function of PHEIs. In this major function, PHEIs need to collaborate with the banks so as to make the education practice problem solving. The banks and PHEIs may collaborate in the involvement of practitioners in the development of course contents. Practitioners may also serve as guest speakers to relate classroom learning with the actual work and as facilitators in conducting educational tour programs, and the like.

2.4. Collaboration in Consultancy Activities

The other major aspect of cooperation between private educational institutions and the banking industry is in consultancy services.

III Data Analysis, Interpretation and Finding

This part of the research paper presents the findings of the study. The researchers used two types of questionnaires for different groups of respondents. Respondents were selected from PHEIs and Banks using purposive sampling technique. Five PHEIs and five banks were involved in the study. To obtain the necessary data for analysis, one person (member of top management) has been selected from PHEIs; Public Relation Office Heads of the banks have also been intentionally selected as subjects. This is done on the premise that these people are spokespersons of their respective organizations and are believed to have the necessary information required for the research.

3.1. Collaboration of PHEIs and the Banking Industry in Research Undertakings

3.1.1. Analysis of Responses of PHEIs

It is an agreeable fact that one of the major functions of PHEIs is research. The research might be conducted for academic purposes and at the same time it is believed to solve problems of the industry. It is believed that the cooperation between the banks and the PHEIs should be strong. In this regard, the researchers attempted to gauge the level of collaboration between the PHEIs and the banking industry and obtained the following responses. The responses are summarized hereunder.

As indicated in the table 1, the collaboration between PHEIs and banks is found to be poor in terms of various aspects of research undertakings. As clearly indicated by respondents, the cooperation is weak or almost nonexistent in identifying research topics, provision of research inputs, sponsoring researches, arranging forums for presentation of research findings, and direct participation of academicians in research undertakings.

Table 1: Responses of PHEIs regarding Collaboration with Banks in Research Undertakings

Item	Responses of PHEIs			
	Yes	No	DK	Totals
1. Identifying research topics	-	4 (80%)	1(20%)	5 (100%)
2. Assessing existing problems of organizations	1(20%)	4 (80%)	-	5 (100%)
2. Providing research inputs	2(40%)	3 (60%)	-	5 (100%)
4. Sponsoring research undertakings	1(20%)	4 (80%)	-	5 (100%)
5. Arranging forums for presentation of research outcomes	2(40%)	3 (60%)	-	5 (100%)
6. Communicating findings of research to organizations	3 (60%)	2(40%)	-	5 (100%)
7. Direct participation of academicians in research undertakings	-	1(20%)	4 (80%)	5 (100%)

Lack of such strong relationship in research areas can be viewed as severe problem. Because organizations may identify problems encountered in their daily practices and identify research topics and communicate them to the institutions so as to get possible recommendations which could be sound solutions to their problems.

Analysis of Responses of Banks

The table two shows that participation of the banking industry in research, especially in collaboration with PHIEs is minimal. From the total number of respondent banks, none of them provided research topics based on the existing problems of the bank to PHEIs. It is imperative that all of them participate in provision of relevant data for students. As far as awarding of sponsorship to researchers is concerned, the majority of them do not do so. Arrangement of forums for presentation of research outcomes, applying findings of researches and employees' direct participation in research are seen as not significant in the banking industry. Banks have shown cooperation in the provision of data for student researchers.

Table 2: Responses of Banks on the Collaboration of PHEIs with Banks in Research Undertakings

Activities	Responses of Banks			
	Yes	No	DK	Total
1. Providing research topics based on existing problems of the bank	-	5(100%)	-	5(100%)
2. Providing pertinent data for student researchers	5(100%)	-	-	5(100%)
3. Sponsoring research	-	4 (80%)	1(20%)	5 (100%)
4. Arranging forums for presentation of research outcomes	-	5 (100%)	-	5 (100%)
5. Applying findings of research	1 (20%)	3(60%)	1(20%)	5 (100%)
6. Employees' direct participation in research	1 (20%)	4(80%)	-	5 (100%)

3.2. Collaboration of PHEIs and Banks in the Teaching-Learning Process

3.2.1. Analysis of Responses of PHEIs

The teaching-learning activity of educational institutions in general and PHEIs in particular need to be practice-oriented and should be geared towards solving the existing problems in the sector or it should be tailored beyond that. Attempts were made to know the collaboration of the two parties in terms of the teaching-learning process of the PHEIs.

