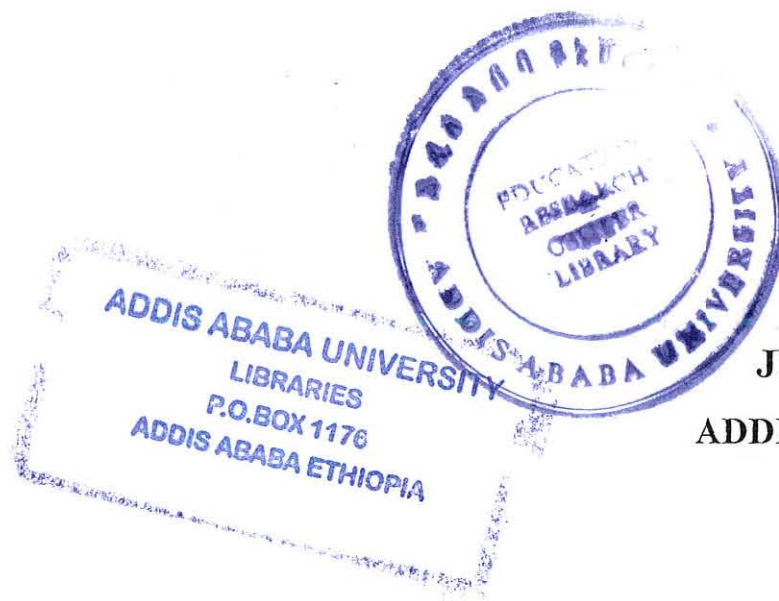


**FACULTY MEMBERS' PERCEIVED EFFECTS OF WORKPLACE
CONDITIONS ON CLASSROOM TEACHING IN THE NEWLY
ESTABLISHED PUBLIC UNIVERSITIES IN ETHIOPIA**

BY

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**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
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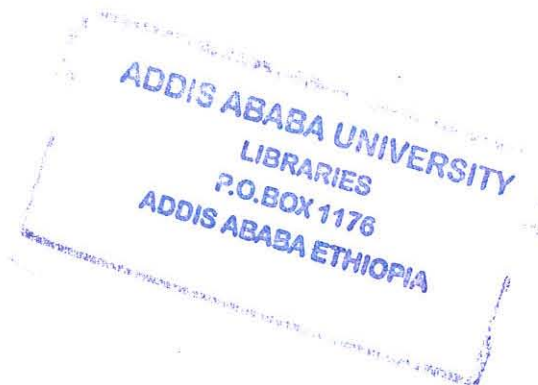
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Acronyms and Abbreviations

ADRCs	Academic Development and Resource Centers
ANOVA	Analysis of Variance
ESDP	Education Sector Development Program
FGD	Focus Group Discussion
FDRE	Federal Democratic Republic of Ethiopia
FSS	Forum for Social Studies
HDP	Higher Diploma Program
HE	Higher Education
HEIs	Higher Education Institutions
HEP	Higher Education Proclamation
HESO	Higher Education System Overhaul
HLIs	Higher Learning Institutions
ICT	Information and Communication Technology
LEHs	Lecture Equivalent Hours
MOE	Ministry of Education
NPRC	National Pedagogical Resource Center
SPE	Staff Performance Evaluation
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of this study is to assess faculty members' perceived effects of workplace conditions on classroom teaching in the newly established public universities in Ethiopia. To this end, the study addressed answers to the basic questions pertaining to the major teaching tasks in HLIs; and the major workplace factors affecting classroom teaching like: educational resources, faculty workload, faculty leadership and management, compensation and fringe benefits, the practice of staff performance evaluation and the practice of on-the-job professional training. So as to answer these questions a descriptive survey research was employed and conducted in three selected newly established HLIs namely: Debre-Brehan, Soddo and Wellega universities. These sample institutions were selected on the basis of lottery method of simple random sampling. The subjects of the study were 164 instructors and 33 department heads. In selecting the sample subjects a stratified proportional sampling method was employed. Moreover, 6 volunteers of instructors from each institutions participated in Focus Group Discussion (FGD). Following the review of related literature, data collection instruments (close-ended questionnaire, Focus Group Discussion and document review) were developed and used for this study. The questionnaires were pilot- tested and modified before distribution to the target groups. The data gathered was analyzed using various statistical tools such as percentage, chi-square, two sample t-test and one-way ANOVA. The results of the analysis show that the sample HLIs lacked the academic staff composition with adequate qualification and teaching experience as well as dominated by male staff members. In addition to this, though not at the expected level, most academic staff do know some of the major tasks expected of them in classroom teaching. Moreover, it was found that lack of conducive academic leadership and management, inadequate instructional materials, inappropriate teaching staff performance evaluation, heavy workload, lack of adequate compensation and fringe benefits and inadequate on-the-job professional training were the major workplace conditions seriously affecting classroom teaching in those HLIs. Therefore, it is concluded that the aforementioned workplace conditions are affecting the quality of training being provided to the prospective graduates and thereby the quality of human labor being produced by those institutions. Hence it is recommended that those institutions should design and implement attractive and comfortable workplace conditions (like balanced workload, attractive compensation and fringe benefits, participatory staff leadership, adequate instructional resources, appropriate SPE and institutional based on-the-job staff training) for improving effective classroom teaching.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Nowadays modern higher education is a cornerstone for economic and social development in any country. For instance the latest report of the World Bank asserts that it is not possible to build a country's sustainable and progressive development on the ground of basic and general education alone; tertiary education which produce highly skilled and knowledgeable man power- necessarily comprise important elements of any country's approach to development (World Bank, 2009). Moreover, institutions of higher education are critical catalysts for a country's adaptability, socio-economic development, and promotion in international competition for power and influence (UNESCO, 1997). Therefore, it is important to ensure that emerging systems of higher education are at high enough level in terms of quality (both in teaching and research), relevance and international competition if they are to play their full role as key components in building knowledge societies for national development.

On the basis of this, the government of FDRE has been expanding higher learning institutions (HLIs) throughout the country since recent years. As to the latest data of the Ministry of Education (2008), currently there are about twenty two public universities, eleven of which have started operating recently and are named as the newly established universities.

The main objectives of higher education institutions in Ethiopia are: providing teaching and learning services, conducting research and rendering services to the community (FDRE, 2009). But teaching is at the heart of almost all Ethiopian HLIs (Teshome, 2007).

So as to accomplish the above objectives effectively, therefore, universities require competent academic staff with the provision of conducive and attractive workplace conditions. Moreover, Productive teaching in higher education requires personal competence and favorable workplace conditions.

As to Ayalew (1995), the work of higher education institution is labor intensive and its performance depends to a large extent on the quality and performance of its academic staff. Accordingly, attracting and retaining a high quality academic staff is of a primary necessity for high quality education in higher institutions; which has no substitute if they are to operate properly and grow up to the level they can. This is especially important for the newly established higher education institutions in Ethiopia, as they are at their infancy demanding qualified and experienced academic staff.

Currently, however, the level of quality of education in most of the newly established universities in the country has been a serious concern among many people. Among the reasons for such institutional poor performance in those newly established institutions are lack of qualified and experienced academic staff; lack of good governance, poor working conditions; and resource limitations (FSS, 2009). Especially, lack of adequate staff in terms of qualifications, pedagogical training and experience; shortage of textbooks and references, laboratory rooms and equipments, computers and other instructional aids are the major challenges that the newly emerging higher education institutions are facing (Teshome, 2007 and Daniel, 2004).

In response to those problems considerable measures are underway by the government in order to enhance the quality of teaching and learning in all public higher education institutions in the country with special emphasis to

the newly established ones. However, regardless of such efforts, some of the problems were given less concern and being negatively affecting the quality of teaching and learning in the newly established universities in the country.

More specifically, among others, absence of conducive workplace conditions for faculty remained a major problem in higher learning institutions of developing countries and affected the quality of instructional process (Ayalew, 1995). Currently this is a serious problem of the newly established universities in Ethiopia.

The most basic step needed in attracting and retaining able and committed academic staff for quality education in those growing universities is, therefore, examining factors that influence teachers' quality of teaching and their job performance at the workplace. Teachers' work environment has got a wide attention in recent studies and has been linked to the quality of education at all levels of schooling, especially in tertiary educational institutions (Corcoran, 1986 and Johanson, 2006).

These workplace conditions includes the nature of institutional administration, faculty's control over their professional work, work load, professional development, the availability of instructional materials and facilities, recognition for performance, the nature of teaching, advancement and promotion, classroom conditions, communication and payment (Gmelch, 1993; Ayalew, 1995; UNESCO, 1997 and Johanson, 2006).

As a result, teachers' workplace conditions as a determinant of effective classroom teaching in the higher education institutions is an important policy issue since it is associated with teacher effectiveness – which

ultimately means the choice of producing high quality trained man power for national development and poverty alleviation or not (MOE, 2002 and World Bank,2009). In addition to that, since the faculty take both the largest cost of education and the largest human capital resource of the educational system, understanding workplace conditions that affect their teaching effectiveness is indispensable for providing the information base needed to support a successful instructional process.

In line with this there are considerable evidences that teachers are retained and successful in their work and more likely to remain in teaching, when they are provided with an array of supportive working environments (Parie, and Baker, 1997 and Kyriacou, 2000). Therefore, in order to effectively educate students for helping them contribute their part to national development with high standard, it is expected that the newly established higher educational institutions in Ethiopia should provide supportive working conditions where both faculty and students succeed together.

Therefore, where various aspects of faculty's work place conditions can be made to improve through national and institutional policy, then it is possible to improve the performance level of teaching force and hence scale up the quality of education, which is part and parcel of critical policy issues currently at tertiary educational level in Ethiopia. This is possible only if studies are conducted with reference to the existing status of teachers' workplace conditions in the institutions and its effect on their classroom teaching performance for forwarding solutions for improvement.

So, it is with this basic educational issue that this research is undertaken so as to investigate the level and dimension of the effects of workplace conditions on faculty members' classroom teaching in the newly established public universities in Ethiopia.

1.2 Statement of the Problem

The process of teaching and learning takes place within a context in which the daily activities of a teacher are determined. Studies conducted by various experts in the area (Parie, and Baker, 1997; Kyriacou, 2001 and Ramsden, 2003) have found out that in teaching, ultimately the positive and negative working environments enhance or hinder teacher's performance and effectiveness in classroom teaching regardless of how far competent a teacher is and the extent to which he/she is committed to teach.

In HLIs, faculty members should find that they are helping students learn in at least tolerable settings. When the critical faculty's work environment get improved; there is a sense of achievement; there is recognition; they are motivated; the staff participates in decisions affecting their work; there is sense of autonomy and they show more concern for student learning (Corcoran, 1986; Perry, Champan, and Synder, 1995). Furthermore, as research indicates;

Teachers' teaching performance get improved at workplaces where teachers can achieve success with their students when there exists: assignments of reasonable teaching load that can facilitate their work, collaborative colleagues at all levels, adequate services, motivated pupils for learning , comprehensive but flexible curriculum that allows for meaningful accountability, good school management, job embedded professional development, career opportunities for influence and growth beyond their classroom and facilities that are safe and well equipped (Johanson, 2006:17-18).

In the same manner it has been stated that teachers play a key role in maintaining the standard and quality of the curriculum in institutions of higher education in Ethiopia. Thus, as to the policy, there should be qualified teachers in sufficient quantity, their working conditions and other

facilities have to be comfortable and their professional needs have to be met in all HLIs in the country (MOE, 2002).

However, it has been remarkably reported that provisions of conducive workplace conditions are less likely present for HLIs teaching staffs to do their job effectively and stay in teaching in the newly established universities in Ethiopia. For example, as to the study conducted on the quality of education in Ethiopia's public universities by FSS, a number of problems were observed by teachers of those institutions affecting the quality of education as written below in Amharic.

አዳዲስ ከተከፈቱ የከፍተኛ ትምህርት ተቋማት ዉስጥ አርባ ሦስት መምህራን ከመማር ማስተማር ጋር ተያያዥነት ያላቸዉን ችግሮች ለመዳሰስ መጠይቅ እንዲሞሉ ተጠይቀዉ የምክተሉትን መልስ ሰጥተዋል:- የሠለጠኑ መምህራን ዕጥረት፣ የማስተማሪያ ክፍል ችግር፣ የግብአት እጥረት፣ የተማሪዎች ብቃት ማነስ፣ ደካማ አስተዳደር፣ የመምህራ/ተማሪ ጥምርታ፣ የትራንስፖርት ችግር፣ የተማሪ ዉጠት እንደቀየር ማስገደድ፣ ዝቅተኛ ክፍያ፣ የአካዳሚክ ነፃነት፣ አድልዎ፣ በመምህሩና በአስተዳደር መካከል ያለዉ ደካማ ግንኙነት፣ መድረክ ማጣት እና የዕዳት ችግር፡፡(FSS, 2009:154)

As mentioned above, forty three teachers from the newly established Universities were asked to fill a questionnaire regarding the problems related with the teaching learning process in their respective institutions. As a result, they have mentioned problems like: lack of qualified teaching staff; classroom problems; shortage of instructional resources; low academic ability of students; weak administration; unbalanced teacher/student ratio; inadequate transportation service; forceful imposition to change students' grade; low payment; lack of academic freedom; partiality; weak faculty-administration relationship; absence of right to be heard; and sanitation problem.

In line with this, Ayalew (1995) found that at present: heavy and unbalanced teaching load, limited opportunity for professional development, autocratic administration, political problems, housing problems and low salary are factors for talented and experienced faculty

turnover in HLIs of developing countries which adversely affected the performance of those institutions.

In addition, findings of various studies conducted in the area indicate that if academic staff of higher learning institutions find that their work environment fail them, primarily their morale fail, become demoralized, become less committed, dislike teaching as a profession, put little effort to teach- which in sum affects their classroom teaching ; thus jeopardizing the work of universities, the well-being of trainees, and the future development of the society as a whole (Knight, 2002; Ashcroft and Foreman-Peck, 2003). Furthermore, if the problem is so serious, chances are high that they will transfer to other institutions or leave the profession altogether (Benjamin and Wanger, 1994; Smith, Armstrong and Brown, 2004).

In the face of present situation of Ethiopia, however, that no study has yet intimately looked at on how working context and setting affects faculty members classroom teaching in the public higher learning institutions, where the instructional process actually come to light and thereby determine students' learning. Previous studies have concentrated on the effects of workplace condition on job satisfaction and retention of teaching of HLIs staff in the context of developing countries. However, those studies do not address how staff members' classroom teaching effectiveness depends on the characteristics and quality of campus as a workplace.

Thus, identifying and studying the effects of workplace conditions on faculty members effective classroom teaching which is at front line to impede quality of education, through research, for proper plan and action, is of urgent priority in the newly established higher learning institutions of Ethiopia. This will help them in search of ways to create conducive working conditions for faculty thereby motivate and get them committed for

teaching in order to improve the quality of course teaching, to attract talented and experienced faculty and trap high academic staff turnover which means helping those institutions play their roles effectively.

Being induced with the above mentioned critical issue, this study is proposed to assess faculty members' perceived effects of workplace conditions on classroom teaching in the newly established public universities in Ethiopia.

1.3 Basic Research Questions

This study is intended to answer the following basic research questions:

1. What are the major tasks of faculty members in offering courses in HLIs? To what extent are these tasks important for effective classroom teaching?
2. To what extent do the availability (or unavailability) and utilization of instructional resources affect staff effectiveness in classroom teaching?
3. Do the practice of on-the-job professional training and staff teaching performance evaluation affect classroom instruction in HLIs?
4. To what extent does the practice of faculty leadership and management affect classroom teaching in HLIs?
5. To what extent do the levels of instructors' teaching load and compensation practices as well as applications of fringe benefits in HLIs affect effective classroom teaching?

