

Consequences of Power Abuse on learning Processes: Assessing the Impact of Power Abuse in Private Universities of Nangarhar, Afghanistan

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ABSTRACT

Abuse of Power harms the actions and effects of organizations, especially if the abuse occurs in educational institutions, the damage will be greater. In developing countries like Afghanistan, the possibility of abuse of power in private universities is high. This article focuses on the effects of power abuse in private universities in Nangarhar Afghanistan. The purpose of this study is to reveal examples of power abuse in private universities in the Nangarhar province of Afghanistan and to investigate its impact on the educational process. Novelty: In previous studies, only one type of abuse of power was mentioned in private universities in Nangarhar, while this study mentioned two types of abuse of power in private universities in Nangarhar 1) abuse of power by lecturers 2) abuse of power by senior management staff. Also, another improvement of this research to the previous research is that the researcher tried to interview the affected students and university staff about the topic and clarify the topic based on these interviews. For this research, the authors use a qualitative approach with case-study methods. This study presents cases of power abuse in private higher education institutions in Nangarhar, Afghanistan. The researcher conducted interviews with students, administrative staff, and lecturers of private universities in eastern Afghanistan. As a result, the study found that there are two types of power abuse in private universities in Nangarhar, abuse of power by lecturers and abuse of power by senior management staff.

Keywords: Power abuse; educational process; Private Universities; Nangarhar; Afghanistan

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1. INTRODUCTION

Power is frequently and, in many ways, used in organizations. People with power try to sway others through formal authority, cultural norms, technical know-how, and organizational politics. However, the majority of instances of the exercise of power include either direct or indirect hierarchical authority. Although some organizations' hierarchies may have changed as a result of recent organizational restructurings and information technology advancements, the continuous use of these structures and their high risk of abuse indicates the need to pay attention to hierarchical abuse of power (Zidan, 2022). Abuse of power is currently a trending topic, both in the mass media, print media, and electronic media or corporation. If the action can harm the state's finances or economy, then the action can be considered an act of corruption (Yogia et al., 2017).

According to the website of the Ministry of Higher Education of Afghanistan, there are (39) public and (140) private universities and institutes of higher education in the country that offer education at the

bachelor's, master's, and doctoral levels (Ministries of Higher Education, 2020). A number of these universities have 12 other branches in the provinces in addition to the central branches, which were established by the central branches in the provinces.

This study focuses on the issues that academics and students face and how those issues affect their surroundings, potential professions, and morals. Based on the above issues, the problem is, what are the effects of abuse of power by the leadership of private universities in Nangarhar on the teaching process? In this article, two aspects of abuse of power in private universities of Nangarhar (abuse of power by teachers and abuse of power by university leaders) are investigated. Also, the difference and improvement of this research with other research are that the researcher tried to interview the affected students and university employees about the subject and clarify the topic based on these interviews.

The purpose of this study is: 1) To reveal the effects of abuse of power by the university leadership and lecturers on the education process in Nangarhar private universities. 2) to provide counter strategies to reduce and prevent the abuse of power in private universities so that the learning process in these universities can continue smoothly without any hindrance.

The innovation of this research is that the researchers investigated two aspects of abuse of power in Nangarhar universities (abuse of power by teachers and abuse of power by the university leadership). As we know countless teachers abuse their power to make students learn a certain curriculum and the fact that they will not allow them to do what they want (Thomson, 2014). Even in the teaching process at the university level, students are not allowed to dress freely, which affects both their education and social behavior. Unnecessary pressure on students by teachers during exams is also a problem in Nangarhar private universities. Due to this unnecessary stress during the exams, students do not get enough sleep and are worried about the results of the exams.

This study was conducted to determine the effects of abuse of power in private universities in Nangarhar province, Afghanistan. As a result of the research, it was found that abuse of power damages the quality of teaching in addition to administrative affairs. Also, the researcher, based on his experience and observation, which he got while teaching at a private university in Nangarhar, has brought several examples that can help understand the subject.

Power abuse

Power abuse is a common phenomenon in many organizations or institutions where individuals misuse their influential positions for personal gain. Power is defined as the capacity to influence others to do something or to achieve a certain outcome. According to (Jackson & Kandahar, 2015; Qaiwer, 2020; Snilstveit et al., 2017) and (Hoenig & Heisey, 2001) When individuals in power misuse this capacity for their interests, they violate the trust of those they lead or serve and cause harm to both individuals and the organization as a whole. Power abuse can take many forms, including bullying, harassment, discrimination, and nepotism. These abusive behaviors lead to toxic workplace culture, lower job satisfaction, high employee turnover, and reduced productivity.

We live in a time where every nation lives under the umbrella of the constitution (Malejacq & Mukhopadhyay, 2016). According to the rule of law, governmental authority (authority) is constrained and may only be used in line with written laws that have been passed in accordance with a defined method. Abuse occurs when elected, appointed, and bureaucrats exercise their authority beyond what is permitted by law (Yogia et al., 2017). According to (Hoenig & Heisey, 2001) abuse of power Taking actions that harm the organization and its employees is known as abuse of power or bullying. It is a subtype of workplace harassment that is specifically carried out by a superior. In environments where there is little oversight of those in positions of power, abuse of power is widespread. Schools, hospitals, universities, and private businesses are the places where power harassment occurs the most frequently (Zidan, 2022). what we

intend by the term corruption is any use of power or position through discrete acts or behavior(s) that benefit an individual, group, or organization (Waite & Allen, 2003). The root of widespread corruption may be an abuse of power, one of the contributing factors being that the penalties for abuse of power are somewhat lenient compared to the benefits experienced. Also, physical accountability can be used to abuse power (Yogia et al., 2017).