Table 3: Responses of PHEIs regarding Collaboration with Banks in the Teaching-Learning Process

Activities	Responses of PHEIs			
	High	Medium	Low	Total
1. Involvement of practitioners in the development of course content	1(20%)	1(20%)	3(60%)	5(100%)
2. Willingness of practitioners to serve as guest lecturers/speakers	2(40%)	3(60%)	-	5(100%)
3. Acceptance of educational tour programs	1(20%)	2(40%) ²	1(20%)	4(80%)
4. Provision of necessary explanation to students in the educational tour	1(20%)	-	3(60%)	4(80%)

As many of the respondents indicated, the partnership between the banks and the PHEIs in relation to the teaching-learning process is weak. Especially the involvement of practitioners in the development of course contents, provision of necessary explanation to

students in the educational tour is rated low. Acceptance of educational tour and willingness of practitioners to serve as guest lecturers/speakers is also minimal.

Such a weak relationship between the two parties in the teaching learning process has its own implication to both parties. The PHEIs lose the confidence of employers on the competence of their graduates. Such lack of confidence may lead to the extent of making graduates worthless to the industry. Also, it has its own implications to the banks, i.e. they may incur additional costs for training due to inefficiency of graduates.

Private Higher Education Institutions and banks thus need to cooperate in the teaching-learning process so as to boost the effectiveness of the process.

2.2. Analysis of Responses of PHEIs

In order to see the partnership between the banks and PHEIs in the teaching-learning process, the same questions were addressed to the banks and the banks confirmed that the relationship stands low.

Table 4: Responses of Banks regarding the Collaboration of PHEIs with banks in Teaching- Learning Process

Activities	Responses of Banks		
	Yes	No	Do not know
1. Involvement of practitioners in the development of course content	-	5(100%)	-
2. Sending experienced employees as guest speakers/lecturers	1(20%)	3(60%)	1(20%)
3. Providing educational tour opportunities to students	-	5(100%)	-

The involvement of banking industry in the teaching-learning activities of PHEIs is a prerequisite for meaningful learning outcomes. However, direct involvement of the banking industry in the teaching-learning process is not considerable. Involvement of

practitioners in the development of course content and provision of educational tour opportunities for students are not being taken by the banking industry at all. Of the total banks interrogated, only one participated in the teaching learning process by sending experienced employees to higher education institutions as guest speakers or lecturers.

3.3. Collaboration of PHEIs and Banking Industry in Consultancy

The other aspect of relationship in which the PHEIs and the Banking industry might have is consultancy. Academicians in PHEIs may provide various consultancy services to the banking industry. In any ways there must be collaboration between academic institutions and the banking industry so as to get the best from their partnership. Questions have been raised to respondents to know the level of their cooperation with regard to Consultancy services.

Analysis of Responses of PHEIs

As confirmed by the respondents, the relationship between the PHEIs and the banks is found to be weak in terms of provision of professional consultancy services. Faculty members provide consultancy services to industries so as to assist their walks towards success. An effort has been exerted to know the level of cooperation between the two parties. The findings, as depicted in the table above, indicate that the level of cooperation between the two is weak.

Table 5: Collaboration of PHEIs with Banks in Professional Consultancy Services

Activities	Responses of PHEIs			
	Yes	No	DK	Totals
1. Formulation of organizational policies	-	4 (80%)	1(20%)	5 (100%)
2. preparation of organizational structure	-	4 (80%)	1(20%)	5 (100%)
3. Preparation of organizational rules and regulations	1(20%)	4 (80%)	-	5 (100%)
4. Preparation of standardized organizational manuals	2 (40%)	3(60%)	-	5 (100%)
5. Conducting feasibility study	2 (40%)	3 (60%)	-	5 (100%)

Thus, 80% (4) of the respondents indicated, the faculty members of PHEIs do not participate in the formulation of sound organizational policies, preparation of organizational structure, and preparation of organizational rules and regulations. Again, 60 % of the respondents indicated that academicians of PHEIs do not participate in conducting feasibility study and preparation of standardized organizational manuals.

3.3.2. Analysis of Responses of Banks

There are positive trends in involving academicians in the areas of consultancy by the banking industry. In formulation of organizational policies, rules, regulations and organizational structures, the participation of academicians seems encouraging to some extent but still not as expected.