1.4 Objectives of the Study

1.4.1 General Objective

The major objective of this study is to investigate faculty members' perceived effects of workplace conditions on classroom teaching.

1.4.2 Specific Objectives

Particularly, the specific objectives of this study are to:

1. To identify the major classroom teaching tasks being practiced by HLI's teaching staff and their importance in enhancing effective classroom teaching
2. To examine the extent to which:
 - staff leadership practices and management
 - instructors' teaching load
 - compensation practices as well as applications of fringe benefits
 - the availability or unavailability of instructional resources and their utilization
 - the practices of staff on-the-job professional training, and
 - Staff teaching performance evaluation affects faculty members' classroom teaching in the newly established public HEIs.

1.5 Significance of the Study

Understanding the nature and status of institutional workplace conditions that affects classroom instruction is a precondition for enhancing the quality of education provided and institutional sustainability. Currently, however, neither the status nor the effects of different aspects of workplace conditions on classroom teaching effectiveness are well known in Ethiopian universities and so is in the newly established ones.

Thus, this study:

- Identify and provide information base on the major elements of HLIs' workplace conditions that are obstructing the work of teaching and

learning thereby show directions for improving the quality of instructional process in those institutions

- Identify major classroom teaching tasks that are being practiced in the HLIs and highlight areas of problems.
- Serves as a major input source for the national policy makers in designing the general policy framework on the academic staff workplace conditions for HLIs.
- Finally, it is hoped that findings of this study and their implication serves as a stepping stone for conducting further study in the area of HEI's workplace conditions with their impact on various aspects of both the academic staff and institutional performance.

1.6 Delimitation of the Study

It would be more substantial if all universities in Ethiopia were included in the study. However, due to the constraints of time and resource this study is delimited to only the newly established universities in the country of which only three institutions (Debre Brihan, Wolayita Sodo and Wollega Universities) were taken for sample study.

Furthermore, among various elements of workplace conditions this study primarily assesses the effects of staff leadership and management practices; workload of the teaching staff; on-the-job professional training; instructional resources; staff performance evaluation and compensations as well as fringe benefits on classroom teaching in those newly established universities in the country.

1.7 Limitations of the Study

Dispersed geographical locations of the newly established public HLIs in Ethiopia restricted the researcher's intention of collecting data beyond the three institutions. Possible differences in the quality of workplace conditions that might exist between institutions could influence the study's findings. However, an attempt was made to minimize this problem through random selection of representative samples. Moreover, the responses of FGD participants was not tape recorded since they were not volunteer.

1.8 Definition of Key Terms

Faculty members refers to all academic staff members of a university employed and working in the capacity of teaching and/or research (FDRE, 2009:4977)

University refers to a higher education institution that offer education in the arts and science to undergraduates and graduate students who attend degree programs through any of the delivery modes (FDRE, 2009:4977)

Public University refers to higher education institutions whose budget is allocated by the federal government (FDRE, 2009:4978)

The newly established Universities: refers to Axum, Bale-Robe, Debre-Brihan, Debre-Markos, Dessie-Kombolcha, Dire dawa, Jijiga, Mizan-Tepi, Samara, Sodo, Wollega, Dilla and Adama Universities.

Classroom Teaching refers to instructor's overall duties in offering a course or courses to students in a face- to-face situation in the classroom. These duties encompass course planning, implementing as well as assessing and reporting students' learning (Petty, 2004: 67).

Workplace Condition refers to the institutional context in which all aspects of academic work of classroom teaching is determined. These workplace conditions include such factors as: staff leadership and management practices; workload of the teaching staff; on-the-job professional training; instructional resources; staff performance evaluation and compensations as well as fringe benefits (Corcoran, 1986:8; Johanson, 2006:2).

1.9 Organization of the Study

This paper is organized under five chapters. Chapter one presents background of the study, statement of the problem, basic research questions, objectives of the study, delimitation of the study, limitation of the study and definition of operational terms.

Chapter two treats review of related literature. Chapter three deals with the research design of the study, which includes the research method, data sources, instruments and procedures of data collection, sample size and sampling techniques as well as methods of data analysis.

Chapter four is concerned with the presentation, analysis and interpretation of the data. Finally, chapter five presents the summary, conclusion and recommendations of the research work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is devoted to the presentation of the review of related literature on the problem under study. The chapter deals with a brief historical overview and roles of higher education in Ethiopia, the concept of workplace conditions in the context of higher education, the role of academic profession in HEIs, teaching as a profession, the concept and key classroom teaching tasks in higher education.

Moreover, major issues related to workplace conditions that affect classroom instruction in HEIs are discussed in detail. These are instructional resources and facilities, on-the-job professional training, staff teaching performance evaluation, the workload of the faculty, academic staff leadership and management, workplace compensations and fringe benefits.

2.1 A Brief Historical Overview and Roles of Higher Education in Ethiopia

Though modern education has started at the beginning of 20thc, it was after four decades that higher education emerged in Ethiopia. The establishment of the University College of Addis Ababa (UCAA) in 1950 marked the beginning of higher education in the country (Amare, 2007). In spite of the country's need to expand the higher education sector, little progress was made in the subsequent 50 years. Until 1995, for example, there were only two public universities- Addis Ababa and Alemaya (the present Haromaya)(MOE, 1994).

After 1994 onwards, following the government's decentralization effort to expand the higher education institutions in the regional states the number of universities increased to nine: Addis Ababa, Haromaya, Bahir Dar,

Mekelle, Hawassa, Adama, Jimma, Gondar and Arba Minch Universities (Teshome, 2007). In addition in 2006, thirteen new public universities were established by the government initiatives. These are Axum, Samara, Dessie Kombolcha, Debre Markos, Debre Berhan, Dire Dawa, Jijiga, Wollega, Mizan-Tepi, Bale Robe, Woliyata Sodo, Adama and Dilla Universities (Teshome, 2007; MOE, 2008 and FSS, 2009). Except Adama and Dilla, these universities were those which have started operating from the scratch. In general, currently including Ambo there are 22 public universities in Ethiopia. In addition to those institutions the government also currently launched to establish ten more public universities in the country.

It is evident that higher education institutions act as a master key in sustaining the increasing rate of scientific discovery and its application in the present technological advancement around the world. The expansion and growth of higher education, therefore, affect the structure of the society, the range and kind of employment available, the economic and social structures, and the living standard of people (World Bank, 2009).

According to various literature, the roles of higher education are building knowledgeable society; create, disseminate and apply knowledge, as well as building technical and professional capacity of the work force; achieving the advancement and application knowledge for social and economic progress; becoming innovative to the needs of global competitive economy as well as responsive to the changing labor market requirements (Smith, Armstrong & Brown, 1999).

In the Ethiopian context, the main roles of higher education are to satisfy the demand for higher level trained human power requirements; producing responsible and competent citizens, establishing the democratic governance

system, be cost effective, efficient and result-oriented systems; the development of high quality research and consultancy services to the community were identified as the main roles of tertiary education in the country (MOE, 2005 and FDRE, 2009).

2.2 The Concept of Workplace Condition in HEIs

For most people, workplace implies a place where an individual performs job-related tasks. But, as to the literature it means a lot more than this. The concept of organization as a workplace and its influence on employee job performance is regarded as a recent concept which appeared during the emergency of 'the behavioral thought in management' in 1960's (Davis & Newstrom, 1985 and Steer, 1991).

In defining the concept of workplace conditions, Francis and Milbourn (1980) identify the principal factors such as location of the organization; size of the organization; working conditions; nature of the job; fellow employees; the reward systems; internal rules and policies; the managerial philosophy; the leadership style; and the organizational structure that influence employee's productivity and performance.

The concept of workplace condition is also apparent in universities where academic staff members are considered as the most valuable asset. Considered from the operational point of view, a university is a complex system composed of sub-systems with different and unique characteristics; the campus, the faculty, the student body, the administrative and supporting staff, classrooms and their facilities, and other components that get in to its total function (Rottenburg, 1987). A university as a workplace

can be understood as having many features that together create the context for individual instructor's work.

More comprehensively, Johanson (2006) identify a number of workplace conditions in educational institutions including HEIs that set context for teachers' work and thereby determine both their teaching effectiveness and the quality of the instructional process (Kogan, Moses & El-Khawas, 1994; Corcoran, 1986; and Knight, 2002).

These are;

- 1) The physical features of buildings, equipments, and resources, which serve as a platform for teachers' work
- 2) The organizational structures that define teachers' formal positions and relationships with others in the school, such as lines of authority, workload, autonomy and supervisory arrangements.
- 3) The sociological features that shape how teachers experience their work, including their roles, status, and characteristics of their students and peers.
- 4) The political features of their organization, such as whether teachers have the opportunities to participate in important decisions.
- 5) The cultural features of the school as a workplace that influence teachers' interpretation of what they do and their commitment, such as values, traditions and norms.
- 6) The psychological features of the environment that may sustain or deplete them personally, such as the meaningfulness of what they do day to day or the opportunities they find for learning and growth.
- 7) The educational features, such as curriculum and teaching policies, that may enhance or constrain what teachers can teach and how they teach.

Given all these elements of workplace conditions, it become clear that the work of teaching in the HEIs is much more than just being able to do the job. The institutional settings both physical and social imposes remarkable effect on what teachers value, their attitudes, behavior, actions and accomplishments as per to the expectancies of their organization (Ashcroft & Foreman-Peck, 2003; and Knight, 2002).

According to Johanson (2006), the character of workplace is enormously important in determining the effectiveness of teachers teaching and student learning in colleges and universities. He argue that workplace factors like academic leadership, student profile, instructional materials and resources, classroom conditions, staff development programs, and institutional rewards and incentives are some important determinants of good teaching.

This implies that all of those aspects of the school workplace conditions mediate the effectiveness of teachers within the classroom instruction and influence their decisions whether to remain in teaching or not.

2.3 The Role of Academic Profession in Higher Education

In the words of Boyer and Rice (cited in Kogan, Moses and El-Khawas:1994) academic work implies in all of its form as scholarly work related to knowledge that should be seen as four separate but overlapping functions (activities); the scholarship of teaching, the scholarship of discovery, the scholarship of integration, and the scholarship of application. They argue that academic work includes roles in colleges and universities that are categorized under; teaching, research and community service functions. This definition of academic work reflects the expectation regarding faculty behavior. As to Morrill and Spees (1982), however, it never means that in

each institution the roles are equally important. Depending on the purpose for what the institution is intended to accomplish, the degree of each faculty role may vary or totally divorced.

Biggs (2003) and Ramsden (2003), further present various specific academic tasks of the faculty. As to them, faculty members are expected to teach, do research, take part in institutional management posts (as president, vice-president, dean, and department head), working with other organizations, extra-mural activities, consultancy service and entrepreneurship. Regarding the role set of faculty members, however, most educational research has been concentrated on the study of faculty teaching. This might be due to the dominance of teaching role in most HLI around the world being taking the largest share of university missions which is also true for Ethiopian universities.

2.3.1 Is Teaching a Professional Work in Universities?

Though the main roles of most universities rest on the teaching, there are ample evidences that it has not oftentimes been described as a professional work. Unlike in HEIs, however, at all levels below the higher education, teachers are not only trained (prepared) but also certified to teach. A professional teaching qualification is a passport to advancement in the profession. As indicated in various studies, the situation in the universities is different. Ironically, in most cases there is an assumption that has become the norm that the possession of Master or PhD degree is one that an aspiring lecture needs in order to take up a teaching position in university (Ramsden, 2003; Biggs, 2002; and Morrill & Spees, 1982).

The actuality for effective classroom teaching is, however, not only should the teachers/faculty be subject specialists, there is also a need for them to undergo pedagogical training, which in fact almost all faculty members lack in most universities of the world (Sanyal, 1991; and Martin, 1992). Universities in Ethiopia are not free from this malady.

2.3.2 The Concept and Practice of Classroom Teaching in HEIs

In the words of Kyriacou (1997), the term classroom teaching refers to teaching tasks, activities and experiences practiced by teachers, usually for a given group of students in schools. In the same manner many scholar in the field describe classroom teaching as a series of tasks teachers perform so as to teach a given subject or course (Perrot, 1982; Knight, 2002; and Cullingford, 1995). As to them, these series of teaching tasks include course planning, presentation and monitoring, and reflection and evaluation.

Supporting this Ramsden (2003) outlines that in classroom teaching practice, teachers should develop relevant lessons having clear and specific objectives, engage students and use variety of teaching strategies that address the different needs of students in the class and facilitate students that would meet the individual and group needs of students. This shows the complex task of classroom teaching a course and outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support quality instruction.

2.3.3 Key Teaching Tasks in HEIs

Teaching in colleges and universities is not a simple exercise. It involves various complex activities that demand the efforts of both a teacher and his/her students. Different experts in the area have identified various but complementary activities (tasks) to be performed by a teacher while offering a course to trainees. As to Holmes and Brown (2000), teaching tasks involved at the department level in colleges are: promotion of teaching and learning in the department; course design; delivery of courses; student assessment; and the management and support of the teaching within the department.

Furthermore, many studies have reported that the following key teaching tasks are involved in teaching a course, commensurate with the course content, time available and nature of teaching-learning environment (Knight, 2002; Perrot, 1982; and Kyriacou, 2001). These are:

1. Identifying and Planning the Course

Biggs (2002) defined course planning as teacher's decisions about the objectives of a course, its content and the learning activities which will effectively achieve its purpose. Course planning involves teacher's decision making about objectives to be met, content (topics) to be taught, instructional materials to be selected and used, teaching methods to be employed, time available and assessment (evaluation) mechanisms to be employed (Perrot, 1982). In this case, course planning as a teaching activity encompasses various tasks through all phases of the instructional process.

2. Course Teaching and Monitoring

Course teaching and monitoring involves all what a teacher undertake while the course offering is taking place. At this moment an instructor is

expected to present the course content to students through different strategies in the face-to-face approach. Some of the key teaching tasks involved here are exposing the lesson to students, monitoring each teaching and learning activities, assisting students to learn the content, assessing student progress, applying up-to-date instructional technologies and facilitating students learning (Biggs, 2002). Course teaching and monitoring is the phase at which the actual instructional process comes to light and it is at the heart of effective classroom teaching.

3. Assessing and Reporting Student Learning Outcomes

Kyriacou (1997) recognize that learning assessment is an ongoing process that provides information about student achievement as a result of learning a given content. Teachers assess learning outcome using a variety of assessment strategies that allow students to demonstrate their understanding of different outcomes. Morrill and Spees (1982) for example state that student evaluation goes on from the first meeting with students up to the final grading by applying various assessment strategies. Thus, continuously assessing trainees learning performance and providing feedback is among the crucial tasks of classroom teaching.

2.4 Workplace Conditions that Affect Classroom Instruction in HEIs

2.4.1 Instructional Resources and Facilities

Teaching-learning process in the colleges and universities to the large extent depends on the instructional materials and facilities. The availability and utilization of instructional resources such as; up-to date reference books, journals, audio-visual materials, classroom facilities, instructional

technologies and computers all combined together will strengthen the conditions of classroom teaching and learning (Hommedi, 1989; Daniel, 2004; and Cullingford, 1995).

On the contrary, shortage of the instructional resources and physical facilities mentioned above go a long way in affecting the quality of instructional process and its results. While a good provision of them ensures student satisfaction and teachers' effective teaching, their denial creates sense of frustration among faculty and students -leading to poor performance of both (Johanson, 2006 and Corcoran, 1986).

The provision of necessary instructional resources and materials greatly improve pupil's learning and teachers teaching (Ramsden, 2003). For example, Gmelch (1993), shows those teachers who have full access to important instructional materials like the basics, lab with a steady supply of chemicals, and services (such as photocopy machine, stationary, computer, laminating machine and reliable connections to the Internet) significantly bring in improved student learning.