Abuse of authority can result in chaos, insurrection, war, or even the dissolution of the state (Jackson & Kandahar, 2015). Power-abusing leaders may occasionally be assassinated. Large-scale repercussions result from power abuse, which is why many leaders are counseled against doing so (Qaiwer, 2020). However, abuse of power is one of the reasons that prevent development and affect administrative work (Harwood et al., 2014). Especially if this abuse of power is in educational institutions, the impact is more extensive because educational institutions guarantee the future of countries. Therefore, if effective measures are not taken in these institutions, the future of the country will be destroyed. In both developed and underdeveloped nations, education is crucial. Education is viewed as a vital human right and as being necessary for long-term growth. Significant efforts have been made in recent years to increase educational access in low- and middle-income nations (Snilstveit et al 2017). But there are still barriers to education in some countries. One of these obstacles is abuse of power because in institutions that abuse power, work is not done properly and only the interests of a person or group are considered (Sahar & Kaunert, 2021).

Abusive use of power is present in almost all countries, in addition to other institutions, educational institutions also experience abuse of power. Problems in educational centers are not new for a backward country like Afghanistan. Some of these problems are infrastructural problems, but some of them are related to abuse of power and corruption of the administration. In Afghanistan, corruption – defined as the “abuse of public power for private gain” – is a serious issue that is likely to continue to grow (Hall, 2011).

Power abuse in educational institutions

Institutions of higher education can also experience abuse of power. This abuse of power harms the quality and process of education, which in the long run has dire consequences (Waite & Allen, 2003). Educational institutions are the pillars of the country's development; they are the major training centers for students, and it is the students who will participate in the reconstruction of this country. If it is not done, the expenses will be useless (Harwood et al., 2014).

Any power will be exploited if it is unlimited. The statutory autonomy of university self-management has steadily turned into a pattern of abuse in recent years because the regulations are unclear and procedural fairness is challenging to defend. Through examination of the misappropriation of the autonomy of university self-management (Zhao, 2016), simply manage students, resolve conflicts, or discipline students following the normative documents issued by the superior. Colleges and universities should apply the rules and regulations of the Education Law, the Higher Education Law, the university student management regulations, and other laws and regulations with greater caution when it comes to students' rights, particularly the right to receive education (Zhao, 2016).

Abuse of power is now a familiar thing for those in public office. If someone denies this statement, there is also nothing wrong with the view that not all public officials have the mentality to abuse power. However, if we look at the case studies in Afghanistan, both from the mass media, television, and online media, there will be a lot of public problems related to the abuse of power (Naqawi & Rajath, 2022). Faculty members may experience professional marginalization, limited autonomy, or suppression of their academic freedom, impeding their ability to provide quality education (Thomson, 2014). Additionally, power abuse disrupts the collaborative and inclusive nature of educational processes, undermining trust,

open communication, and the development of critical thinking skills. It erodes the foundations of a healthy educational environment, hindering the pursuit of knowledge, personal growth, and the overall mission of private universities to foster academic excellence and ethical development(Yogia et al., 2017).

Students may suffer emotional injury if a school abuses its authority, which may cause them to become anxious about their assignments and exams. As a result, they don't want to learn in class and receive a poor education. In colleges, some people misuse their authority(Zhao, 2016). Particularly instructors abuse their authority by forcing students to learn a particular curriculum and by not letting them be free to do as they like. Students will start staying up late to study and won't get enough sleep when this happens. Therefore, universities should be more democratic in order to lower stress levels and reduce power abuse so that everyone is treated fairly(Harwood et al., 2014).

According to the website of the Ministry of Higher Education of Afghanistan, in Nangarhar province of Afghanistan, there are six licensed private universities and institutes of higher education that train students for bachelor's and master's degrees(mohe, 2020). Nangarhar currently has universities and higher education institutions named Spinghar, Al-Taqwa, Ariana, Al Falah, Khorasan and Rokhaan .Most of their affairs are not at the level of service, but at the level of trade. However, the lack of clear policies and government supervision in these universities has led to the abuse of power by university officials in several situations (Zarifi, 2017).

History of formal education in Afghanistan

There were no formal educational institutions in Afghanistan until 1875, and education was conducted informally in mosques and madrassas. The official foundation of education was laid by Amir Sher Ali Khan (1868-1878). Although modern education began in 1875, there were only four schools in the country until 1919(Khwajamir, 2016). After the establishment of a new educational system in the country, the Afghan rulers worked one after the other for the development of education. Primary education was essential during the reign of Amanullah Khan (1919-1929)(Naqawi & Rajath, 2022). After this, Amir Amanullah Khan made elementary education compulsory for all Afghan citizens, separate schools were built for girls and some female students were sent to Turkey for education.(Orfan, 2022)Amir Amanullah Khan felt the need for education and knowledge for the development of the country and started reforms in every field, which led to his exile from Afghanistan(Khwajamir2016).