Table 6: Collaboration of PHEIs with Banks in Professional Consultancy Services

Activities	Responses of Banks			Total
	Yes		No	DK
1. Formulation of organizational policies	2(40%)		3(60%)	-
2. Preparation of organizational structure	2(40%)		3(60%)	-
3. Preparation of organizational rules and regulations	2(40%)		3(60%)	-
4. Preparation of standardized organizational manuals	1(20%)		4(80%)	-
5. Conducting feasibility study	1(20%)		4(80%)	-

3.4. Collaboration of PHEIs with Banks in the Provision of Internship and Employment Opportunities

As 80% of the PHEIs respondents indicated, banks, which are the major employers, do not view graduates of private educational institutions and graduates of public institutions equally. To the contrary, 100% of the banks respondents confirmed that graduates of PHEIs and public institutions are treated equally.

3.4.1. Analysis of Responses of PHEIs

As the majority of the respondents have indicated, the level of collaboration between PHEIs and the banking industry is encouraging. This has been manifested in the provision of job for graduates, accepting of apprentices, assignment of apprentices in jobs related to their areas of study. On the other hand, in appropriate follow-up and evaluation of apprentices, and lack of reliance on apprentices seen to affect the relation negatively, which this might be a hindrance to the implementation of apprenticeship and practicum programs.

Table 7: Collaboration of PHEIs with Banks in the Provision of Internship and Employment Opportunities

Activities	Responses of PHEIs			
	Yes	No	DK	Total
1. providing job opportunity for graduates	4 (20%)	-	-	4 (80%)
2. Refusing to accept apprentices	2 (40%)	-	2 (40%)	4 (80%)
3. Assignment of apprentices on job unrelated to their areas of study	4 (80%)	-	-	4 (80%)
4. Inadequate follow-up of apprentices	4 (80%)	-	-	4 (80%)
5. Inappropriate evaluation of apprentices	4 (80%)	-	-	4 (80%)
6. Lack of reliance on apprentices	4 (80%)	-	-	4 (80%)

Note: No respondent responded No regarding this question.

3.4.2. Analysis of Responses of Banks

There seems to be a strong relationship between PHEL, and the banking industry in terms of creating or facilitating internship and employment opportunities. Respondents oriented that they provide job opportunities for PHEIs. Graduates, assign them for apprenticeship, follow up and evaluate their performance and rely on apprentices.

Table 8: Collaboration of PHEIs with Banks in Provision of Internship and Employment Opportunities

Activities	Responses of Banks			
	Yes	No	DK	Total
1. Providing job opportunity for graduates	5 (100%)	-	-	5 (100%)
2. Accepting apprentices	5 (100%)	-	-	5 (100%)
3. Assignment of apprentices on jobs related to their areas of study	5 (100%)	-	-	5 (100%)
4. Follow-up of apprentices	5 (100%)	-	-	5 (100%)
5. Evaluation of apprentices	5 (100%)	-	-	5 (100%)
6. Reliance of apprentices	5 (100%)	-	-	5 (100%)

3.5. Cooperation between PHEIs and Banks in Selection, Training and Development of Employees

Private Higher Education Institutions can assist banks in selection, training and development of their employees. This is one major area of cooperation between the PHEIs and banks. In order to know the experience with regard to such and related activities, the respondents were asked about current practices. Their responses are summarized hereunder.

3.5.1. Analysis of Responses of PHEIs

Unlike most of the other aspects of partnership, the cooperation between the banks and PHEIs in the selection, training and development of their employees is said to be encouraging, though this has not been supported by bank managers involved in this research as respondents.

Table 9: Collaboration of PHEIs with Banks in Other Affairs

Activities	Responses of PHEIs			
	Yes	No	DK	Totals
1. Screening of applicants	3 (60%)	2 (40)	-	5 (100%)
2. Provision of continuing education opportunities	5(100%)	-	-	5 (100%)
3. Provision of short-term training	5(100%)	-	-	5 (100%)

3.5.2. Analysis of Responses of Banks

Staff recruitment and selection is one of the major functions that banks undertake so as to have a competent human asset. In the areas of staff hiring and development in the banking industry, PHEIs' involvement is not that significant. All of them do not allow participation of PHEIs in applicant screening and the majority of them, 80%, do not consider PHEIs in provision of short term training for their staffs. More than half of all respondent banks consider PHEIs in provision of continuing opportunities for their staff members.