For most faculty members, what really matters for effective classroom instructional process is safe and well equipped facilities. Instructors and students need well equipped and facilitated classroom, lab rooms and workshops. For faculty in order to carry out their academic work effectively in the university, they require a well facilitated office with the necessary equipment and facilities (Smith, Armstrong and Brown, 1999; and Teshome, 2007). Among the elements of such instructional resources and facilities the major ones are presented in the following pages.

A. The Library

The library is the best university agency for collecting and organizing knowledge for effective use and providing the services and physical facilities so as to complement the instructional process. The degree of library function to support the whole purpose of educational activities in HEIs depends on its quantity and quality of services it provides (Petty, 2004).

The collections must be up to date and organized to permit easy access to faculty members and students; borrowing privileges should be free and generous; faculty and students should be informed about library resources and library use; the library building should be designed to facilitate these functions (Hommedi, 1989). By acting as a main knowledge center, the library greatly affects classroom teaching of faculty and student learning in the university as every academic activity depends on it.

B. Classroom Conditions and Laboratory Facilities

The consideration of classroom conditions as related to the provision of convenient teaching-learning atmosphere, is an important variable for achieving high quality instruction. Supporting this, Kyriacou (1997) note that each classroom should be designed for and provided with essential facilities for effective instructional delivery.

He also argue that classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails and storage facilities needed for the particular type of instruction conducted in each. Furthermore, the classroom should properly accommodate all assigned students and be equipped with enough seats, light, electrical

outlets, and ventilations as well as with free spaces for easy movement (Perry, Champan, and Synder, 1995 and Perrot, 1982).

Likewise, central to practical teaching and learning activities in university is the availability of laboratory rooms, laboratory equipments, and workshops with adequate supplies. Good laboratory and workshop facilities improve the efficiency of teaching process (Seargon, et al, 1994). Unless such conditions are fulfilled in each classroom and laboratory rooms, it is a fact that effective instruction will not conduct.

Furthermore, if faculty members are required to effectively conduct course offering at a reasonable standard, in addition to providing them with appropriate and adequate teaching materials, they need convenient office spaces for doing many of their individual academic activities or tasks. According to Ramsden (2003), well equipped office space for faculty is one key determinant of teaching effectiveness as its absence is reflected by frequent absenteeism, stress and low work engagement in schools.

Supportive working conditions can enable the faculty to teach more effectively. The extent to which a university is well organized and supportive is of central importance to faculty members to take responsibility and be committed in educating students (Johanson, 2006).

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In summary, if there are sufficient instructional resources and facilities in a university for the professor, lecturer and instructor ultimately it becomes a place where good teaching is both possible and likely. Otherwise, the reverse situation prevails.

2.4.2 On-the-job Professional Training Programs

The core functions of academic staff are teaching and research, complemented with service to the institution, to the professions, and to the society. But teaching is at the heart of almost all Ethiopia's universities (Teshome, 2007). Most academics become experts in their field of study by mastering its knowledge base and techniques, its discourse and mode of inquiry (Petty, 2004).

Teaching work at tertiary level at its best, however, requires not only a high level of competence and expertise in the discipline and/or relevant professional experiences, but also developed teaching knowledge and skills (Kogan, Moses and El-Khawas, 1994). Supporting this UNESCO (1997) assert that higher education teaching personnel should possess the necessary ethical, intellectual and teaching qualities with professional knowledge and skills for effective teaching.

However, according to Rottenburg (1987) it is a common practice in almost all countries of the world to be appointed to teaching role in universities without any training in pedagogical knowledge and skills. As a result, this circumstance has long been affecting the quality of teaching in higher education.

As to Hommadi (1989), due to lack of professional preparation, university teachers today are confronted with pedagogical and psychological problems like teaching large classes, reliable evaluation of student performance, classroom management, curriculum development and evaluation, as well as designing course plans. They are also finding it difficult to keep in touch with the ever growing frontiers of knowledge and new techniques of teaching and dealing with student diversity. Thus, it is being rightly felt, that the university teachers should undergo professional training and education before and after they enter the teaching profession (ibid).

Regarding this, Daniel (2004) found that currently the quality of teaching and learning in HEIs of Ethiopia is suffering from lack of adequate staff in terms of pedagogical training, qualifications and experience in teaching. Most instructors in higher education institutions in the country have no training in pedagogy.

Though this is a great problem seriously hampering the quality of instruction in all universities, recently the MOE designed and has been implementing staff development programs in each universities named as Higher Diploma Program (HDP), Academic Development and Resource Centers (ADRCs) and National Pedagogical Resource Center (NPRC) in Addis Ababa University (FSS, 2009 and Daniel, 2004).

The HDP (Higher Diploma Program) focuses on four major areas of training; 1) The Reflective Teacher Education 2) Developing Active Learning 3) Improving Assessment and 4) Action Research.

However, participation and the implementation of the program has been circled with complicated problems like lack of interest by most staff to participate; absence of close supervision and follow-up by university's top management; lack of pedagogical training need assessment; and lack of training rooms, fund and facilities (FSS, 2009 and MOE, 2004). The program is not accessible to all faculty members and there is no mechanism to make follow-up whether it is achieving its objectives, especially as related to promoting classroom teaching (ibid).

The ADRCs emphasizes on six issues namely:

- 1) Instructional Skills
- 2) ICT in education
- 3) Student assessment
- 4) Course and program review
- 5) Quality Assessment and
- 6) Gender and other cross-cutting issue (e.g. HIV/AIDS).

In general, while the need for improvement of the teaching skills can be easily articulated, the process of identifying and implementing programs for development of academic staff pedagogical skills is much more complicated and very little attention has been paid by academic planners and decision-makers in this area. Few opportunities exist to improve the teaching skills of university staff not only in developing countries but also in developed countries as well (Rottenburg, 1987 and Sanyal, 1991).

Some practical improvements were seen by instructors who got an opportunity of take in the training of those programs. However, participation and the implementation of the programs have been circled with complicated problems like lack of interest by most staff to participate; absence of close supervision and follow-up by university's top management; lack of pedagogical training need assessment; and lack of training rooms, fund and facilities. (FSS, 2009:106). The programs are not accessible to all faculty members and there is no mechanism to make follow-up whether they are achieving their objectives, specially as related to promoting classroom teaching.

Whereas, topics identified by NPRC for training include:

1. Instructional skills in HEIs
2. Professional ethics of teaching
3. Action research in higher education
4. Curriculum development and evaluation
5. New technologies in teaching and learning in higher education
6. Delivery of higher education using distance learning methods
7. Understanding the higher education learner
8. Preparation of teaching materials
9. Guidance and counseling in higher education
10. Assessment of learning in higher education
11. Evaluation of instructors in HEIs
12. Introduction to SPSS application and power point presentation
13. Empowering women for success in HEIs
14. Empowering students with Special Needs in HEIs
15. HIV/AIDS in HEIs: Prevention and coping mechanisms (FSS, 2009).

In general, while the need for improvement of the teaching skills can be easily articulated, the process of identifying and implementing programs for development of academic staff pedagogical skills is much more complicated and very little attention has been paid by academic planners and decision-makers in this area. Few opportunities exist to improve the teaching skills of university staff not only in developing countries but also in developed countries as well (Rottenburg, 1987).

2.4.3 Staff Teaching Performance Evaluation

Academic staff performance appraisal is one of the most important staffing issues in higher education. Steers (1991) clearly show that employee performance appraisal systems provide a means of systematically evaluating employees across various performance dimensions to ensure that organizations are getting what they pay for. It provides valuable feedback to employees and managers and assists in identifying promotable people as well as problem areas for correction/s.

The main objectives of higher education staff appraisal in Ethiopia are to: (1) improve the quality of education: (2) assist in the requirement and initial training of teachers and in on-going career development processes (3) provide quality education for the trainees (4) accomplish administrative duties, and (5) provide information to conduct research in the area (MOE, 2007 and FSS, 2007).

In all Universities in Ethiopia, faculty performance appraisals are conducted by students, peers and department chairs (MOE, 2004). However, as studies conducted by different authorities, academic staff evaluation practice is suffering from different problems; such as disagreement on standards (criterion) of evaluation; its implementation (the

way it is conducted) and its results (FSS, 2009 and Teshome, 2007). Most of the time, complain comes from the teaching staff that faculty evaluation by students mainly focuses on measuring the classroom behavior of an instructor rather than focusing on the students' perception of their own learning (FSS, 2009).

Moreover, in Ethiopian higher education the provision of feedback information on one's performance is not common. The faculty members also seek feedback only when they need it for the purpose of promotion and opportunities for further education (FSS, 2009). This implies that there is considerable problem of its practice as it does little in improving faculty members teaching and hence student learning.

For Seagren et al (1994) performance feedback is the information provided to the employee on the status of his/her level of job performance, based on measurable guidelines. This consists of both positive feedback on what the employee is doing right as well as feedback on what requires improvement.

Steer (1991) indicate that the direct and clear information that an employee get about the effectiveness of their job performance affects the perception about the job, effort to be exerted, task persistence/resistance and commitment of the employee required. More specifically, he also assert that the feedback information is cognitively evaluated by the employee, who considers such factors as the perceived accuracy of the feedback information; the credibility source of the feedback; the employees opinion concerning the fairness of the evaluation process; the extent to which the feedback met the employees expectations and the reasonableness of the performance standards to enhance or retard their future performance (Steer, 1991).

2.4.4 The Workload Levels of Faculty

When one raises the issue of teaching in higher education, among others, the workload is one of the most important policy issues both at national and institutional level. For example, regarding the workload of higher education teaching personnel, UNESCO (1997) forwarded that:

The workload of higher-education teaching personnel should be fair and equitable; should permit such personnel to carry out effectively their duties and responsibilities to their students as well as their obligations in regard to scholarship, research and/or academic administration; should provide due consideration in terms of salary for those who are required to teach beyond their regular workload, and should be negotiated with the organizations representing higher-education teaching personnel, except where other equivalent procedures consistent with international standards are provided (UNESCO,1997:14).

Though this is the case, in Ethiopia, as indicated in HEP, No 64/2009, under article 32, every academic staff member of a university shall have the responsibilities to;

1. teach, including assisting students in need of special support, and render academic guidance or counseling and community services;
2. undertake problems-solving studies and researches and transfer knowledge and skills;
3. participate in curriculum development, review and enhancement and the required professional standard in curriculum delivery;
4. Perform other additional responsibilities that may be provided for by the senate statutes, establishing legislation or memorandum of association of the institution, and other responsibilities.

From this it is clear that every faculty member should be involved in both classroom teaching and other professional duties like carrying out research, rendering community services, advising students, participating in

different administrative and committee works which all demands that staff time should be allocated between these all duties. Academic staff members are now shouldering heavy workload than ever (Kogan, Moses, & El-Khawas, 1994). This affects the time required for preparation and quality teaching.

Various studies conducted on workload of the faculty shows that the following major factors (elements) have to be taken in to account while assigning teaching load for individual faculty (FSS, 2009; Sanyal, 1995; Knight, 2002; and Morrill & Spees, 1982). These are:

1. The nature and number of courses to be taught
2. The profile of students admitted for the course
3. The length of the period for teaching
4. The amount of time required for preparation and the time to be spent for learning assessment
5. The number of programs and classes to be handled
6. Time spent while participating in different committees and administrative duties
7. Time required to carry out research by the faculty
8. Time required for course preparation or curriculum revision and design
9. The time required and spent by an instructor while engaging in professional development program
10. The profile of students being advised by the faculty member

Thus, the above factors are the determinants or variables that every department and institution should take in to account while determining the amount of workload assignment for a teacher.

In case, when an instructor is assigned with excess workload or teaching load, they have to be compensated as for to the regulation governing the academic career. The following figure indicates the maximum and average workload of the faculty for four countries of the world including Ethiopia.

Country	Maximum Workload	Average Workload	Rank
Ethiopia →	18-27.83→	22.9 →	1
Uganda →	8-15→	11.5 →	3
America (USA) →	9-410→	9.5 →	4
England→	15-18→	16.5 →	2

Figure 1: The comparison of Higher Education Academic Staff Workload (Source: FSS, 2009 PP. 111)

The above table reveals that academic staff of Ethiopia jungles the maximum workload, compared to the countries like Uganda, America (USA) and England.

Having an appropriate and manageable teaching assignment is unquestionably essential to teacher's success and satisfaction. Johnson (2006) argues that if teachers are to be effective in their teaching, they should be asked to teach only in their area of expertise and field of license. He asserts that highly qualified teachers may actually become highly unqualified if they are assigned to teach subjects for which they have little training or education.

In the same manner Petty (2004), report that the number of different courses that faculty member must jungle-even when they all fall within their particular field of specialization-greatly affects teachers' capacity to do a good job and their satisfaction with teaching. Furthermore, academic staff

members are expected to shoulder different activities other than teaching. As a result, the assignment and teaching load should be commensurate with the assigned duties both in teaching courses and non-teaching duties.

2.4.5 Academic Staff Leadership and Management

Managing higher education institution is one of the most complex and challenging post in the education system. The size and complexity of universities today call for rapid and efficient methods of planning, communication and analysis of their administrative functions (Cameron, 1988 and Davis & Newstorm, 1985).

The administrators of the university have many complex responsibilities. They are expected to mobilize, organize and maximize the human, physical and financial resources under their jurisdiction in order to achieve educational objectives (Hommedi, 1989). They are charged with the responsibility of motivating, evaluating and coordinating the efforts of academic staff engaged in diverse tasks of educating students. This makes university administration tied with the job of faculty members' major duty, teaching.

Supporting this, Rottenburg (1987) assert that the nature and practice of university administration influences individual faculty member's teaching work through the decision-making roles, allocation of resources, formulating and enforcing institutional policies related to teaching, and through the implementation of academic staff reward and fringe benefits.

Institutional arrangements, rules and regulations are the most important means by which governing boards, administrative officers and faculties

fulfill their responsibilities, given that there exist variations in such case from institution to institution. The institutional structure and regulations should therefore, should promote faculty participation on such decisions for which they are primarily responsible.

There are also institutional administration and management problems that inhabit faculty members effective teaching. Some of the problems are general and may need policy decisions at the upper level, others are related to the organizational management and need solution at the institutional level, still others are routine administrative problems that could be dealt with the lower level managers. According to Hommadi (1989), in the institution including the president, the Dean, the Chairman or Head of Department, all can perform the role of administration, management and leadership, and makes the best choice among alternatives within the organization they serve.

Within all such administrative hierarchy decisions regarding institutional policies, communication, programs to be offered, methods of instruction, student evaluation, standards for performance, regulations affecting academic career, the provision of facilities and resources, the level of professional autonomy and student placement policies all influence the quality of teaching-learning process and teaching performance of the faculty (Sanyal, 1995; Seargen et al, 1994; and Benjamin and Wanger, 1994).

Thus, university management as a determinant of the quality of classroom teaching and learning plays a great role in influencing the overall context in which the decision-making process, allocation of resources, academic regulations, training programs and motivation of the staff are determined.

2.4.6 Workplace Compensations and Fringe Benefits

Employees often join organizations in order to secure rewards as a result of their job performance. Seen from different angles rewards have the functions of inducing job effort and performance; increase employee attendance and retention; promote employee's job satisfaction; and determine occupational and organizational choice of the employee (Steers, 1991).

Literature indicates that organizational reward system consist the intrinsic and extrinsic reward that can be received on accounts of employee involvement in the activities in an organization.

According to Davis and Nestorm, (1985), extrinsic rewards are those rewards external to the work itself. They are received from the environment surrounding the context of the work. Most extrinsic rewards are direct and include wage and salary, fringe benefits, preferred work assignment, promotions, and working conditions.

On the other hand, intrinsic rewards represent those rewards that are directly related to performing the job. In this sense they are often described as "self administered" rewards, because engaging in the task itself leads to their receipt (Hommadi, 1989). Examples of intrinsic rewards include feelings of task accomplishment, autonomy, job satisfaction, personal growth and advancement that comes from the job (Seagren et al, 1994).