In the 1960s, Afghanistan was a rich country with high-quality higher education. In the late 1960s and 1970s, the number of educated people in this country increased significantly (Giustozzi, 2010). This time frame ended. The Soviet Union's invasion of Afghanistan halted the country's development. Numerous educated people were either slaughtered or forced to leave the country after schools and institutions were destroyed(Malejacq & Mukhopadhyay, 2016). After the withdrawal of the Soviet Union from Afghanistan, the civil war started in this country and later, during the first rule of the Taliban, girls were banned from going to schools and universities(Kaunert & Sahar, 2021).

Public universities were reopened following the US attack on Afghanistan and the presence of the international community. Afghanistan's provinces each eventually received a public university(Noori, 2021). Since the beginning of formal education, there has been improvement in education, schools, institutes of higher education and universities have been established. However, there are still problems in the educational sector that hamper the education process. One of these problems is the abuse of power in educational institutions, which will be discussed in this study. According to the website of the Ministry of Higher Education of Afghanistan, there are (39) public and (140) private universities and institutes of higher education in the country that offer education at the bachelor's, master's, and doctoral levels(Ministries of Higher Education, 2020). A number of these universities have 12 other branches in the

provinces in addition to the central branches, which were established by the central branches in the provinces.

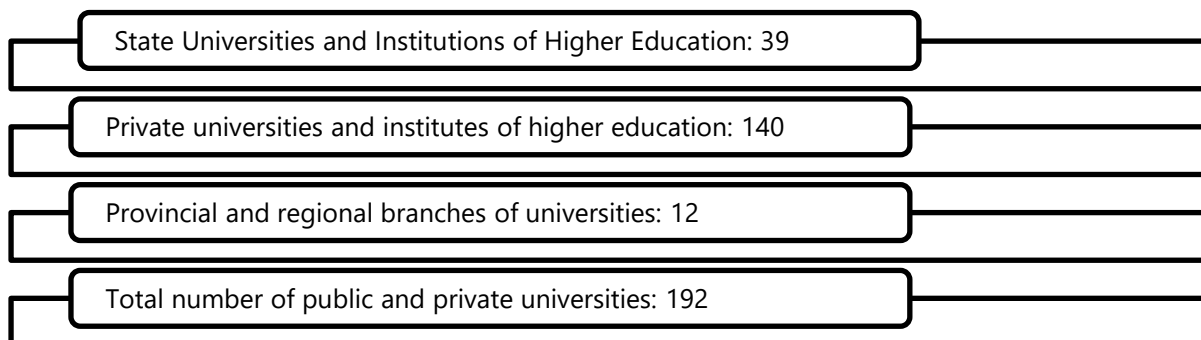


Figure 1. Number of universities and higher education institutions in Afghanistan.

2. METHODS

Method

For this study researchers used a qualitative research method with a case study design. As we know the case study method is the study of the specificity and complexity of a given case. According to (Bitektine, 2008) The case study method involves in-depth exploration and analysis of a single individual or group of individuals, an event, or a phenomenon. It is a useful tool for understanding complex and nuanced social, cultural, and psychological issues. It typically involves multiple sources of data, such as interviews, documents, and observation, and reinforces the importance of context in understanding a particular situation (Creswell, 2014). The case study approach allows researchers to gain a deep understanding of the subject of their research by analyzing unique circumstances, experiences and perspectives surrounding a specific case. Because of that, this research conforms to the case study method. so, in this study abuse of power in private universities in Nangarhar province of Afghanistan is taken as a case.

Data collection

For this study, researchers used two types of data: 1 Primary data: depth interviews as primary data. Primary data is the data that the researcher will obtain from the first sources (directly from the field research) (Creswell, 2014). Researchers conducted individual in-depth interviews with students and staff members of private universities in Nangarhar. These interviews were semi-structured interviews. In-depth interviews were able to gather detailed and rich information about the abuse of power in educational processes with the help of open-ended questions. As a result of these interviews, various topics such as examples of abuse, power dynamics, effects on education, coping mechanisms, and suggestions for improvement were explored.

2: Secondary data: The second type of data for this study is related to previous research's, researchers used books, media related websites reports and previous research articles to explain the phenomena of power abuse in private universities.

The target population for this study is the students of six private universities in Nangarhar province. The study used accidental sampling technique, the accidental sampling technique is a convenient way to reach the population sampled, commonly employed by advertisers or newspaper studies (Etikan, 2017). The reason for using a sample size of 24 in this study, despite targeting a population of students and staff members from six private universities in Nangarhar, can be attributed to practical considerations and resource constraints. Here are a few reasons why I have chosen a sample size of 24 participants: Depth of Analysis: Qualitative research often prioritizes in-depth analysis over large sample

sizes. By selecting a smaller but diverse sample of participants, we can dedicate more time and attention to each individual, ensuring a thorough exploration of their experiences and perspectives related to power abuse in educational processes.

In this study, researchers conducted interviews with 24 students and professors at six private universities in Nangarhar (Spinghar, Al-Taqwa, Ariana, Al Falah, Khorasan, and Roshan), whose full details are presented in the table 1.

Table 1. Total conducted interviews

Total conducted interviews; 24					
Response from Universities					
Spinghar University		Al-Taqwa University	Ariana University	Al-Falah University	Khorasan University
2 Students		2 Students	2 Student	2 Students	2 Students
2 Lecture	2 Lecture	2 Lecture	2 Lecture	2 Lecture	2 Lecture
Total Interviewed Student: 12		Total Interviewed Lecturers: 12			

The researchers tried to find the respondents in these six universities who have seen abuse of power or have been affected by abuse of power in these universities. With the help of this group of respondents, researchers can examine whether there are instances of abuse of power in private universities in Nangarhar province. How does this abuse of power affect the teaching process of students? By answering these questions, the researcher will try to find the factors based on which power can be misused.