Table 10: Collaboration of PHEIs with Banks in Other Affairs

Activities	Responses of Banks		
	Yes	No	Do not know
1. Applicant screening	-	5 (100%)	-
2. Provision of continuing education opportunity	3 (60%)	1 (20%)	1 (20%)
3. Provision of short term training	1 (20%)	4 (80%)	-

3.6. The Role of PHEIs in Creating Awareness on National and International Issues

In addition to the teaching and learning undertakings, PHEIs have the responsibility of organizing awareness creation sessions on national and international issues. This is expected to be one function that must be performed by PHEIs. In order to know whether they are discharging this responsibility or not, respondents were asked and their responses are summarized here- in- below:

Table 11. Joint Arrangement of Awareness Creation Sessions

Activities	Responses of PHEIs			
	Yes	No	DK	Totals
1. New proclamations	1 (20%)	4 (80%)	-	5 (100%)
2. New policies	1 (20%)	4 (80%)	-	5 (100%)
3. New regulations	1 (20%)	4 (80%)	-	5 (100%)

As revealed in the above table, PHEIs and banks are not working together in creating awareness in national and global issues such as introducing newly enacted proclamations (tax and educational proclamations etc.), new policies, and new regulations.

Similarly, the responses from banks imply that when new proclamations are proclaimed, policies or regulations are issued; most banks do not prepare venues for students to introduce them with such things. Only 1 of the representative respondent of banks said they planned to take the initiative on this area while 4 (80%) do not involve in such things.

3.7. Job Placement Center

PHEIs need to have job placement centers for their graduates in order to connect the job seeking graduates and the job offering banks. This has an advantage to the PHEIs and the banks. The PHEIs can increase the employability of their graduates and the banks can get the best candidates without going through the lengthy procedures of recruitment, selection and placement of new graduates.

As the responses reveal, the majority percentage (60% of PHEIs respondents), have a job placement center. However, still significant numbers of PHEIs (40%) do not have a well organized job placement center. This means that they are lacking the major unit which may serve as a bridge to connect the banks and the PHEIs.

Of the total banks which participated in this study, 4 (80%) have no relationship with job placement center of PHEIs. One bank did not respond to this question.

3.8. Cooperation of Banks and the PHEIs in Fostering Further Studies of the Employees of the Banks

Different questions have been raised to know the level of cooperation in providing and facilitating human resource development of banks. The questions and their answers are presented in the following table,

Table 12. Cooperation of Banks and the PHEIs in Fostering Further Studies of the Employees of the Banks

Items	Yes	No	DK	Total
1. Does your institution offer scholarship opportunities for employees of the industry and public organizations?	3 (60%)	2 (40%)	-	5 (100%)
2. Does your institution make tuition payment arrangements for banking industry?	4 (80%)	1 (20%)	-	5 (100%)
3. Does your institution make arrangements of class and exam hours considering the employees office hours	5 (100%)	-	-	5 (100%)

As respondents indicated the cooperation of PHEIs and banks in facilitating their efforts to the staff development programs of banks is considered as high. This strong cooperation needs to be maintained and improved to a possible level best.

The banking industry makes some positive adjustment for its employees so as to help them pursue their further education. Some 3 (60%) of them arrange leaves for their employees who attend class at PHEIs. It is also found out that all the banks make loan arrangement or cover tuition fees for their employees.

3.8.1. Needs of the Industry and Public Organizations

Educational institutions should listen to the needs of the banking industry in their activities. The heart of every educational system is the need of employers, who are basically business organizations and public organizations. In this research, an attempt was made to know the extent to which PHEIs try to incorporate the needs of employers of their graduates in their curriculum and work towards bringing the desired behavioral change.

As one can see from the table, PHEIs have the freedom to incorporate the needs of the industry in their degree program curriculum. So, they can work hand in hand with the industry to keep abreast of the fast changing work environment taking place in the industry. To the contrary, the private higher education institutions have no freedom to

incorporate the needs of the industry by their discretions in the TVET program. It is tailored by the Ministry of education (MoE) and imposed on the educational institutions. So, there is no room for PHEIs to manipulate the curriculum and incorporate the needs of the banking industry in the TVET curriculum.

Table 13. Incorporation of Needs of Banking Industry in Curriculum Formulation and Development

Question items	Responses of PHEIs		
	Yes	No	DK
Q. Does your institution incorporate the needs of banking industry in the formulation and development of curriculum for ...?			
1. TVET program	2 (40%)	3 (60%)	-
2. Degree program	4 (80%)	1 (20%)	-

3.9. Tracer Study

After sending their graduates to the world of work, PHEIs are expected to conduct a tracer study to know the whereabouts and the level of performance of their graduates. The subjects of this study were asked to reflect on the issue and their responses are summarized as follows:

Table 14. Tracer Study

Does your institution conduct a tracer study to know the whereabouts and level of performance of the graduates?	Yes	No	DK	Total
	2 (40%)	3 (60%)	-	5 (100%)

As the responses indicate, the majority of PHEIs do not conduct tracer study. What does this imply? It implies that the PHEIs are getting limited feedback about the position of their graduates and their level of performance at work. Conducting a tracer study helps the PHEIs to know their position in terms of their efficiency in providing applicable knowledge to students. At the same time the feedback obtained by a tracer study helps

PHEIs to identify the weaknesses of the graduates and to improve that for others who are still in the system. The graduates are performing well at work means it is a pride to the institutions and indicative of the value of education it is providing for students.