In the literature on faculty motivation, there is a considerable controversy concerning the possible interrelationship of the intrinsic and extrinsic rewards. For example Kogan, Moses and El-Khawas (1994), argue that

extrinsic rewards tend to drive out the positive effects of some intrinsic rewards. As to them, job satisfaction, independence and the ability to use initiative have been shown in the United Kingdom (UK) to be more important than pay for those without academic tenure and for those who have job security, however, were more concerned with job satisfaction and challenging work (Kogan, Moses and El-Khawwas, 1994). Other studies show that whilst there may be generalized dissatisfaction with the level of academic salaries, increased teaching loads and reduced teaching work are the most often reported effects of teaching performance (Windham, 1978).

A considerable importance is attached by most faculties to a number of intrinsic features of working in universities such as job satisfaction; doing challenging work, having independence and freedom, and using their own initiatives are positively related to their classroom teaching effectiveness (Windham, 1978 and Smith, Armstrong & Brown, 1999). Some dissatisfaction was expressed in relation to career progression, pay and extent to which universities were felt to be democratic institutions (VEA and AEL, 1991). The relationship between reward and performance is not one-way. In the words of Parie and Baker (1997) as long as the organization properly administer, rewards positively affects individual job performance and vice-versa. Therefore, with the absence of appropriate and fair compensation practice for the faculty members, effective classroom teaching will not be carryout.

This implies that, despite the difference outlined, extrinsic and intrinsic rewards are closely related. Employees have different expectations. Likewise, most researchers and practitioners agree that motivation and performance in a work setting can occur because of the availability of both intrinsic and extrinsic rewards, the value attached to them, and the quality of their distribution in the organization (Francis and Millbourn, 1980).

The relationship between reward and performance is not one-way. In the words of Steer (1991) as long as the organization properly administer, rewards positively affects individual job performance and vise-versa. The relationship between employee performance and reward is shown in the following figure.

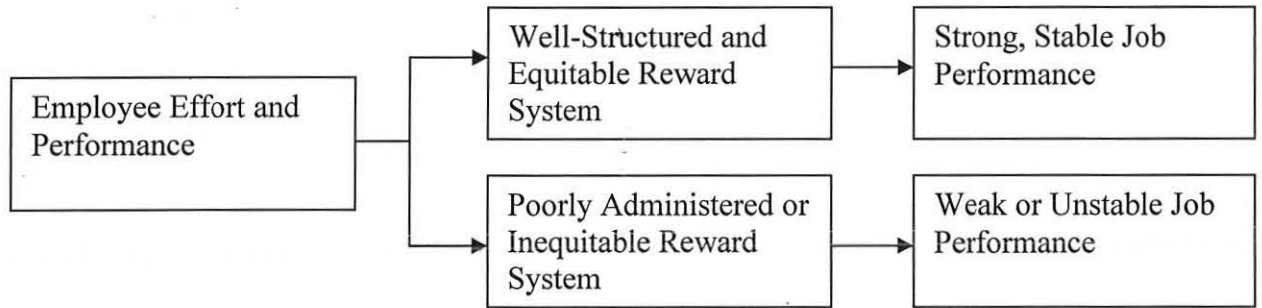


Figure 2: The Performance and Reward Process. *Source: Steer (1991:182).*

In summary, the provision of modern tertiary education in Ethiopia has started in 1950. Until 1994 there were only two public HEIs in the country. It was after 1995 that the remaining twenty public HLIs are established. The main objectives of HE in Ethiopia are providing training, conducting research and rendering community services.

Accordingly, faculty members are expected to teach, do research, take part in institutional management posts (as president, vice-president, dean, and department head), working with other organizations, extra-mural activities, consultancy service and entrepreneurship. In most cases the dominance of teaching role in most HLIs around the world is evident being taking the largest share of university missions which is also true for Ethiopian HEIs. Though the main roles of most HEIs rest on teaching the literature show that it has not oftentimes been described as a professional work in those institutions. Classroom teaching duties encompass course planning,

implementing as well as assessing and reporting students' learning. Under these main tasks there are also various sub-activities that faculty members perform in classroom teaching. Effective accomplishment effective classroom teaching depends on the quality of workplace conditions among other things.

A university as a workplace can be understood as having many features that together create the context for individual instructor's work. Considered from the operational point of view, a university is a complex system composed of sub-systems with different and unique characteristics; the campus, the faculty, the student body, the administrative and supporting staff, classrooms and their facilities, and other components that get in to its total function (Rottenburg, 1987). The quality of workplace is enormously important in determining the effectiveness of teachers teaching and student learning in colleges and universities. Given elements of workplace conditions in HEIs, it become clear that the work of teaching is much more than just being able to do the job. There are various workplace conditions that affects classroom instruction in HEIs.

First, the provision of necessary instructional resources and facilities greatly improve pupil's learning and teachers teaching. For example, Gmelch (1993), shows those teachers who have full access to important instructional materials like the basics, lab with a steady supply of chemicals, and services (such as photocopy machine, stationary, computer, laminating machine and reliable connections to the Internet) significantly bring in improved student learning.

Second, regarding the status of on-the-job professional training, Daniel (2004) found that currently the quality of teaching and learning in HEIs of Ethiopia is suffering from lack of adequate staff in terms of pedagogical

training, qualifications and experience in teaching. Most instructors in higher education institutions in the country have no training in pedagogy. Recognizing this, recently the MOE designed and has been implementing staff development programs in each university named as Higher Diploma Program (HDP), Academic Development and Resource Centers (ADRCs) and National Pedagogical Resource Center (NPRC). But their implementation was seen as problematic.

Third, academic staff performance appraisal is one of the most important staffing issues in higher education and closely related with the work of classroom instruction. Related to this, the main objectives of higher education staff appraisal in Ethiopia are to: (1) improve the quality of education: (2) assist in the requirement and initial training of teachers and in on-going career development processes (3) provide quality education for the trainees (4) accomplish administrative duties, and (5) provide information to conduct research in the area. However, whether the practice of SPE is meeting its purpose of effective classroom instruction is under debate.

Fourth, academic staff members are now shouldering heavy workload than ever. In Ethiopian context, every faculty member should be involved in both classroom teaching and other professional duties like carrying out research, rendering community services, advising students, participating in different administrative and committee works which all demands that staff time should be allocated between these all duties. As a result, when the staff member is assigned with high workload, obviously their instructional process would suffer.

Fifth, the nature and practice of university leadership and management influences individual faculty member's teaching work through the decision-

making roles, allocation of resources, formulating and enforcing institutional policies related to teaching, and through the implementation of academic staff reward and fringe benefits. Within all administrative hierarchy in universities, decisions regarding institutional policies, communication, programs to be offered, methods of instruction, student evaluation, standards for performance, regulations affecting academic career, the provision of facilities and resources, the level of professional autonomy and student placement policies all influence the quality of teaching-learning process and teaching performance of the faculty.

Lastly, extrinsic and intrinsic rewards in HLIs are also considered in influencing classroom actions. Extrinsic rewards are those rewards external to the work itself. They are received from the environment surrounding the context of the work. Most extrinsic rewards are direct and include wage and salary, fringe benefits, preferred work assignment, promotions, and working conditions.

On the other hand, intrinsic rewards represent those rewards that are directly related to performing the job. In this sense they are often described as “self administered” rewards, because engaging in the task itself leads to their receipt. Examples of intrinsic rewards include feelings of task accomplishment, autonomy, job satisfaction, personal growth and advancement that comes from the job itself (Seagren et al, 1994).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the study deals with the research design and methodology, which includes the research method, data sources, instruments and procedures of data collection, sample size and sampling techniques as well as methods of data analyses.

3.1 Research Method

In this study descriptive survey research method was employed aiming at investigating faculty members' perceived effects of workplace conditions on classroom teaching in the newly established universities of Ethiopia. Descriptive survey method was adopted because it helps to explain educational phenomena in terms of the conditions or relationships that exist; opinions that are held by teachers, students and experts; processes that are going on; effects that are evident; or trends that are developing (Koul, 2005). At the same time, it is often considered as the only means through which opinions, attitudes, suggestions for improvements of educational practices and other data can be obtained from the large sample size (Greenfield, 2002).

3.2 Data Sources

In this study both primary and secondary data were used in order to achieve its objectives. The primary data about the perceived effects of workplace conditions were collected from the sample instructors and department heads of the selected three universities through questionnaire and FGD.

With regard to secondary data, the written documents available in sample institutions, various kinds of relevant books, journals, articles and other recorded materials were consulted.

3.3 Instruments of Data Collection

For this study the data were collected from the data sources using the following data collection instruments.

3.3.1 Questionnaire

A set of questionnaire involving seven clusters of closed-ended items with five likert scale were prepared and administered to the respondents of sample institutions. These set of items dealt with issues related to: major teaching tasks in HLLs; academic leadership and management practices; workplace compensations and fringe benefits; staff performance evaluation; instructional resources; on-the- job staff professional training; and faculty workload.

A pilot-test was conducted at Mizan-Tepi University with the respondents of 19 instructors and 9 department heads. The reliability of each cluster item was then determined using the Split-Half method of 'Spearman-Brown Formula'. Subsequently, based on the information obtained from the feedback of pilot respondents, the necessary corrections and adjustments were made on items as required. On average the reliability of all the close-ended items was 0.84. As to Koul (2005) when the obtained value of Split-Half is ≥ 0.75 and above it indicates good standard of item reliability.

3.3.2 Focus Group Discussion (FGD)

In addition to the questionnaire, FGD method was employed for generating qualitative data about the effects of workplace conditions on classroom teaching. This was done with 4-6 voluntary instructors of the three Sample Universities who did not participate in completing the questionnaire. For this purpose, a FGD guide consisting both the procedures and questions grouped under six clusters of workplace factors was prepared and employed.

3.3.3 Document Review

Necessary documents of the selected institutions were reviewed in order to get the necessary information with regard to the study population and institutional policies and regulations pertaining to workplace conditions. Moreover, through this method various information were collected from relevant books, journals and other literature materials.

3.4 Procedures of Data Collection

Close-ended items for each variables dealt in the study were prepared and presented to the respondents of the selected institutions in a face-to-face situation. This was done at the most convenient time available to them for completing the questionnaire. Sufficient time was also allotted in order to help the respondents give sufficient and complete response. With regard to focus group discussion, the researcher personally conducted it in those selected sample institutions. This was done at its own scheduled time just after the completion of data collection through questionnaire.

3.5 *Population, Sample Size and Sampling Techniques*

There are thirteen newly established universities in the country. Of these HEIs, three representative institutions were randomly selected using the lottery method. The selected sample institutions are Debrebre Brihan University, Sodo University and Wollega University.

Then, a sample size of 30% (214) from the total population (665) of the faculty members were selected from each selected institutions. In order to maximize the representativeness of the large sample size (i.e $n \geq 30$) to draw inferences, we normally take 30% of the population (Koul, 2005).

The selection of sample members for instructors was done using proportional stratified sampling method from each faculty and department, which finally were drawn using the lottery method of simple random sampling. According to Greenfield (2002), stratified proportional sampling is employed for selecting representative sample from the population grouped in to strata. For this study, faculties and departments represent strata making the appropriateness of the method in the representative sample selection.

Totally, there were 72 Department heads in the sample HEIs, of which 36 (50%) members were selected as a sample for the study. For FGD, the researcher has invited six voluntary instructors from each sample institutions who were not participated in completing the questionnaire. The following table depicts the total population and selected sample size from each sample newly established universities.

Table 1: Population and Sample Size taken from the Selected Newly Established Universities

University (HEIs)	Instructors				Dep't Heads	
	Assistant Graduates		Lecturers and Above		Popul ation	Sampl e (50%)
	Population	Sample (30%)	Population	Sample (30%)		
<i>Debre Brehan</i>	108	32	41	12	22*	11
<i>Welayita Sodo</i>	147	44	56	17	21	11
<i>Wollega</i>	163	49	78	24	29	14
Sub-Total	418	125	175	53	72	36
Grand Total	Population		665			
	Sample		214			

**Only those departments under which students enrolled were taken for this study.*

3.6 Methods of Data Analysis

In order to get and generate meaning from the data collected through questionnaires, an independent two sample t-test, chi-square, and one-way ANOVA statistical data analysis methods were employed. As explained by Koul (2005) and Green field (2002), a chi-square test is used to test whether the relationship exists between two or more variables or not for the data presented in frequency. On the other hand, for testing mean variance of two independent samples, the two-sample t-test is appropriate. In the same manner, one-way ANOVA is employed for testing the mean variance between three or more independent sample groups for a single independent variable. Thus, these statistical methods were selected and employed in the light of their appropriateness to achieve objectives of the study.

An SPSS (Statistical Package for Social Sciences) software program (Version 17) was used for computing all the statistical values. For all statistical methods the critical and calculated values were compared at 0.05 alpha levels (two-tailed) with appropriate degrees of freedom (df). Then, the computed results were interpreted and discussed in detail. On the other hand, the qualitative data obtained through FGD was summarized and discussed in line with the quantitative analysis. Finally, based on the findings and conclusions, workable recommendations were forwarded.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This part of the study deals with the presentation, analysis and interpretation of the data collected from the sample respondents. To this effect, a total of 214 questionnaire papers were distributed to 178 instructors and 36 department heads selected from three samples of the newly established public HLIs namely Debre Brehan, Soddo and Wellega University. Out of these, 164 (92.1%) of instructors and 33 (91.5%) of the department heads properly completed the questionnaires and returned it back. Collectively, the rate of return of the questionnaire was 91.8%, which can be taken as high for the survey study of this kind.

In addition to this, FGD was also held in each sample institution with 5-6 faculty members who did not participate in completing the questionnaire. The quantitative data gathered through questionnaire were organized, tabulated and presented with results computed using appropriate statistical methods.

To this end, both quantitative and qualitative data analysis, involving interpretation and discussion are presented following each table.

4.1 Characteristics of the Respondents

Table 2: Distribution of Respondents by Sex and Age

<i>Items</i>	<i>Category</i>	<i>Respondents</i>			
		<i>Instructors</i>		<i>Dep't Heads</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Sex	Male	158	96	33	100
	Female	6	4	-	-
	Total	164	100	33	100
Age	<25	56	34	5	15
	26-35	101	62	21	64
	36-45	7	4	7	21
	46-55	-	-	-	-
	>56	-	-	-	-
	Total	164	100	33	100

Table 2, indicates the age and sex distribution of instructors and department heads included in the sample. Accordingly, 101 (62%) of the instructors and 21 (64%) of the department heads were in the age group of 25-35 years. Whereas, 56 (34%) of the instructors and 5 (15%) of the department heads were young belonging to less than 25 years age group. Only 7 (4%) and 7 (21%) of the instructors and department heads were found to be between 36-45 years old. In both cases there were no respondents who are beyond 46 years.

As depicted in table 2, sex wise, both groups of the respondents were dominated by males. Out of the total respondents only 6 (4%) were females. This extremely male dominated situation contradicts with the national education policy which states equal participation of both sexes at all levels of the educational process.

Table 3: Respondents by Academic Qualification and Rank

Items	Category	Respondents			
		Instructors		Department Heads	
		No.	%	No.	%
Academic Qualification	BA/BSc	105	64	12	36
	M.D/D.V	9	5	6	18
	MA/MSc	47	29	11	33
	Ph.D	3	2	4	13
	Total	164	100	33	100
Academic Rank/Title	Graduate Assistant	91	55	12	36
	Assistant Lecturer	14	9	4	13
	Lecturer	47	29	11	33
	Assistant Professor	12	7	6	18
	Associate Professor	-	-	-	-
	Total	164	100	33	100

Table 3, shows the academic qualification and academic rank (title) of the respondents. As a result, the majority (64%) of the instructors and 36% of the department heads were first degree holders. Whereas, only 50 (30%) of the instructors had second degree and Ph.D. Relatively, about 15 (46%) of the department heads were qualified with MA/MSc and Ph.D. On the other side, about 5% of the instructors and 13% of the department heads were M.D/D.V holders. This generally implies that the majority of the teaching staff composition in those newly established universities were first degree holders.