Data analysis

For this study the researchers used thematic analysis method. Thematic analysis is one technique used in qualitative analysis. According to (Creswell, 2014) classifications are analyzed, and themes (patterns) that relate to data are presented. The facts are thoroughly explained by the theme analysis, which also covers a wide range of subjects through interpretations. The codes can become themes through thematic analysis, which entails comparing the frequency of subjects to the data amassed. It provides a chance to comprehend the possibilities of a "problem" on a bigger scale. Researchers used NVivo software for analyzing the interview data. To conduct thematic analysis, researchers follow these general steps:

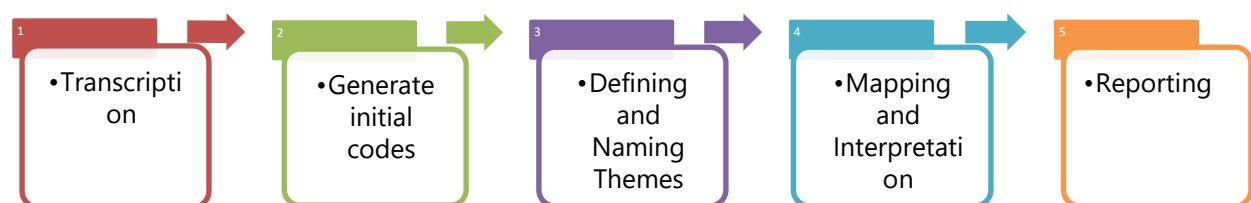


Figure 2. (Data analysis processes for this study)

3. RESULTS AND DISCUSSION

Power abuse in private Universities in Nangarhar:

Abuse of power is the misuse or exploitation of one's authority or position over another individual or group. It may entail utilizing that power to exert control or manipulation over others, to pursue one's own interests or advantages, or to hurt or treat unfairly those who are weak or marginalized. Workplace harassment, sexual assault, domestic violence, and police brutality are a few typical instances of power

abuse. Especially if this abuse of power is in educational institutions, the impact is more extensive because educational institutions guarantee the future of countries. Therefore, if effective measures are not taken in these institutions, the future of the country will be destroyed. The effects of abuse of power harm the administration and destroy the monitoring system. When there is no regular monitoring system in an organization, it means that the employees in this organization are not committed to their job and work only for money without any administrative purpose.

According to descriptive analyzes of our interview data show that, our first question, which was about the presence of power abuse in private universities, a large number of participants gave an answer related to our expectation, the weight value of which is 78.33. Similarly, in the second question, the weight value is 75.83 and 71.67, 75.8, 80.83, 74.17, 75, 83, 75.83, 65.83, and 76.67 respectively. See Figure 3.

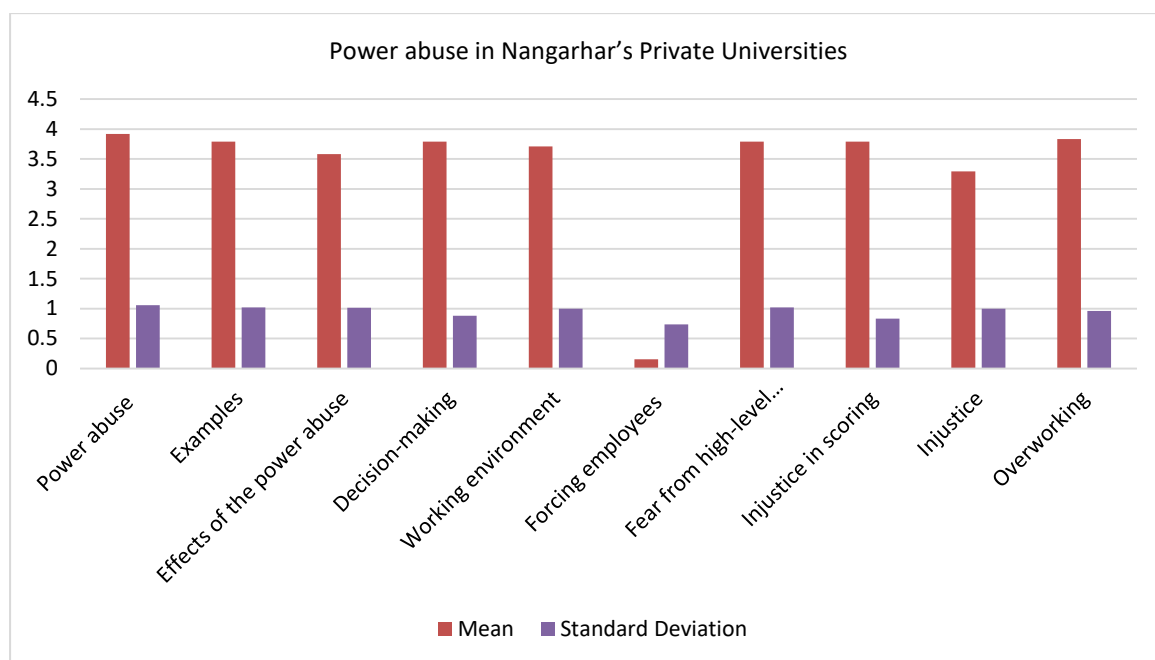
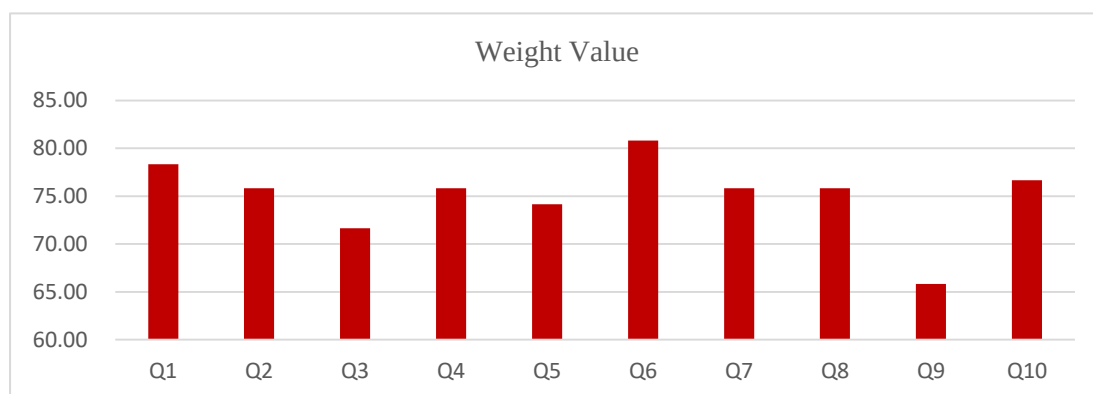