In response to the question whether there exists a gap between skills and knowledge of graduates and the required skills and knowledge in the world of work, 4 (80%) confirmed that there exists a gap. The provision of training, both in-house and otherwise.

Job rotation and provision of further educational opportunities were sited as possible solutions considered by the banks in order to fill the existing gap in this area.

All the banks have also indicated that there exists a gap in the skills and knowledge of graduates of PHEIs and public higher education institutions.

The majority (60%) of the respondent from banks, have confirmed that their organization allows implementation of new ideas by graduates while 1 (20%) requires graduates to be geared to the already existing practices of the banks.

From the five banks studied, three (60%) of them consider experience of academicians as relevant while one takes it as irrelevant.

In response to the above question, 4 (80%) of the banks provide loan facility to PHEIs while 1 does not provide this service. It is also noted that some banks undertake credit worthiness analysis for PHEIs as they do for any other client.

Conclusions and Recommendations

4.1. Conclusions

From the findings of the study the researchers came to conclude the following:

- Collaboration of PHEIs and banks in the teaching-learning process is weak;
- Collaboration of PHEIs and banks in various consultancy activities is weak;
- Collaboration of PHEIs and banks in various internship and employment opportunities is weak;
- Collaboration of PHEIs and banks in the selection, training and development of employees is fairly good;
- The practice of PHEIs and banks in arranging awareness creation sessions on national and global issues is low;
- PHEIs do not have room to flexibly incorporate the needs of the industry in their TVET programs. However, there is a room to modify the curriculum of their degree programs;
- PHEIs do not have well established job placement centers so as to meet the needs of job seekers and employers;
- PHEIs do not conduct tracer studies to know where their graduates are and their level of performance at works is;
- Banks and PHEIs have confirmed that there is a gap in the knowledge and skills of graduates and the skills and knowledge required in the world of work;
- Majority of the banks respondents believe that the experience of academicians is not relevant; and
- Collaboration of PHEIs and the banks in various aspects of research undertakings is weak.

4.2. Recommendations

- PHEIs and banks need to cooperate in conducting research undertakings. Academicians of PHEIs and practitioners of banks may join up and conduct meaningful research. At organizational level, the two parties may work together in identifying research topics, providing research inputs for researchers, sponsoring research, arranging forums for presentation of research outputs, and communicating findings to pertinent organizations.

PHEIs and banks can jointly make the teaching-learning process fruitful. This can be done by involving practitioners in development of course contents, inviting practitioners to deliver classroom lectures, and fostering educational tour programs of PHEIs

- Consultancy is the other function where PHEIs and banks can accrue substantial benefits. Areas of cooperation may include formulation of sound organizational policies, preparation of organizational structures, preparation of organizational rules and regulations, and conducting feasibility studies.
- PHEIs and banks need to cooperate in provision of internship and employment opportunities. Banks shall provide equal job opportunity for graduates of PHEIs, accept apprentices in the process of training, assign apprentices in jobs related to their areas of training, properly followup and evaluate apprentices, and develop confidence on apprentices of PHEIs.
- It is advisable for banks to use PHEIs as testing centers in the selection of competent personnel. Besides, banks can make arrangements with PHEIs so as to effectively utilize their staff development programs.
- Banks and PHEIs can also jointly work in arranging awareness creation sessions pertaining to national and global issues such as new proclamations, new policies, and regulations, and other current issues.
- PHEIs need to continuously involve the banking industry during the revision of their curriculum so as to satisfy the ever changing needs of banking industry.

- PHEIs, in collaboration with the banking industry, need to conduct constant and organized tracer studies in order to know the whereabouts and level of performances of their graduates.
- PHEIs and banks are also required to narrow down or fill the gap between the skills and knowledge of their graduates and the skill and knowledge instilled by the existing teaching methods.
- Banks are also required to consider experiences and knowledge of the academicians and facilitate sharing of employees. Such a practice can serve as a potent tool for making classroom learning outcomes more meaningful.

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