This falls below the standards set by the MOE, for the minimum academic staff combination in university. The guideline of the MOE prescribes that the composition of academic staff in universities should be 20% Bachelor, 50% Masters and 30% with Doctorate Degree holders. Therefore, the above data on the quality of teaching staff composition show that remedial measures have to be taken so as to increase the number of qualified academic personnel. Though this was the case, it was confirmed from

documents that a significant number of the teaching staff were sent to universities inside or outside for pursuing their MA/MSc or Ph.D. Degrees.

Again as can be seen from Table 3, a few (7%) of the instructors and 18% of the department heads had the academic rank of assistant professor. Ironically, the majority (64%) and 49% of the instructors and department heads respectively were assistant lecturers and assistant graduates. In both cases the proportion of lecturers accounts for about one-third of the total staff members. However, there were no associate professors and above at all.

Table 4: Description of Respondents by Years of Service

<i>Items</i>	<i>Category</i>	<i>Respondents</i>			
		<i>Instructors</i>		<i>Dep't Heads</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
<i>Years of Service</i>	<5	79	48	16	49
	5-10	67	41	9	27
	11-15	15	9	6	18
	16-20	3	2	2	6
	Over 20	-	-	-	-
	Total	164	100	33	100

In table 4, respondents' years of teaching service in HEIs is treated. Accordingly, majority of the instructors (48%) and department heads (49%) served in HLI for only less than five years. In the same way, a substantial number of instructors (41%) and department heads (27%) had teaching experience in HLI between 5-10 years. On the other hand, in both groups nobody had experience in teaching of over 20 years.

A staff member with higher academic qualification and appropriate teaching experience is likely to instruct a course or handle a particular

study program than the one with lower qualification and shorter relevant professional experience (Ramsden, 2003).

4.2 Main Tasks Involved in Classroom Teaching in HEIs

The information in Table 5 indicates a range of agreement as to the importance of varied tasks to classroom teaching in HLIs. Accordingly, both instructors and department heads believed in the necessity of seven tasks and rated as very important (4.5-5.0) to their classroom instruction. These tasks were designing and preparing course out line; conducting face – to – face teaching; assessing Students' performance; providing timely feed back to students'; making follow-up on the progress of students; taking attendance and reporting students' final grade to the concerned body.

The t-test result for the above seven items also showed that there exits no significant difference in opinion between department heads and instructors. This is so because all the calculated statistical t-test values are less than the critical value ($t=1.98$) at 195 degrees of freedom and 0.05 confidence intervals.

Given the fact that all the teaching staff members have the responsibility for course outline preparation; conducting face-to-face teaching; assessing students' performance, monitor their progress, provide timely feedback and report the final grade to the concerned body as well as take attendance; the above finding is not surprising.

Another group of six tasks in the same table were perceived by department heads as very important (4.5-5.0) and by the majority of instructors, as being important (3.5-4.49) in classroom teaching. Included in this group were reviewing and up-dating the course curriculum; supervising projects

and research works of students; assessing and evaluating teaching as well as the course; preparing course plan (annual and lesson plan); plan and implement students' consultation program as well as plan and implement tutorial classes for low achieving students.

Table 5: Mean and t-test Distribution on the Major Tasks Involved in Classroom Teaching

Items	Instructors N=164		Dep't Heads N=33		t-test
	Mean	SD	Mean	SD	
Review and up-date the course curriculum	3.83	1.13	4.51	1.61	-4.57*
Designing and preparing course outline	4.56	1.0	4.61	1.2	1.63
Conducting face-to-face teaching	4.54	1.23	4.52	1.25	-1.04
Supervising (projects and research)	3.69	1.16	4.58	1.41	-3.07*
Assessing and evaluating (teaching and courses)	3.98	1.15	4.53	1.42	-2.26*
Conducting research studies related to the course	3.01	1.12	3.91	1.43	-0.94
Preparing course plan (annual plan and lesson plan)	4.12	1.16	4.67	1.41	-3.71*
Developing and prepare teaching aids	2.13	1.22	3.67	0.81	-1.08
Developing reading materials (handout, text and module)	2.05	1.14	3.97	1.42	1.72
Assess students' performances (both written and oral presentations)	4.57	1.0	4.50	1.2	0.93
Provide timely feedback orally or in writing	4.61	1.0	4.72	1.2	1.23
Make follow-up on development and progress of students	4.57	1.0	4.65	1.2	-0.18
Plan and implement students' consultation program	4.13	0.9	4.59	1.0	-2.12*
Take students' attendance	4.76	1.0	4.68	1.2	0.82
Plan and implement tutorial classes	3.73	1.25	4.67	1.3	-3.17*
Participating in professional development programs	2.76	1.0	3.68	1.2	0.92
Reporting students' result on time to the concerned body	4.57	1.2	4.52	1.3	1.56

SD- standard deviation; **df**=197; **P**=0.05; **T-critical**=1.98; significant at 0.05* Not Important (1.0-1.49); Less Important (1.5-2.49); Somewhat Important (2.5-3.49); Important (3.5-4.49); Very Important (4.5-5.0)

The t-test statistical method was employed so as to examine whether the two groups significantly differ in their perception or not. As a result, we see that department heads and instructors significantly differ in perceived importance of the above six tasks to classroom teaching as the calculated t-test results are greater than the table value at $(t=1.98, p < 0.05 \text{ and } df=195)$.

The broad areas of curriculum review and related activities are the major concern of department heads than the individual instructor in HEIs (Rottenberg, 1987). That may be the reason why department heads were more concerned with curriculum review, student consultation and supervision, course plan and provision of tutorial classes under their domain of jurisdiction. Thus, department chairs are responsible for making a balance among various tasks of faculty members who are under their unit.

There were also four tasks in Table 5, for which mixed ratings were observed. These tasks for which the department heads and instructors indicated responses of somewhat important (2.5-3.49) and less important (1.5-2.49) include preparing teaching aids, module for the course, conducting research studies related to the course and participating in professional development programs. These were tasks for which both department heads and instructors gave less emphasis as they are related to classroom instruction.

As to the t-test result, there were no statistically significant difference in opinion between the two groups as all the calculated values are less than the critical value at $(t=1.98, p > 0.05 \text{ and } df=195)$. The above four tasks were rated lower in terms of importance because they are assumed by most faculty members as the tasks performed independent of course teaching. Such confusion among staff members might have happened due to the

unavailability of job description for classroom teaching. Thus, this calls for correction.

4.3 Factors Affecting Classroom Teaching in HLIs

This part of the analysis is based up on the six groups of questionnaires which make the most important ingredient of this study. In those groups of questionnaires, respondents were instructed to express their perception and opinion about different aspects of workplace variables affecting classroom teaching in their respective institution.

4.3.1 Educational Materials and Facilities

Table 6: Mean and t-test Distribution of the Adequacy of Instructional Resources and Facilities for Classroom Teaching

Items	Instructors N=164		Dep't Heads N=33		t- test
	Mean	SD	Mean	SD	
Availability of necessary physical facilities in the classroom	3.94	1.14	4.03	1.32	0.41
Adequacy of necessary reference materials in the library	3.37	1.4	2.85	1.5	-1.84
Relevance of the available instructional resources to courses offered	4.13	0.9	4.12	1.0	-0.07
Easy access of instructional resources to every instructor	2.77	1.2	3.15	1.3	1.56
The condition of office space and facilities	2.73	1.25	2.67	1.3	0.27
Conditions of laboratories and workshops	2.76	1.0	2.88	1.2	0.52
The adequacy of internet connection	2.77	1.2	3.15	1.3	1.56
The availability of instructional technologies like LCD, OHP & others	2.77	1.1	3.3	1.3	2.21*
The adequacy of staff training to fully utilize the existing instructional resources	3.99	1.0	3.82	1.1	-0.81
Opportunities given to instructors in selecting and ordering instructional materials for purchase	2.73	1.2	2.67	1.3	0.27

SD- standard deviation; **df**=197; **P**=0.05; **T-critical**=1.98; significant at 0.05*
Very Poor (1.0-1.49); Poor (1.5-2.49); Fair (2.5-3.49); Good (3.5-4.49); Very Good (4.5-5.0)

Many scholars agree in the role and function of educational materials and facilities in enhancing effective classroom teaching. The quality of instruction and student learning achievements highly depend on the availability of teaching materials and institutional facilities such as classroom facilities, office supplies and well-equipped library (Seagren, 1994). Concerning this, department heads and instructors have provided their responses to ten items according to the instruction provided.

As portrayed in Table 6, the mean score for such items as the condition of laboratory and workshops, and adequacy of staff training programs to fully utilize the available instructional teaching resources (materials) were rated as 'very poor' (1.0-1.49) by both groups.

The t-test at ($t_{cr}=1.98$, $P>0.05$ and $df=195$) revealed that there is no statistically significant difference in perception between the two groups. The unavailability of laboratory and workshops may be attributed to the fact that those HLIs were established a few years back to fulfill such expensive instructional inputs.

However, with the absence of workshops with the laboratory facilities effective classroom teaching would be questionable. In the same manner, the utilization rate of the available instructional resources in the teaching and learning was minimum in HLIs, since there was no training available to faculty on such matters.

In the same way, adequacy of up-to-date reference materials, the relevance of most available resources to courses offered, conditions of office space and supplies, internet connections and the availability of instruction technologies were items with mixed mean scores for the two groups ranging

from poor (1.5-2.49) to fair (2.5-3.49). Nevertheless, the T-test result does not indicate significant difference in their perception, as all the calculated values are less than the critical value (1.98) at $p < 0.05$ and 195 degrees of freedom. This indicates that the aforementioned teaching-learning resources are in short supply in the newly established public universities. This acute shortage of up-to-date books, journals, and collections highly restrict the frontiers of learning as well as teaching. In addition, even the available books and references were found to be less relevant to the courses being offered.

Libraries in almost all universities in the country are used as a place where books and printed materials are collected, catalogued and preserved for staff and students use (Teshome, 2007). But, during the FGD, the issue of inadequate reading materials, less relevance of the available materials to the courses offered and inefficient borrowing system were repeatedly reported.

Furthermore, from the table we can understand that faculty members were encountered with the problems of lack of office space, office supplies and necessary instructional technological devices as well as absence of internet connections. During the FGD, all participants reported that almost all instructors did not have their own office. They did not hesitate to air out their complain on the problems that computers, overhead projectors, photocopy machine, printers and stationary materials were in short supply to conduct effective classroom teaching.

As all the participants indicated, most instructors were forced to share their department head's office to accomplish out of class teaching activities while they stay in campus. As to their response, they are facing a great problem as they lack office room for student consultation and advising, and to

properly accomplish other teaching related activities in the campus. As a consequence, they prefer to go back to their home after class teaching than to stay in the campus. This problem, unless solved, could seriously affect the work of teaching in those institutions.

On the other hand, from Table 6, the availability of necessary physical facilities in the classroom was rated as fair (2.5-3.49) by both groups. Conversely, the two groups perceived the accessibility of instructional resources to every instructor and opportunities given to instructors in selecting and ordering instructional resources for purchase, as 'good' (3.5-4.49). This is what has to be done and encouraged in HLI's for effective classroom teaching. There is insignificant statistical difference between instructors and department heads for the above items since the calculated t-values are less than t-critical at 0.05 alpha levels with 195 degree of freedom.

4.3.2 The Practice of On-the-Job Professional Training and Its Impact on Classroom Teaching

Table 7: Provision of Pre-service Professional Training to Staff Members

Item	Category	Respondents			
		Instructors		Dep't Heads	
		No.	%	No.	%
Was Pre-service Professional Training provided to you?	YES	97	59	18	54.5
	NO	64	41	15	45.5
	Total	164	100	33	100

One can see from Table 7, that majority of the instructors (59%) and about 54.5% of the department heads undergo formal pedagogical training before they were assigned as faculty members in those HLIs. On the contrary, a significant proportion of instructors (41%) and 45.5% of the department heads did not get formal institutional training in teaching profession. This

in turn could have posed negative impact on their classroom teaching as they lack knowledge and skill in course planning, student performance evaluation, classroom management and about student behavior.

We are living in the dynamic world where most aspects of our professional practices change most frequently. Thus, instructors as core professional group in HEIs must realize the fact that their initial training (whether related to classroom teaching or not) will not guarantee effective teaching throughout their life time. They need to update the old and be acquainted with the new knowledge and skill of teaching continuously (Seagren, 1994).

As shown in Table 8, there are six statements that describe the practice of faculty members on the job training as related to classroom teaching in HEIs. Results in the table indicate that majority of the staff who had prior formal pedagogical training and those who did not, perceived that emphasis given to improve instructors' professional knowledge and skill (69.6%, 54.9%), assessment of instructor's pedagogical needs for training (49.6%, 50%), time provided to trainees while engaged on training activities (54.8%, 58.5%), the presence of well designed on-the-job professional training (52.2%, 42.5%) and the willingness of university management to invest considerable budget to on-the-job professional training (55.2%, 72.8%) respectively were items rated as low or very low. As such, those aspects of on-the-job pedagogical training have been identified as problems negatively affecting faculty members' classroom instruction.

Table 8: Degree of Influence of On-the-job Professional Training on Staff Teaching Performance

Items	GROUPS		ALTERNATIVES					Chi-square
			VL	L	M	H	VH	
Instructors are encouraged to upgrade their teaching knowledge and skills	Ins. with PPT N=115	No.	30	50	14	12	9	6.43
		%	26.4	43.2	13	10	7.4	
	Ins. without PPT N=82	No.	21	24	19	11	7	
		%	25.9	29.8	24	12	8.7	
Selection for staff development offerings are based on instructors' pedagogical needs of classroom teaching	Ins. with PPT N=115	No.	26	31	13	22	23	3.12
		%	22.3	27.3	12	19	19.4	
	Ins. without PPT N=82	No.	24	17	13	16	12	
		%	28	21	16	20	15	
Adequate time is provided to instructors to engage and take advantages of staff development activities	Ins. with PPT N=115	No.	29	34	18	21	13	1.73
		%	24.8	30	16	18	11.2	
	Ins. without PPT N=82	No.	25	23	11	14	9	
		%	30.5	28	13	17	11.5	
Staff development has provided instructors with strategies that they should incorporate in to their instruction	Ins. with PPT N=115	No.	10	12	9	47	37	3.87
		%	9	10	8	41	32	
	Ins. without PPT N=82	No.	7	11	12	25	27	
		%	9	13	14	31	33	
Staff development has proved useful to instructors in their efforts to improve student learning	Ins. with PPT N=115	No.	21	39	17	23	15	4.9
		%	18	34	15	20	13	
	Ins. without PPT N=82	No.	16	19	21	15	11	
		%	20	23	26	18	13	
There is well-designed on-the-job professional training	Ins. with PPT N=115	No.	39	21	23	17	15	2.95
		%	34	18.2	20	15	12.8	
	Ins. without PPT N=82	No.	19	16	21	15	11	
		%	22.5	21	26	18	12.5	
The management is willing to invest considerable budget for faculty members on-the-job professional training	Ins. with PPT N=115	No.	37	47	9	12	10	9.24
		%	32.1	40.8	8	10	9.1	
	Ins. without PPT N=82	No.	22	23	17	13	7	
		%	29.1	26	20	16	8.9	

VH-very high; H-high; M-moderate; L-low; and VL-very low

Ins. with PPT-respondents who had formal professional training; Ins. without PPT-respondents who did not undergo formal professional training; $df=4$; $P=0.05$; Chi-square critical value= 9.49;

A chi-square test was employed in order to see whether the two groups significantly differ in their perception on the given items. The computed test result for all items presented in Table 8 at 0.05 alpha level and with four (4)

degree of freedom were found to be insignificant at (9.49) critical value. This confirms that both groups did not significantly differ in their opinion.