Figure 3. Weight Value for our indicator response

Also, according to analyzes the results show that the mean scores and standard deviations for a variety of questions about abuse of power in Nangarhar's private universities are included in this dataset. The fact that the mean scores range from 0.15 to 3.92 suggests that the study's participants had a variety of experiences with power abuse in academic settings. The standard deviations reveal some variation in the way participants answered each question. For instance, the standard deviation for "forcing employees



to act in the best interest of the university owners" is fairly high (0.74), showing that there was a great deal

of variety in the responses from participants on this question. These findings collectively imply that power abuse is an issue in Nangarhar's private universities, with individuals describing high-level management, unfairness, and overwork. It's crucial to keep in mind that these data originate from a small sample size and might not apply to all of the private universities in the region. See figure 4.

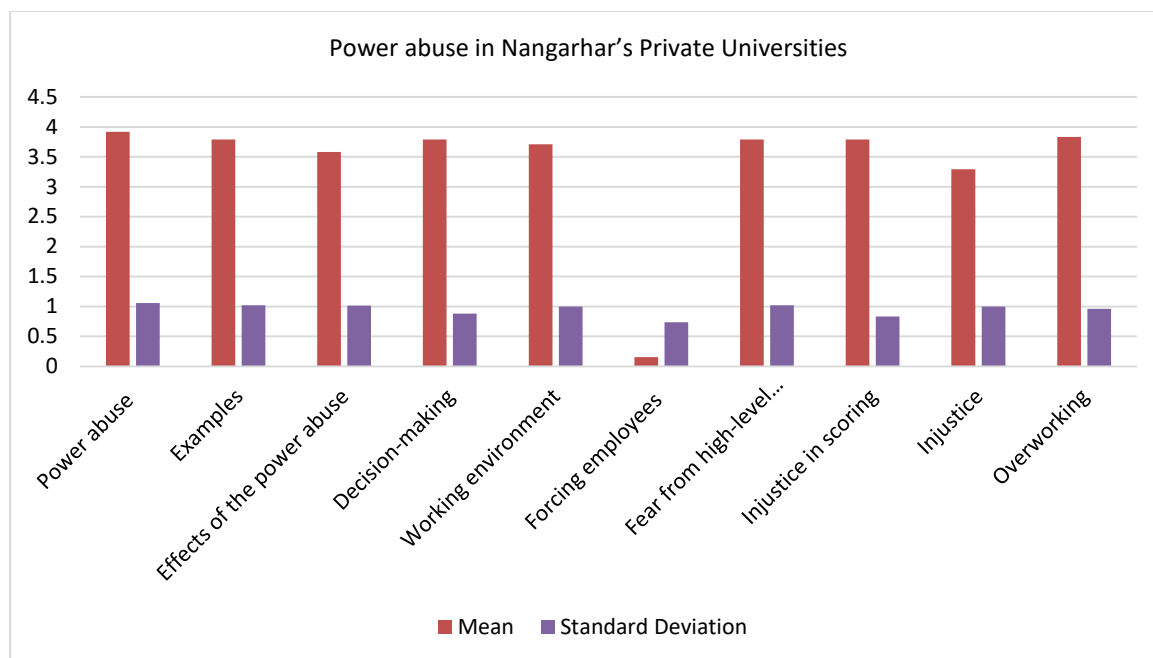


Figure 4. Power abuse in Nangarhar's Private Universities

Also, based on the interviews conducted for this study, in addition to the top management of universities in private universities in Nangarhar, other perpetrators of abuse of power are professors in private universities who abuse power. During an interview (Jan 10, 2023) with a law student at a private university in Nangarhar, she says:

((Some of the lecturers had a relationship with other female students and that reflects those students' careers that day and night studied hard but when the results were announced then those who make a lot of absents, got first price which it's a type of abuse. they intimidate students from taking exams and abuse their authority in giving scores.)) (P15 Jan 2023).