A FGD was also held with some volunteer staff members during the time of data collection in order to see the condition of on-the-job professional training in those HLLs. Accordingly, the participants said that in their respective institution, Higher Diploma Program (HDP) is the only on-the-job professional training available to the faculty. Even the opportunity of HDP training was restricted to Education Faculty Staff Members.

The duration of HDP training was also mentioned as longer that it posed high workload on trainees and in most cases it did not responded to the immediate pedagogical needs of the participants. Thus, unless improved, these problems related to the practice of on-the-job professional training could erode the quality of teaching and learning thereby result in low quality graduates.

On the other hand, a great proportion of staff members who had formal pedagogical training (84%) and those who did not (52%) agreed that the contribution of on-the-job professional training could be high or very high in providing instructors with the strategies that they should incorporate in their classroom teaching and in promoting their efforts to improve student learning. Furthermore, during FGD, participants who took part in HDP reported that they are partly satisfied with the knowledge and skill they acquired from the training for improving their classroom teaching.

5.3.3 The Level and Factors that Contribute for Heavy Workload in HEIs

Table 9: The Level of Respondents' Weekly Teaching Load

<i>Item</i>	<i>Category</i>	<i>Respondents</i>			
		<i>Instructors</i>		<i>Dep't Heads</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Weekly Teaching Load in LEHs	≤6	12	7.3	7	21.2
	7-11	63	38.4	21	63.6
	12-15	60	36.5	5	15.2
	16-18	29	17.8	-	-
	>18	-	-	-	-
	Total	164	100	33	100

As indicated in Table 9 above, the majority of the instructors (54.3%) were overloaded as they had been assigned to teach with more than 12 LEHs per week. As to the regulation of those institutions a lecturer is expected to shoulder not more than 12 credit hours teaching per week. On the other hand, about 78.8% of the department heads had been working on their chair post beside over 6LEHs of the teaching assignment. In the same manner they were also overloaded as the maximum teaching responsibility for department chairs was 6 credit hours per week.

As depicted in Table 10, instructors and department heads reflected their opinion regarding the tasks (activities) that contribute for faculty members' high teaching load, thereby negatively affecting classroom teaching. Thus, tasks such as teaching many classes, teaching two or more courses, teaching related activities, searching and collecting necessary reference materials were activities or tasks rated as 'high' (3.5-4.49) by the two groups in posing for high workload.

As stated by Petty (2004), large class size and preparation for two or more courses are factors that adds-up to teacher's heavy work-load and consequently affecting the quality of classroom teaching. The t-test results also confirm that there is no statistically significant difference in perception between the two groups. This is so because the t-obtained for all the above items is less than t-critical (1.98) at 195 degrees of freedom and 0.05 alpha levels.

Table 10: Mean and t-test Distribution of Respondents' Responses with Respect to Tasks that Contribute to Heavy Workload

Items	Instructors		Dep't Heads		t-test
	N=164		N=33		
	Mean	SD	Mean	SD	
Teaching many classes	3.83	1.13	2.97	1.61	-3.57*
Teaching two or more courses in a semester	3.73	1.24	3.27	1.42	-1.90
Routine administrative works	3.14	1.21	3.24	1.43	0.43
Participating in different committee works	3.49	1.16	3.58	1.41	0.38
Teaching related activities (Like, preparing handout text book and module, correcting student papers, teaching preparations)	3.98	1.15	3.33	1.42	-2.76*
Student consultancy and research supervision	3.01	1.12	2.91	1.43	-0.44
Searching and collecting necessary reference materials	4.12	1.16	3.27	1.41	-3.75*
Conducting research	2.13	1.22	1.67	0.81	-2.08*
Rendering services to the public/Community	2.05	1.14	1.97	1.42	-0.38
Personal related activities	2.45	1.34	2.91	1.33	1.8
Participating in staff development programs or trainings	3.10	1.16	2.88	1.29	-0.96

SD- standard deviation; **df**=197; **P**=0.05; **T-critical**=1.98; significant at 0.05*
Very Low (1.0-1.49); Low (1.5-2.49); Moderate (2.5-3.49); High (3.5-4.49); Very High (4.5-5.0)

Moreover, during the FGD, participants were asked to identify the major tasks affecting their effective classroom teaching. Accordingly, they mentioned such tasks as giving tutorial classes, typing exam questions on computer, preparing hand out for courses, photocopying and binding books, and working on various aspects of their department other than teaching duties-posing high workload on their work.

Faculty members are hired to accomplish the core roles of HLIs (i.e. teaching, conducting research and providing services to the community) and related tasks. However, as mentioned above, most instructors were doing on the tasks that do not concern them. This could be due to shortage of administrative employees in those newly established public HLI's that carry out most of the non-academic tasks.

As to the voice of some FGD participants, the top management of the university assume as if those non-academic tasks are part and parcel of teaching staff duties. Moreover, in most departments there is acute shortage of academic staff who are specialist in some streams of study being be able to offer courses prescribed by the university. And hence, some faculty members were forced to offer courses for which they had not trained. This does not only demand extended time for preparation on the part of the instructor but also jeopardize the quality of education at all.

From the same table, routine administrative works, participating in different committee works and participating in staff development programs were items rated as having moderate (2.5-3.49) contribution for faculty members' heavy workload by both groups. The t-test result also revealed insignificant difference between the mean scores of the two sample groups,

since the calculated values for the above items are less than the critical value (1.98) at 0.05 alpha level and 195 degrees of freedom.

On the other hand, some tasks like student consultancy and research supervision, doing research and personal related activities were rated by the instructors and department heads as having low (1.5-2.49) contribution in over burdening the teaching staff. In the same way, as items presented in Table 10, the two groups do not significantly differ in their perception as shown by the t-test results. This implies that conducting research and student consultation as well as advice are less likely performed by the teaching staff. More specifically, expecting good classroom teaching in the absence of research and close supervision of student learning seems like clapping in one hand. Hence, it needs great emphasis for improvement.

4.3.4 The Practice of Staff Teaching Performance Evaluation

As can be seen from Table 11, faculty members with different academic rank (i.e. Assistant Graduates, Assistant Lecturers, Lecturers and above) have indicted their response regarding the practice of staff teaching performance evaluation and its impact on classroom teaching.

Accordingly, item that reads as the 'practice of staff teaching performance is based on well defined objectives and standard criteria' was rated as low (1.5-2.49) by assistant graduates and lecturers, and as fair (2.5-3.49) by assistant lecturers. In order to see whether this variation in perception among the three groups is statistically significant or not, a one-way ANOVA was computed. As a result there is insignificant difference among the groups perception since ($F(2,194)=0.57, p>0.05$) is less than F -critical (3.06). Possibly, it can be inferred that the standard criterion for

performance evaluation in the newly established HLLs was not in accordance with required instructors' perception to promote classroom instruction.

In the same way, such items that states about 'the extent to which the standard criterion are supported by adequate studies of their reliability and validity', 'Whether the evaluation process is conducted by well trained persons' and 'the results are made known to the individuals concerned with the necessary feedback' were rated as low (1.5-2.49) by all groups with little variation.

Table 11: One-way ANOVA Summary on Influence of Staff Teaching Performance Evaluation on Classroom Teaching

ITEMS	Sample Groups	Mean	Mean Squares		F-test
			Sb ²	Sw ²	
SPE has shown to be compulsory for improving classroom teaching	AGs	3.74	Sb ²	2.57	1.43
	ALs	3.71	Sw ²	1.79	
	LCs	3.17			
Teaching SPE is based on well-defined objectives, and standard academic criteria	AGs	2.40	Sb ²	0.84	0.58
	ALs	2.49	Sw ²	1.46	
	LCs	2.72			
Teaching SPE criterion are supported by adequate studies of their reliability and validity	AGs	2.50	Sb ²	0.82	0.81
	ALs	2.63	Sw ²	1.02	
	LCs	2.78			
SPE process is conducted fairly by appropriately trained person for getting accurate results	AGs	2.33	Sb ²	2.82	3.05
	ALs	2.63	Sw ²	0.93	
	LCs	2.78			
SPE results are made known to the individuals concerned with suggestion	AGs	2.83	Sb ²	2.85	1.97
	ALs	2.89	Sw ²	1.44	
	LCs	2.28			
SPE is fair and directed towards improving classroom teaching	AGs	2.87	Sb ²	56.48	40.2*
	ALs	4.20	Sw ²	1.40	
	LCs	1.94			
SPE is applied objectively across all faculties and departments	AGs	2.89	Sb ²	0.81	0.12
	ALs	2.93	Sw ²	1.79	
	LCs	2.78			

AGs- Assistant Graduates; ALS- Assistant Lecturers LCs- Lecturers; Sw²- mean square within group; Sb²- mean square between group; Df=(2,194); P>0.05; F-critical=3.04; significant at 0.05* Very Low (1.0-1.49); Low (1.52-49); Undecided (2.5-3.49); High (3.5-4.49); Very High (4.5-5.0)

In the same manner, the ANOVA result ($F_{(2, 194)}$, $p > 0.05$) confirmed that there exists no statistically significant difference among the three groups as far as the aforementioned items are concerned. In other way round, for the three groups of the faculty, performance evaluation has been carried out against the criterion which was not checked for their relevance and appropriateness to the classroom instruction.

During the FGD, participants were also asked to point out some of the major problems related to instructors' performance evaluation. Accordingly, they forwarded that the criterion for evaluation were prepared by the institutions, without taking in to account the reality that prevail in their respective institutional working conditions. On the other hand, when they are dissatisfied with the criteria they prepared, some institutions have directly adopted the criteria and experience of former universities like AAU. When it goes to the ground, said the participants, little has been achieved compared to the intended goal of staff performance evaluation. This implies that, staff performance evaluation is done with less attention in those HLIs that it is not integrated with teaching-learning activities thus, demands corrective measures.

In the same way, participants of FGD reported that orientation on performance were not given to the faculty, goals, objectives, standards of evaluation are less likely communicated to the staff and there is no mutual goal setting for better performance evaluation so as to enhance the teaching learning process. This needs corrective measures as the saying goes "if you know where you want to go, you are more likely to get there".

In the same table, such items like the fairness in the practice of staff performance evaluation, its relevance for improving classroom instruction

and its objective (uniform) application across all departments were rated differently by the three groups of respondents.

In this regard, assistant graduates, and lecturers or above together disagree on the fair application of staff teaching performance evaluation and hence less likely to support effective teaching in the campus as the mean score is low (1.5-2.49). Whereas, assistant lecturers tend to perceive the fair practice of performance evaluation, its relevance to improve classroom teaching and its objective implementation across all departments as the mean score of their response ranges between 2.5-3.49.

The one-way ANOVA also confirm that there exists statistically significant differences in perception for the above three items among the groups as the calculated values at $(F(2,194), P<0.05)$ are larger than the F-critical which is 3.04. This variation may be attributed to the advantages that assistant lecturers got from evaluation for their promotion than the other two groups.

4.3.5 Staff Leadership and Management

Table 12: The Influence of Faculty Leadership and Management on Classroom Teaching

Items	Instructors N=164		Dep't Heads N=33		t-test
	Mean	SD	Mean	SD	
Low staff participation in decision making	3.84	1.37	3.73	1.20	-0.45
Less conducive work environment	3.62	1.3	2.52	1.5	-4.09*
Inefficient communication system	3.47	1.32	3.45	1.37	-0.06
Inefficient assignment of each faculty responsibility	2.84	1.5	2.52	1.23	-1.16
Lack of proper allocation of resource to priority activities to enhance effective instruction	4.29	0.93	4.18	1.0	-0.62
Administrators do not seek solutions to problems encountered by the faculty members	3.73	1.27	2.61	1.51	-4.48*
Institutional rules and regulations are not fair and do not create an enabling work environment	3.88	1.27	4.0	1.27	-0.47
Lack of freedom to teach in one's area of specialization	2.79	1.31	3.0	1.90	0.75
Lack of professional autonomy or control over one's area of teaching responsibility	3.97	1.4	2.24	1.0	-6.65*
Lack of fair and just treatment of academic staff by faculty administrators	4.18	1.17	2.52	1.32	-7.01*
Lack of opportunities for preferred job assignment	3.88	1.18	3.70	1.0	-0.84

SD- standard deviation; **df**=197; **P**=0.05; **T-critical**=1.98; significant at 0.05*
Not a Problem (1.0-1.49); Minor Problem (1.5-2.49); Moderate Problem (2.5-3.49); Serious Problem (3.5-4.49); Very Serious Problem (4.5-5.0)

In order to identify the major problems related to faculty administration that are negatively affecting instructors' classroom teaching, respondents provided their ratings according to instructions specified. The above table bears the mean score and t-values computed against each items.

As depicted in Table 12, instructors and department heads registered a close mean score on such aspects of faculty administration as low participation of academic staff in decision making process that concern

their academic career, inefficient allocation of resources to priority activities, and lack of opportunity for preferred job assignment were rated as serious problems (3.5-4.49) to effective classroom teaching. As a consequence, both groups of the teaching staff were discontented with the practice of faculty administration in their institution in which they are key personnel. The t-test result for the above stated items show insignificant difference in the mean scores, between the two groups, since t-obtained are less than t-critical (1.98) at $df=195$ and 95% level of confidence.

Disregarding the participation of faculty members at various hierarchical levels on issues that concern them, undermining their job preferences and areas of interest as well as failing to furnish resources required for their task accomplishment highly jeopardize most of the academic work, particularly teaching.

From items presented in Table 12, such items as 'administrators do not seek solution to problems encountered by faculty members', lack of fair and just treatment by management bodies, inefficient assignment of each faculty responsibility, and 'lack of professional autonomy over one's area of teaching responsibility' 'inefficient administration in creating conducive work environment for instructors' were rated as serious problems (3.5-4.49) to effective classroom teaching by instructors. Whereas department heads took them as moderate problems (2.5-3.49) to classroom instruction. Using an independent two sample t-test an attempt was made to examine whether such mean variations are statistically significant or not between the two groups. Computed t-value in the table for such four items shows there exists significant difference in perception between instructors and department heads as t-obtained for all items are larger than t-critical at $df=195$ and $p<0.05$.

Such difference in perception is natural as department heads are also partly accountable to those administrative problems. Probably it is for the sake of compromising that they have rated the items as moderate problems than as serious bottle necks to classroom teaching as that of instructors.

During the time of FGD, participants disclosed some of the administrative problems to effective teaching and learning in their respective institution. Accordingly, autocratic management, forcing staff members to re-grade student's result, political interference, unnecessary interference of some management bodies in areas that does not concern them and generally lack of power to take part in most critical aspects of decisions as well as less concern given to faculty members voice are administrative problems in those HLIs hindering the teaching-learning process.

These problems, apart from their impact on the instructional process, are the major obstacles for health work atmosphere. Failure to maintain a fair state of faculty administration could spoil both job satisfaction and the main purpose of the institution, that is, the teaching learning process.

From the same table, lack of freedom to teach in one's area of specialization was rated as minor problem (1.5-2.49) to classroom teaching by the two groups. The t-test also confirms that there exists no significant difference between instructors and department heads. This case could be linked with the fact that academic employees in universities, unlike in other social organizations, enjoy a considerable degree of autonomy of teaching in their field of specialization (Morril & Spees, 1982).

4.3.6 Compensation and Fringe Benefits

Table 13: Summary of One-way ANOVA on the Effect of Workplace Compensations and Fringe Benefits on Classroom Teaching

ITEMS	Sample Groups	Mean	Mean Squares		F-test
			Sb^2	Sw^2	
Lack of recognition for job well done	AGs	3.71	Sb^2	2.03	1.33
	ALs	3.86	Sw^2	1.52	
	LCs	3.33			
Absence of security of tenure (guarantee to continue your employment)	AGs	2.55	Sb^2	11.96	8.01*
	ALs	1.97	Sw^2	1.49	
	LCs	1.56			
Inadequate compensation for extra workload	AGs	4.54	Sb^2	0.13	0.22
	ALs	4.54	Sw^2	0.58	
	LCs	4.67			
Absence of adequate compensation for annual leaves lost because of extended teaching	AGs	4.15	Sb^2	0.56	0.59
	ALs	4.25	Sw^2	0.94	
	LCs	4.39			
Lack of adequate transportation services between home and campus	AGs	4.13	Sb^2	2.12	1.39
	ALs	4.38	Sw^2	1.52	
	LCs	3.94			
Lack of adequate housing and household facilities	AGs	3.93	Sb^2	3.29	2.61
	ALs	4.30	Sw^2	1.26	
	LCs	4.28			
Lack of staff lounge, recreational grounds and other entertainments in the campus	AGs	3.68	Sb^2	2.96	2.47
	ALs	3.97	Sw^2	1.20	
	LCs	4.17			
Lack of adequate office space with necessary facilities	AGs	4.15	Sb^2	0.73	0.64
	ALs	4.14	Sw^2	1.14	
	LCs	4.44			
Lack of fair promotion policies and practices	AGs	2.99	Sb^2	15.87	10.4*
	ALs	3.49	Sw^2	1.52	
	LCs	4.33			
Lack of opportunity to create and generate income in one's area of specialization either in or out of the university	AGs	4.09	Sb^2	1.28	0.99
	ALs	4.33	Sw^2	1.29	
	LCs	4.17			

AGs- Assistant Graduates; **ALs-** Assistant Lecturers **LCs-** Lecturers; **Sw²-** mean square within group; **Sb²-** mean square between group; **Df=(2,194)** ; $P>0.05$; $F_{critical}=3.04$; significant at 0.05* Not a Problem (1.0-1.49); Minor Problem (1.52-4.9); Moderate Problem (2.5-3.49); Serious Problem (3.5-4.49); Very Serious Problem (4.5-5.0)

As depicted in Table 13, assistant graduates, and assistant lecturers as well as lecturers and above provided their responses whether the application and problems related to compensation and fringe benefits are affecting their classroom teaching in their institution. Accordingly, the first item that reads as 'lack of recognition for job well done' was rated as a moderate problem (2.5-3.49) by assistant lecturers and as a serious problem (3.5-4.49) to classroom teaching by the remaining two groups of the staff. Though there is a slight mean score difference among the three groups, the ANOVA result ($F(2,194)=1.33, P>0.05$) shows no statistically significant difference in their response. This implies that the three groups in their institution were not well acknowledged for their good classroom teaching.

Especially, this problem comes to the front line among others for assistant graduates and lecturers and above - the largest proportion of the teaching staff in those HLIs.

On the other hand, absence of the security of tenure is a minor problem (1.5-2.49) for assistant lecturers and lecturers or above in affecting their classroom instruction. Whereas, it is a moderate problem (2.5-3.49) to assistant graduates. The ANOVA test result ($F(2,194)=8.01, P>0.05$) also approved this variation as the F-obtained is greater than F-critical (3.04). security of tenure may be a concern to assistant graduates since they have not achieved the level of academic qualification that enable them to stay in the university more than a few years.

In the same manner for the problem that reads as 'lack of fair promotion policies and practices', a significant difference in mean score was observed at ($F(2,194)=10.47, P<0.05$) among the three groups. Whereas, lecturers and above took it as a serious problem (3.5-4.49) to their classroom teaching,

assistant graduates and assistant lecturers rated it as moderate problem (2.5-3.49) and minor problem (1.5-2.49) respectively. In other way round, the practice of promotion in the newly established public HLIs was not commensurate with the expectations of lecturers or above staff members. Thus, their classroom teaching was harmed due to the absence of fair promotion practice and policy.

On the other hand, all the three groups rated four items presented in Table 13, as serious problems (3.5-4.49) to effective course teaching in their institution. These are inadequate compensation for extra workload, absence of adequate compensation for annual leaves lost because of extended teaching, lack of transportation service and lack of office space with necessary facilities. In order to see whether the three groups of respondents significantly differ in their mean score or not, the ANOVA test was run. Hence, there is no significant statistical difference for the above four items among the three groups of respondents as the F-obtained at $(F(2,194), P>0.05)$ for each of the four items are less than F-critical (3.04).

Mixed mean scores ranging from moderate (2.5-3.49) to serious (3.5-4.49) were obtained for the following problems (items) with the slight variation among the three groups. These are problems like lack of housing and household facilities, lack of recreational facilities in the campus and lack of opportunity to create and generate income in one's area of specialization either in or out of the campus. However, as to the ANOVA result at $(F(2,194), P>0.05)$ there exists no significant variation in perception among the three groups. Thus, the above three problems of compensation and fringe benefits are also found to be bottle necks to classroom teaching in those HLIs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Major Findings

The main objective of this study was to assess faculty members' perceived effects of workplace conditions on classroom teaching in the newly established public universities in Ethiopia. The specific objectives were directed to identify the main classroom teaching tasks of instructors in HLIs, and to examine the effects of on-the-job professional training and staff teaching performance evaluation practices, instructional resources, the level of faculty workload and compensations, and faculty administration practices on instructors' classroom teaching. In achieving these objectives, five basic questions have been raised:

1. What are the major tasks of faculty members in offering courses in HLIs? To what extent are these tasks important for effective classroom teaching?
2. To what extent do the availability (or unavailability) and utilization of instructional resources affect staff effectiveness in classroom teaching?
3. Do the practice of on-the-job professional training and staff teaching performance evaluation affect classroom instruction in HLIs?
4. To what extent does the practice of faculty leadership and management affect classroom teaching in HLIs?
5. To what extent do the levels of instructors' teaching load and compensation practices as well as applications of fringe benefits in HLIs affect effective classroom teaching?

In order to address the questions specified above, a descriptive survey research was conducted in three sample newly established universities namely, Debre Brehan, Soddo and Wellega. These sample universities were selected through lottery method of simple random sampling. Moreover, 164 instructors and 33 department heads were selected from the sample institutions to fill the questionnaires using proportional stratified sampling.

Whereas, six volunteer instructors from each selected institution including both instructors of different academic ranks and department heads from different faculties have participated in FGD.

Data were collected by means of questionnaires, FGD and document review. The obtained quantitative data were analyzed using such statistical tools as percentage, chi-square, independent sample t-test and one-way ANOVA. As a result, through both quantitative and qualitative analysis the following findings were obtained.

5.1.1 Characteristics of the Respondents

Results obtained from background information of the respondents have revealed that: First, the teaching staff of the sample newly established public universities were male dominated. Secondly, majority of the academic staff were young belonging to less than 35 years old. Thirdly, more than half of the academic staff in those HLIs were first degree holders. On the other hand, a very small proportion of the faculty had Ph.D. Assistant graduates and assistant lecturers together accounts about two-third of the staff composition. On the contrary, there were no associate professors and professors in the staff composition working as instructors or department heads. Nearly, half (48.5%) of the teaching staff had less than five years teaching experience in HLIs. On the other hand, no faculty member had a teaching service more than 20 years in college or university.

5.1.2 Major Classroom Teaching Tasks in HLIs

- a) Concerning the main tasks being taken in to account for classroom teaching practice, the study revealed that; both the department heads and instructors perceived that course outline preparation, conducting face-to-face teaching, student performance assessment and monitoring their progress, providing timely feed on students' result, taking attendance and reporting students' result (grade) to the concerned body as very important (4.5-5.0) tasks in classroom teaching.
- b) About six tasks presented were perceived as very important (4.5-5.0) by the department heads surveyed and perceived as important (3.5-4.49) in classroom teaching by the instructors. These tasks were reviewing the course curriculum, supervising the project and research work of students, assessing and evaluating both teaching and the course, preparing course plan, consultation of students, and conducting tutorial classes. Here, the two groups have differed also in their opinion.
- c) Finally, less importance (1.5-2.49) of preparing teaching aids, reading material preparation, conducting research related to the course and participating on on-the-job professional development to classroom teaching was given by instructors. This might be due to lack of job specification for instructors that clearly states the major duties and tasks to be performed.

5.1.3 Workplace Conditions Affecting Classroom Teaching in HLIs

It can be learnt from this study that different workplace conditions are affecting instructors' classroom teaching in the HLIs surveyed. The major findings are presented in the following pages.

5.1.3.1 On-the-job Professional Training Practice

From the data analyzed, results regarding the effect of on-the-job professional training practice of academic staff on classroom teaching, it was found that:

- a) Low emphasis given to improve the professional knowledge and skills of the faculty, inadequate assessment on instructors' pedagogical needs for training, lack of adequate time for engaging on professional training, reluctance of the university management to invest considerable budget to such training and absence of well-designed on- the-job professional training were identified by more than half of the respondents as major problems hindering effective classroom teaching in the newly established public HLIs surveyed.
- b) Nearly, about two-third of the instructors agreed that the contribution of on-the-job professional training is high in providing instructors' with the strategies that they should incorporate in their classroom teaching and in promoting their efforts to improve student achievement.
- c) Moreover, lack of equal opportunity for on-the-job professional training, absence of diversified training on such issue and absence of on-the-job professional training consistent with the immediate pedagogical needs of the teaching staff were also pointed out as bottle necks to effective classroom instruction in those HLIs.

5.1.3.2 Educational Materials and Facilities

- a) It was found in the study that, conditions of laboratory and workshops as well as staff training programs to fully utilize the

available instructional resources were very poor in the newly established HLIs for classroom teaching. The study also disclosed that inadequacy of up-to-date reference materials, irrelevance of most of the available reading materials, poor conditions of office space and supplies, inadequate internet connection, and unavailability of adequate instructional technologies were found to be among the factors obstructing the instructional process in those HLIs.

- b) As revealed by the study, both groups perceived that every instructor has good access to the available resources and has good opportunity for selecting and ordering instructional resources for purchase.

5.1.3.3 The Practice of Staff Teaching Performance Evaluation

- a) From results of the study, it was found that teaching staff performance evaluation was not based on well-defined objectives and standardized criteria; the reliability and validity of the criterion were not supported by studies, the evaluation process was not conducted by well trained personnel, results of evaluation were rarely made known to individual instructors. The positive presence of these items were rated as very low (1.0-1.49) and low (1.5-2.49) by the graduate assistants, assistant lecturers and lecturers or above respectively.
- b) The study also showed fairness in the practice of staff performance evaluation, the relevance of performance evaluation in improving classroom instruction, and its objective application across all faculties or departments were rated as fair (2.5-3.49) by assistant lecturers. However, the same items were rated as low (1.5—2.49) by assistant graduates and lecturers or above. All the above mentioned items were taken as road blocks to effective classroom teaching by the three groups with slight variation.

- c) Participants of the FGD, have also disclosed that almost all staff members do not trust the performance evaluation result since it was not based on common goal setting, was processed by improper personnel and students do it carelessly as well as it did not take in to account the prevailing workplace conditions in their respective institutions.

5.1.3.4 Heavy Workload

- a) About 89 (55%) of instructors and 26 (78.8%) of department heads were overloaded as they have shouldered more than 12CHrs/week and 6CHrs/week respectively.
- b) From the study it was found that; teaching many classes; teaching two or more courses within a semester, teaching related activities, searching and collecting necessary reference materials were rated 'high' (3.5-4.49) by department heads and instructors as activities contributing to staff heavy workload. Whereas, routine administrative works, different committee works and staff development programs were activities taken as having moderate (2.5-3.49) contributions to faculty members' heavy workload. On the other hand, such tasks as student consultancy and research supervision, conducting research and personal related activities were found to be having 'low' (1.5-2.49) contribution to teaching staff heavy workload.
- c) Through FGD, it was found that, conducting tutorial classes, typing exam questions on computer, preparing handouts, photocopying and binding books, and assignment to teach different courses for different batches in a semester were activities that made the staff so busy adding up to their heavy workload.

5.1.3.5 Staff Leadership and Management

- a) Regarding the impact of administration on classroom teaching in the newly established HEIs, it was learnt that: Low participation of academic staff in critical decisions, inefficient resource allocation to priority activities, and absence of opportunity for preferred teaching assignment were found to be serious problems (3.5-4.49) to conduct effective classroom instruction.
- b) On the other hand, such administrative problems like: faculty administrators reluctance to seek solution to problems encountered by instructors, lack of fair and just treatment by management bodies, inefficient assignment of each faculty responsibility, lack of professional autonomy over one's area of teaching responsibility and inefficient management in creating conducive work environment for teaching staff were regarded as moderate problems (2.5-3.49) to classroom teaching by department heads.
- c) Moreover, qualitative data analysis result showed that autocratic management, forcing instructors to re-grade students' result, political interferences, and unnecessary interference of management bodies in specific duties of the staff members and less concern given to the voice of teaching staff were acute administrative problems seriously hindering effective classroom teaching. Lastly, lack of freedom to teach in one's area of specialization was rated as a minor problem (1.5-2.49) to effective classroom teaching practice.

5.1.3.6 Compensation and Fringe Benefits

- a) As far as compensation and fringe benefits are concerned, results of the study showed that; inadequate compensation for extra workload,

absence of adequate compensation for annual leaves lost due to extended teaching, inadequate transportation service and lack of offices with the necessary facilities were found to be serious problems (3.5-4.49) to effective instructional process in those institutions.

- b) Absence of fair promotion policies and practices were found to be serious problem (3.5-4.49) to classroom teaching for lecturers and above. Whereas, they were taken as minor problems by assistant lecturers and assistant graduates in impacting their classroom instruction.
- c) Such problems as lack of housing (house allowance) and house hold facilities, lack of recreational facilities in the campus and lack of opportunity to create and generate income in one's area of specialization were rated as serious problems (3.5-4.49) by lecturers and above to classroom teaching. Whereas, these were minor problems (2.5-3.49) to classroom instruction for assistant lecturers and assistant graduates. Nevertheless, as to ANOVA test they were taken as problems to classroom instruction nearly with same perception.
- d) Through FGD, the issue of payment for extra workload, extended teaching, material preparation, tutorial program and lack of research guarantee to the department were boldly raised as these are major problems of compensation in their respective institution thereby affecting classroom teaching.

5.2 Conclusion

At present HEIs in Ethiopia are expected to provide quality training to students, conduct knowledge driven and societal problem solving research as well as render various services to the community. More than anything else, effective accomplishments of these roles are highly dependent on the quality of workplace conditions. Nevertheless, from the findings of this study, it can be concluded that: the composition and quality of academic staff in the newly established HEIs in Ethiopia was seen much lower than the national standard. Most of the staff members are characterized by having little or no experience in teaching, shouldering heavy workload, male dominated, and assumed teaching in higher education teaching with inadequate qualification as well as without any pre-service professional training provided to them. As a result, these situations are affecting the quality of classroom instruction and research that are being carried out by the academic staff of those institutions.

The teaching-learning process in those HLIs is seriously affected by lack of adequate and well-facilitated educational resources; absence of adequate on the-job professional training; improper staff performance evaluation; lack of efficient staff leadership and management; heavy and unbalanced teaching load; and absence of appropriate compensation policy with lack of appropriate fringe benefits for the staff. As a result, these workplace conditions are the major factors hindering effective classroom teaching in the sample newly established public universities in Ethiopia. Relatively, almost all faculty members know what major roles are expected of them as teaching personnel in HLIs. Nevertheless, there was a gap in the case of faculty management in informing the teaching staff with the necessary information on what major responsibilities should be discharged by the teaching staff.