Also, the interviews conducted for this study show that students and staff affected by power abuse by lecturers and Universities leaders in Nangarhar private universities are people of different ages.

Based on the reports of several media in Afghanistan, there are various types of abuse of power in private universities in Nangarhar, the existence of which has affected the education in these universities. Private universities and institutions of higher education in Nangarhar, on the one hand, have provided education to the young generation; But on the other hand, the presence of imaginary students, wrong standards and high fees, and improper behavior of teachers with students are the cases of power abuse that have caused trauma to the quality of education(Zarifi, 2017).

Cases of Power Abuse in Nangarhar private universities:

There are various reports in the media about the existence of corruption and abuse of power in private universities in Afghanistan. University students point out the major problems of high fees, lack of facilities for practical education, inappropriate behavior of university institutions, inappropriate teaching environment, and availability of lecturers with bachelor's degrees (Zarifi, 2017).

As a result of interviews with students and administrative staff in private universities in Nangarhar, our analysis summarizes that there are two types of abuse of power usage in private universities in Nangarhar. (1) Abuse of Power by Top-level management (2) Abuse of power by lecturers of private universities. There are criticisms of private universities that most of their affairs are not at the level of service, but at the level of trade (Zarifi, 2017). There are various forms of abuse of power and corruption by Top-level management of private universities. The participants of the interviews conducted for the research, (students, lecturers, and administrative staff) in six private universities in Nangarhar, mention various examples of abuse of power in these universities, in which Top-level management of private universities are involved. The participants of the interviews conducted for this research mentioned examples of misuse of authority by senior university officials in private universities in Nangarhar. In a personal interview on November 12, 2022, a lecturer at a private university in Nangarhar said:

((There was a student in the department whose mark sheet was missing. So, I was forced by the senior manager to give high marks to the student to avoid her compliance in the organization. We have many such examples, often the university directorate, vice-chancellor, or other high administrative staff pressure us to give high marks to one of their relatives and friends, otherwise, our job will be in danger.)) (P12 Nov 2022)

However, the Ministry of Higher Education has a regulation and plan, which includes the activities of all private higher education institutions, including licensing, educational and academic issues. Also, there is a department in the Ministry of Higher Education, which evaluates all private higher education institutions and prepares a report in this regard, and thus evaluates the affairs of private universities (Ministries of Higher Education, 2020). However, in some private universities, there are problems of corruption and abuse of power, as well as the weakness of the teaching process (Orfan, 2022).

These findings collectively imply that power abuse is an issue in Nangarhar's private universities, with individuals describing high-level management, unfairness, and overwork. It's crucial to keep in mind that these data originate from a small sample size and might not apply to all of the private universities in the region. See Figure 5.

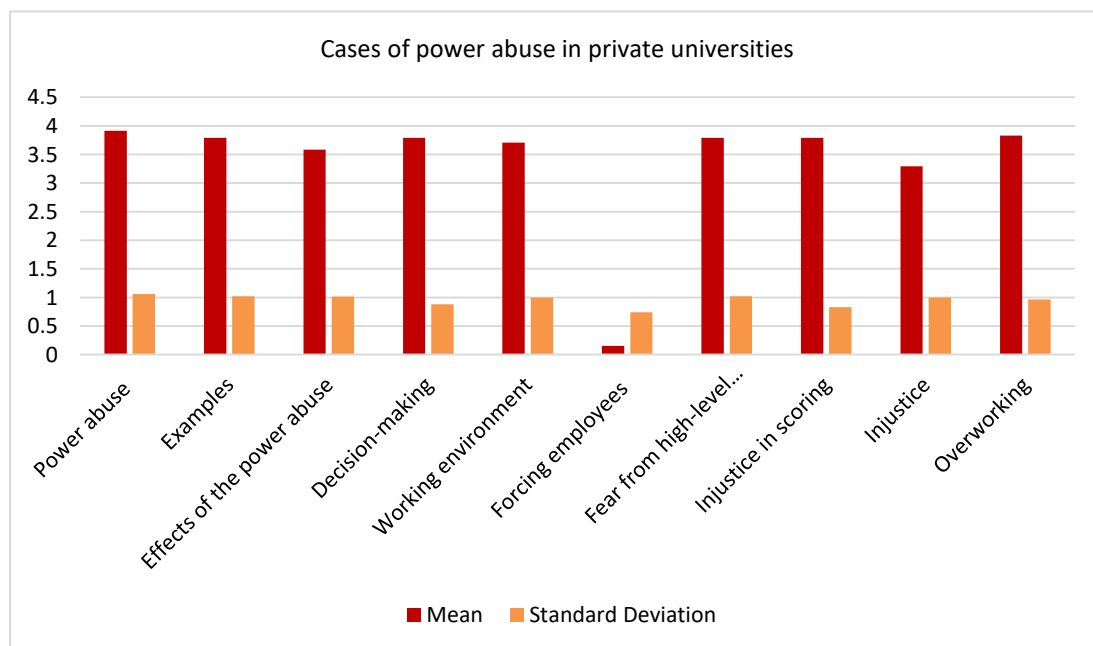


Figure 5. Power abuse in Nangarhar's Private Universities

As a result of the above discussion, we can clarify the types of use of power in the private universities of Nangarhar in the figure 6:

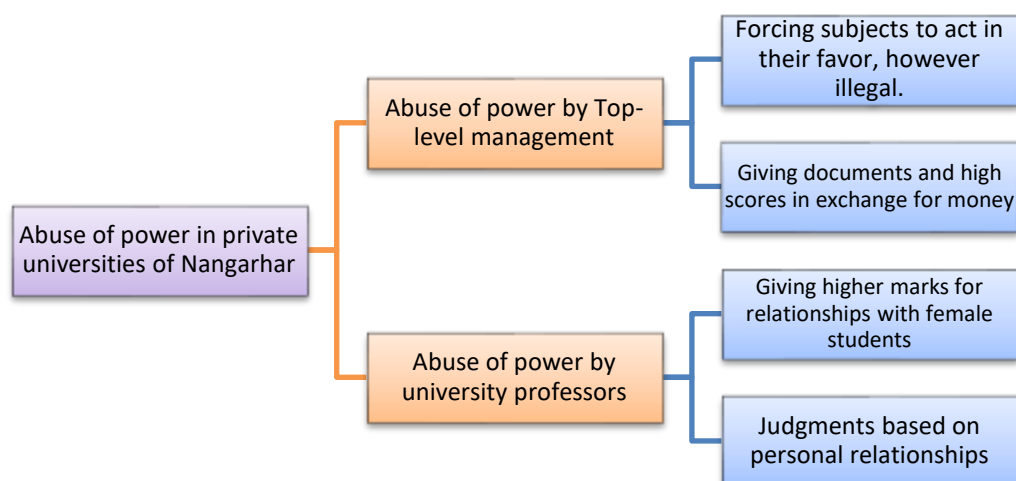


Figure 6. Types of power abuse in Nangarhar private universities

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Based on the reports of several media in Afghanistan, there are various types of abuse of power in private universities in Nangarhar, the existence of which has affected the education in these universities. Private universities and institutions of higher education in Nangarhar, on the one hand, have provided education to the young generation; But on the other hand, the presence of imaginary students, wrong standards and high fees, and improper behavior of teachers with students are the cases of power abuse that have caused trauma to the quality of education(Zarifi, 2017).

The effects of power abuse on educational processes:

Abuse of power exists in almost all countries of the world, but abuse of power is high in countries like Afghanistan. Because it is difficult to enforce laws in these countries(Sahar & Kaunert, 2021). Abuse of power in any organization is harmful, but if power is abused in educational institutions, it will have negative effects for a long time. As a result of interviews with many students, we found that abuse of power in private universities harms the quality of education. A student who has seen cases of misuse of power in a private university in Nangarhar says:

((Abuse of power, which I have witnessed myself, destroys the desire to learn. In the first semester, I had a relative of the teacher in my class, so he had relationships with all the teachers. He didn't study, he didn't do his duty. But I was studying all day and night when the results of the first semester exams were announced, the teachers gave him higher marks than me. After that, I stopped studying. Because of this, it destroys my interest in studies.)) (P2 Nov 2022)

The effects of abuse of power harm the administration and destroy the monitoring system. When there is no regular monitoring system in an organization, it means that the employees in this organization are not committed to their job and work only for money without any administrative purpose(Thomson, 2014). Another student of a private university in Nangarhar describes his experience of the effects of abuse of power in universities as follows:

((There is a lecturer in our faculty who is a relative of the president of the university. He comes late to class every day, absent. We have complained to the department of the faculty several times, but they also cannot say anything to the teacher because the teacher and the head of the university are related, even the head of the faculty is afraid of this teacher.)) (P20 Feb 2023)

The education sector of Afghanistan faces a substantial challenge from corruption (Hall, 2017). The education industry is facing a significant challenge due to corruption. Abuse of power leads to corruption and this is also considered as a form of corruption. An administrative employee of a private university in Nangarhar says that abuse of power in some universities has led to corruption.

((I have heard that some professors in some universities accept monographs and theses in exchange for money, and if the students don't pay, they punish them unnecessarily. And if paid, ignore the mistakes made in these and monographs.)) (P17 Jan 2023)

The interviews conducted for this research show that male and female students and staff are equally affected by abuse of power see figure 7.

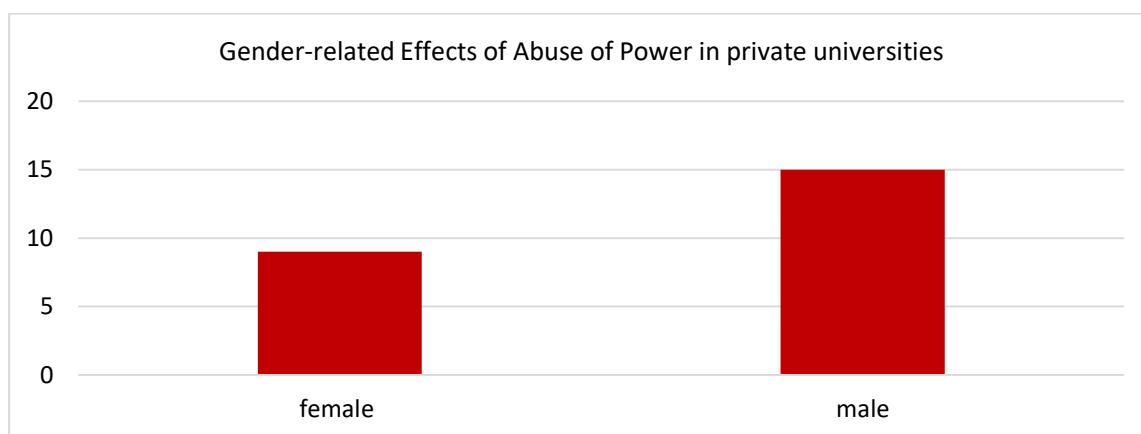


Figure 7. Gender-related Effects of Abuse of Power in private universities

However, according to the indicators that are now available, Afghanistan's corruption problem is considered to be among the most problematic in the world. A significant risk of political corruption exists when the political system develops over time. As a result of our interviews, we found that abuse of power affects the education process in private universities, the details of which are presented in the following table:

Table 2: The impact of power abuse an educational process:

Power Abuse Type	Impact on Educational Processes
Verbal abuse	Disruptive classroom environment
Unfair grading	Decreased student motivation
Favoritism	Erosion of meritocracy
Harassment	Increased student attrition

Afghan perceptions must be taken into consideration when creating and implementing an effective anti-corruption strategy that is appropriate for the nation because there are significant contextual issues regarding the definition and extent of corruption in Afghanistan (The World Bank, 2007).

Based on interviews with lecturers and students of private universities in Nangarhar, the effects of misuse of power were stated to include; (1) The organization is losing its value in the field related; (2) Organizations are addicted to corruption; (3) Organization dies eventually; (4) Power abuse can directly

damage the productivity of your job; (5) It can surely make you use your faults as a powerful weapon against your daily tasks; and (6) Disheartening and finally increasing the employee turnover ratio.

Anti-Corruption Efforts in the Education Sector:

In underdeveloped nations, corruption is pervasive and detrimental to the educational system. Education is particularly vulnerable to corruption, according to the U4 Anti-Corruption Resource Centre, a Norwegian organization that supports professionals in international development in addressing corruption. This is because education is frequently the largest or second-largest public expense in most countries (Hall, 2013.).

Although the previous Afghan government made a lot of efforts to prevent corruption in the education sector, this problem is still serious and remains in its place (The World Bank, 2020). The Afghan government has acknowledged the issue of corruption in education in public and the necessity for institutional changes aimed at reducing and preventing its occurrence. The MoE, the MoHE, and the Ministry of Finance (MoF) are only a few of the ministries involved in the government's numerous overlapping programs, many of which have the support of the international community (Naqawi & Rajath, 2022). The Afghan government has implemented numerous programs to reform the educational system. For instance, the Office of Social Sector Development (OSSD) has started some programs, such as the Basic Education Support Systems for Teachers (BESST) program, as well as specific initiatives aimed at modernizing the university entrance exam system, developing an electronic bank transfer system for teacher salaries, and producing university diplomas that cannot be forgeries. The MoHE was successful in getting legislation passed outlining its oversight duties for "nascent" private universities (Jackson & Kandahar, 2015).

According to the information from the Ministry of Higher Education, administrative corruption in Afghanistan is one of the serious problems and the biggest obstacle to achieving the goals (mohe, 2020). The design of the national strategy for fighting corruption is an important and practical step. The Ministry of Higher Education has also prepared a plan to combat administrative corruption and has taken important steps in this regard: (1) Review of statutory documents; (2) Implementation of an action plan to combat corruption; (3) Establishing monitoring systems at the center and secondary institutions; (4) Simplifying workflows; (5) Creation of physical and online academic affairs grievance section; (6) Preparation of policies on the audit process; (7) Strengthening the culture of transparency, accountability, and responsiveness; (8) Electronification of administrative systems; (9) Electronification of the scholarship management system; (10) Creating a mechanism to identify fake educational certificates abroad; (11) Sending 11 cases to the Attorney General; and (12) Evaluation of different parts of 142 universities in the center and provinces (mohe, 2020).

Abuse of power in the educational environment causes many students to feel fearful and hopeless. Students are deprived of their basic rights, so it is necessary to discuss preventing abuse of power (Zhao, 2016).

4. CONCLUSION

As a conclusion of this research, we found that abuse of power is one of the reasons that prevent development and affect administrative work. Especially if this abuse of power is in educational institutions, the impact is more extensive because educational institutions guarantee the future of countries. Problems in educational centers are not new for a backward country like Afghanistan. Some of these problems are infrastructural problems, but some of them are related to abuse of power and corruption of the administration. Nangarhar is located in the east of Afghanistan, which is one of the largest provinces of the country in terms of population, the center of which is the city of Jalalabad. There are one government and six private universities and institutes of higher education operating in this province. There are various types of abuse of power in private universities in Nangarhar, the existence of which has affected the education in

these universities. Private universities and institutions of higher education in Nangarhar, on the one hand, have provided education to the young generation; But on the other hand, the presence of imaginary students, wrong standards and high fees, and improper behavior of teachers with students are the cases of misuse of power that have caused trauma to the quality of education. our analysis summarizes that there are two types of abuse of power usage in private universities in Nangarhar. (1) Abuse of Power by Top-level management (2) Abuse of power by lecturers of private universities. Based on interviews with teachers and students of private universities in Nangarhar, the effects of abuse of power include the organization losing its value in the relevant field, the organization becoming addicted to corruption, and the organization eventually dying, and abuse of power directly harming productivity. There are criticisms of private universities that most of their affairs are not at the level of service but at the level of trade. administrative corruption in Afghanistan is one of the serious problems and the biggest obstacle to achieving the goals. The design of the national strategy for fighting corruption is an important and practical step. The Ministry of Higher Education has also prepared a plan to combat administrative corruption and has taken important steps in this regard.

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