5.3 Recommendations

Based on the findings and conclusions drawn in this study, the following recommendations are forwarded.

- 1) It was found that in the newly established HEIs, instructors were not provided with the information on each and every duty they are expected to discharge. They rely on the experience of their senior staff members and their own while offering courses to trainees. Therefore, there has to be mechanisms like the provision of job description, manual papers and through meeting to inform the teaching staff about the major activities involved in classroom teaching. In addition to performing routine classroom teaching tasks, the management bodies should urge each teaching staff member to develop procedures for the review of new and existing courses as well as conduct research studies related to the courses being offered for enhancing the quality of teaching.

- 2) It has been proved that on-the-job professional training enhances instructor's classroom teaching. Thus, each HEI should implement professional development programs for instructors like professional experience sharing, refresher trainings, academic seminars and workshops that involve all the staff members with special emphasis to induction of the new ones. Such training provides teachers with an opportunity of developing and acquiring the knowledge and skills necessary to work with students while offering the course. Beside to formal training, each institution should also provide opportunities for instructors to assume responsibility for their own professional development through informal means. This gives opportunity to each staff member to see closely their classroom teaching as it is mainly

related with the real teaching experiences and fill up the gap that cannot be tackled through formal training. Moreover, the provision of such on-the-job professional training program should take in to account the pedagogical needs of both instructors and students, devote extensive resources as time, materials and incentives.

3) As indicated in this study, the teaching learning process is mostly hindered by the absence and inadequate instructional resources in those newly established universities. Thus, the institutions should develop and prepare a detailed list and specification of each needed materials for either purchase or search donors that work in this area. As much as possible they have to allocate recourses to priority activities that would enhance effective teaching and learning. Those institutions should also use the available instructional materials properly and efficiently. There ought to be training on this for instructors. The institutions should allocate enough budget to fulfill instructional technologies and provide internet connections to the staff through the means possible to them. Timeliness, adequacy, and relevance of the reading materials and library services of the universities have to be checked. On the other hand, those institutions should give due attention to the provision of office to instructors with adequately furnished facilities. These facilitates the work of effective teaching.

4) Since staff performance evaluation practices in the newly established sample public universities are encircled with many problems it has little contribution to effective classroom instruction and research. Therefore, the concerned institutions should find ways to increase the relevance of objectives, standard criteria and its result so as to enhance the instructional process. They have to facilitate the

development of evaluation criteria by qualified professionals that can go in line with their contextual reality. The evaluation process should also be carried out by appropriately trained personnel. The concerned body in the institution should provide timely feedback on the performance of instructors and the institutions ought to introduce incentive system for the staff members with the highest performance rating.

- 5) Both at the national and at the institutional level, regulatory framework that clearly state the system for teaching staff workload assignment has to be prepared so that each HLI can refer it as a base for such purpose. While assigning teaching load to the faculty members, department heads should consider the nature of the courses offered; time required for teaching preparation; the number of programs and classes to be handled; time spent by instructors while engaged in administrative and committee works; and time required while the staff is engaged on professional development trainings and research. To the greatest extent possible, those HLIs should protect instructors from non-essential duties that interfere with classroom teaching by creating a system that allows administrative staffs to perform their duties properly.

- 6) The management system and leadership style of those HLIs should create democratic and participatory atmosphere for the teaching staff. In the same manner, the concerned institutions should arrange necessary managerial training and experience sharing with the former sister institutions for faculty administrators, university presidents as well as for department heads. Moreover, formal training on university staffing should be designed and implemented by capable universities (like AAU) in collaboration with the MOE at the

national level so as to improve the management system of HLIs in the country.

- 7) It has been found that the compensation system and adequacy of fringe benefits in those newly established HLIs were not commensurate with the expectation and rights of the teaching staff. As a result, workable faculty compensation policy has to be designed and implemented both at the national and institutional levels. Those institutions should revisit their practice of compensation systems in the light of both at national or international practices and improve it accordingly.

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APPENDIX - A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be Filled by *Instructors and Department Heads*

Institution/University _____

Is the Respondent: *Department Head* or *An Instructor*

Dear Respondent,

The purpose of this questionnaire is to collect information, idea and opinion of university instructors and department heads about the effects of workplace conditions on faculty's classroom teaching in the newly established public universities in Ethiopia. To this end, you are given an opportunity to express your perception and opinion pertaining to effects of workplace conditions on classroom teaching of instructors in your university. Your observations and responses would be of great help to the success of this study. Therefore, you are kindly requested to extend your cooperation by frankly responding to the given questions.

Thank you in Advance for Your Cooperation!

Please NOTE that;

1. All the questions raised here are of equal importance to attain the objectives of the study. Failure to complete any of items will negatively affect the overall result of the study
2. You are NOT requested to write your name
3. All your response will be kept confidential and will be used only for this research work
4. Respond to all questions

Section One: Questions Related to Background Information

Direction: For the following statements choose one alternative and put "X" mark in the box that fits you.

1. Your Sex is Male Female
2. Your Age is
 Less than 25 years 25-36 years 36-45 years
 46-55 years over 55 years
3. Your current highest academic qualification is
 BA/BSc MA/MSc M.D/D.V
 Ph.D
4. Your total years of teaching in College or University is
 Less than 5 years 5-10 years 10-15 years
 15-20 years over 20 years
5. Your current Academic Rank or Title is
 Graduate Assistant Assistant Lecture Lecturer
 Assistant Professor Associate Professor ofessor
6. Have you had **Formal training in Pedagogy** (Science of Teaching) before you become university instructor/lecturer? YES NO
7. What is the amount of **Credit Hours or Lecture Equivalent Hours** (LEHs) that you are in charge currently including teaching non-regular program students? Put a tic mark under the here under options that indicate your weekly teaching load

≤ 3	4-6	7-9	10-12	13-15	16-18	>18

Section Two: Questions Related to On-the-job Staff Development Program

Direction: Below are listed statements about the role of on-the-job professional training in enhancing classroom teaching in higher education institutions. Please indicate the extent of your agreement or disagreement for each of the statements by putting "X" mark in the BOXES under your choice as defined below:

VL= Very Low L= Low M= Moderate H= High VH= Very High

No	Items	VL	L	M	H	VH
1	Instructors are encouraged to up-grade their teaching knowledge and skills					
2	Selection for staff development offerings are based on instructors' pedagogical needs of classroom teaching					
3	Adequate time is provided to instructors to engage and take advantages of staff development activities					
4	Staff development has provided instructors with strategies that they should incorporate in to their instruction					
5	Staff development has proved useful to instructors in their efforts to improve student learning					
6	There is well-designed on-the-job professional training					
7	The management is willing to invest considerable budget for faculty members on-the-job professional training					

Section Three: Questions Related to Instructional Resources and Facilities

Direction: *Listed below are series of statements that describe the status of instructional resources and facilities as related to classroom teaching in higher education. Please, after reading each of the items put "X" mark in the BOXES to show your rating as defined below:*

1= Very Poor 2= Poor 3= Fair 4= Good 5= Very Good

No	Items	1	2	3	4	5
1	Availability of necessary physical facilities in the classroom					
2	Adequacy of necessary reference materials in the library					
3	Relevance of the available instructional resources to courses offered					
4	Easy access of instructional resources to every instructor					
5	The condition of office space and facilities					
6	Conditions of laboratories and workshops					
7	The adequacy of internet connection					
8	The availability of instructional technologies like LCD, OHP & others					
9	The adequacy of staff training to fully utilize the existing instructional resources					
10	Opportunities given to instructors in selecting and ordering instructional materials for purchase					

Section Four: Questions Related Staff Teaching Performance Evaluation

Direction: *Listed below are statements that describe the process and practice of academic staff teaching performance evaluation. Please show your agreement or disagreement by putting “X” mark under the option that closely matches your perception as defined below:*

1= Very Low 2= Low 3= Undecided 4= High 5= Very High

No	Items	1	2	3	4	5
1	Classroom teaching performance evaluation is fair and directed towards improving instructors teaching effectiveness					
2	Teaching performance evaluation is based on well-defined, objective, and standard academic criteria					
3	Teaching performance evaluation criterion and standards are supported by adequate studies of their reliability and validity aimed at improving classroom teaching					
4	The evaluation process is conducted fairly by appropriately trained person/s for getting accurate results in order to improve classroom teaching					
5	Teaching performance evaluation results are made known to the individuals concerned with constructive suggestion and reward to improve classroom teaching					
6	Staff evaluation has shown to be compulsory for improving instructors’ classroom teaching Staff performance evaluation					
7	Teaching performance evaluation is applied objectively across all faculties and departments					

Section Five: Questions Related to Faculty Members Workload

Direction I: *Listed below are areas of activities or tasks that an academic staff is expected to engage on while working in higher education institutions. Please show the extent to which each activity contribute to your heavy workload and negatively affect your classroom teaching by putting "X" mark under the option that closely matches your rating as defined below:*

1= Very Low 2= Low 3= Moderate 4= High 5= Very High

NO	Items	1	2	3	4	5
1	Teaching many classes					
2	Teaching two or more courses in a semester					
3	Routine administrative works					
4	Participating in different committee works					
5	Teaching related activities (Like, preparing handout text book and module, correcting student papers, teaching preparations)					
6	Student consultancy and research supervision					
7	Searching and collecting necessary reference materials					
8	Doing research					
9	Rendering services to the public/Community					
10	Personal related activities					
11	Participating in staff development programs or trainings					

Section Six: Questions Related to Staff Leadership and Management

Direction: Listed below are statements that describe about different aspects of institutional arrangement and academic administration related problems negatively affecting classroom teaching in university. Please, show the seriousness of those problems in your university by putting “X” mark under the option that closely matches your perception as defined below:

**1= Not a Problem 2= Minor Problem 3= Undecided 4= Moderate Problem
5= Serious Problem**

No	Items	1	2	3	4	5
1	Low academic staff participation in decision making in matters that affect their academic work					
2	Inefficient administration to create conducive work environment for instructors					
3	Absence of fast an adequate communication system in the campus					
4	Inefficient assignment of each faculty responsibility					
5	Lack of proper allocation of resource to priority activities to enhance effective instruction					
6	Administrators do not seek solutions to problems encountered by the faculty member					
7	Institutional rules and regulations are not fair and do not create an enabling work environment					
8	Lack of freedom to teach in one’s area of specialization					
9	Lack of professional autonomy or control over one’s area of teaching responsibility					
10	Lack of fair and just treatment of academic staff by faculty administrators					
11	Lack of opportunities for preferred job assignment					

Section Seven: Questions Related to Workplace Compensations and Fringe Benefits

Direction: *The following statements indicate some common problems related to workplace compensations and fringe benefits that negatively affect classroom teaching in universities. Please, show the seriousness of those problems in your university by putting "X" mark under the option that closely matches your perception as defined below:*

**1= Not a Problem 2= Minor Problem 3=Moderate Problem 4= Serieuse Problem
5= Very Serious Problem**

No.	Items	1	2	3	4	5
1	Lack of recognition for job well done					
2	Absence of security of tenure (guarantee to continue your employment)					
3	Inadequate compensation for extra workload					
4	Due to low salary engaging in private or out of university works to supplement one's income					
5	Absence of adequate compensation for annual leaves lost because of extended teaching					
6	Lack of adequate transportation services between home and campus					
7	Lack of adequate housing and household facilities					
8	Lack of staff lounge, recreational grounds and other entertainments in the campus					
9	Lack of adequate office space with necessary facilities					
10	Lack of faire promotion policies and practices					
11	Lack of opportunity to create and generate income in one's area of specialization either in or out of the university					

Section Eight: Questions Related to Major Teaching Tasks in Higher Learning

Institutions

Direction: *The following statements are the major teaching tasks to be performed by the faculty member in HLIs. Please rate each stated tasks as to what extent are they important to your classroom teaching as defined below*

1= Not Important 2= Less Important 3= Somewhat Important 4= Important 5= Very Important

No.	Items	1	2	3	4	5
1	Review and up-date the course curriculum					
2	Designing and preparing course outline					
3	Conducting face-to-face teaching					
4	Supervising (projects and research)					
5	Assessing and evaluating (teaching and courses)					
6	Conducting research studies related to the course					
7	Preparing course plan (annual plan and lesson plan)					
8	Developing and prepare teaching aids					
9	Developing reading materials (handout, text and module)					
10	Assess students' performances (both written and oral presentations)					
11	Provide timely feedback orally or in writing					
12	Make follow-up on development and progress of students					
13	Plan and implement students' consultation program					
14	Take students' attendance					
15	Plan and implement tutorial classes					
16	Participating in professional development programs					
17	Reporting students' result on time to the concerned body					

APPENDIX - B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Guide for Focus Group Discussion (FGD)

Date _____

Institution/University _____

Time FGD started _____

Time FGD ended _____

Number of participants _____

Introduction

This guide for FGD is presented to generate relevant information or data concerning instructors' perception about the Effects of Workplace Conditions on Classroom teaching in the newly established public universities in Ethiopia. It is my believe that in generating the data for research purpose, due attention should be given to the ethical concerns that would develop the trust in part of the participants.

Accordingly, the following ethical considerations are presented to be discussed with research FGD participants ahead of getting in to the actual discussion.

- Your participation in this study is on voluntary basis
- You have the right to withdraw, to change your ideas or to edit your recorded ideas
- While the information you give belongs to you, the interpretation totally belongs to me (the researcher)

- Your anonymity and confidentiality of your information holds the heart of this research

During the FGD:

- Participants are encouraged to discuss their opinions. There is no right or wrong answer and difference of opinion are perfectly acceptable.
- Both positive and negative arguments are welcomed.
- Notes are being taken during this discussion so that an accurate summary can be prepared. All comments are strictly confidential
- A brief short explanation is given on the definition and aspects of workplace conditions and classroom teaching to participants in the context of higher education institution.
- Participants are informed that there are six cluster of questions up on which they discuss

Questions for FGD

A. Instructional Resources and Facilities

1. How satisfied are you with the availability and quality of your instructional materials and facilities (such as stationery, libratory, office, ICT, Classroom conditions, laboratory conditions and etc) in your university?
2. Do you have altered your teaching because of lack of teaching resources and facilities? How does the availability or unavailability of instructional materials affect your teaching in your current institution?
3. Describe the degree of involvement in selection and prescription of instructional materials in your university

B. On-the-job Staff professional Training Programs

1. How would you evaluate the number and types of staff development opportunities related to classroom teaching in this university?

2. How relevant are the trainings in promoting your classroom teaching? Please cite practical examples or incidents that illustrate this.

C. Academic Staff Workload

1. Is your current workload weight (both in teaching and non teaching) affected your classroom teaching? Please explain its impact with practical examples
2. What are the main reasons in this university for instructors to shoulder heavy workload?

D. Staff Teaching Performance Evaluation

- How do you evaluate the practice of instructors teaching performance evaluation in terms of criterion used, its implementation process, feedback information and its purpose? Explain in what way your classroom teaching has been enhanced or retarded due to staff performance evaluation practice in this university

E. Workplace compensations and Fringe Benefits

- How do you evaluate the adequacy, appropriateness and practice of workplace compensations and fringe benefits in relation to either promoting or hindering your classroom teaching in this university?

F. Faculty Administration and Management

1. Would you forward your general impression about the nature and practice of institutional arrangement and faculty administration in affecting classroom teaching in your university
2. What problems do you feel are there regarding staff leadership and management as related to your day-to-day teaching?

Declaration

I, the undersigned, declare that this thesis is my original work, and has not been presented for a degree in any other university; and that all sources of materials used for the thesis have been duly acknowledged.

Declared by:

Name Miressa Bekabil

Signature 

Date 09/07/2010



Approved by Advisor:

Name Ato Melaku Yimam

Signature 

Date 09/07/2010

Place and Date of submission: Addis Ababa, July 2010