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ACADEMIC STAFFING OF PUBLIC HIGHER EDUCATION INSTITUTIONS IN ETHIOPIA: ISSUES AND CHALLENGES

By Desalegn Kifle Bereded

Approved by the Board of Examiners

Yekuno. A	Yekuno
Chairman, Department of Graduate Committee	**Signature**
Taddele Hagos	
Advisor	**Signature**
Befekadu Lelete	
Internal Examiner/s	**Signature**

ACADEMIC STAFFING OF PUBLIC HIGHER EDUCATION INSTITUTIONS IN ETHIOPIA: ISSUES AND CHALLENGES

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By Desalegn Kifle Bereded

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ACRONYMS

AAU	Addis Ababa University
AU	African Union
AVP	Academic Vice President
AAVP	Associate Academic Vice president
CHE	Commission for Higher Education
CPD	Continuing Professional Development
EC	Ethiopian Calendar
EMIS	Education Management Information System
ESLCE	Ethiopian Schools Leaving Certificate Examinations
FDRE	Federal Democratic Republic of Ethiopia
HEI	Higher Education Institution/s
HR	Human Resource
HSIU	Haile Selassie I University
ICT	Information and Communications Technology
IT	Information Technology
MD	Medical Doctor
DVM	Doctor of Veterinary Medicine
MOE	Ministry of Education
MCS	Ministry of Civil Service
OECD	Organization for Economic Cooperation and Development
PG	Post Graduate
PR	Public Relations
PTR	Pupil Teacher Ratio
UG	Under Graduate
UCAA	University College of Addis Ababa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America/Also written US/
WB	The World Bank/The Bank/
WHO	World Health Organization
WWII	World War Two/The Second World War /

Abstract

Academic staffing remains to be a problem in Higher Education and can be considered as one of the most critical challenges that HEIs are now facing and which they need to make great efforts to resolve. Expansion and increased enrolment in higher education precipitated the shortage of appropriately qualified academic staff. Public HEIs, therefore, are competing with each other, the private HEIs and with organizations outside the educational sector for this crucial resource. This paper explored current issues and challenges of academic staffing; academic staff recruitment, development, retention and separation of the academic staff in public HEIs in Ethiopia. The research was designed to be descriptive qualitative and quantitative approach and survey. Qualitative and quantitative data were used to solicit information for this research. Four public universities, two from the relatively old and two from the newly established ones were chosen using purposive sampling techniques. A total of 140 academic staff and 34 academic officers working in the four universities participated in the study filling questionnaires and/or answering to interviews. The results of the study showed that the HEIs were facing almost similar challenges in recruiting appropriately qualified academic staff with advanced Degrees and higher academic designations. In many occasions fresh Bachelors graduates were assigned to handle courses and engaged in teaching. Retention of the academic staff in some disciplines particularly was difficult, and turnover has been high. The academic staff go moonlighting to supplement for their low incomes at the expense of their academic duties and obligations to the employing institution. Lots of push and pull factors lure away the academic staff from the public HEIs even if staff separation due to age currently can not be a serious concern. The public HEIs need to devise a motivational scheme and incentive packages, and reduce pull factors as much as possible so that they will be able to retain the academic staff in the system and attract new ones as well. The HEIs have to enjoy a certain degree of autonomy in carefully recruiting and employing fresh Bachelor's graduates, and fixing the salary and payments of the academic staff based on a job market survey. The newly established HEIs have to reconsider the issue of academic staffing before hastily venturing into the arduous task of PG teaching.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background, purpose and significance of the study. It states the problems identified as causes of the study, the extent to which the study is delimited, the limitations encountered during the research, and shows how the study is organized. Some key terms used in the study were also defined in the chapter.

1.1 Background of the Study

Higher education provides an opportunity of developing potential in an individual and society. By training the young, disseminating knowledge generated elsewhere, generating new knowledge through research and providing the necessary public service through consultation and technical advice, higher education plays an indispensable role in the socio-economic and political growth, modernization and development of the wealth of a nation (Barnes, 1994, Tettey, 2006,). All sectors of the economy, societal and political activities as well as the over all education system, are provided with their qualified manpower by the higher education sector. Therefore, expanding and developing quality higher education became a prime public agenda which has been given priority. In response to the increased demand for higher education, countries allocated a significant portion of their budget and allocated resources for the establishment and expansion of higher learning institutions. Private institutions flourished along side the public in realization of the growing demand for quality higher education.

Higher education requires an appropriately qualified and experienced and sufficient number of academic staff to produce quality graduates and provide quality service to the society (Fielden, 1998).This implies that it is imperative for the higher education institutions to get and retain quality academic staff. Recruitment, employment, and retention of the academic staff, especially getting individuals with advanced degrees and supplying the system are important issues regarding the higher education institutions calling for critical attentions and timely intervention. Getting sufficient number of qualified and competent academic staff, as

well as the issues of promotion, suitable working and living conditions, perks and remuneration, teaching loads, research, professional development and retention and the like remained to be the challenges the Higher Education Institutions(HEIs) face in overcoming their duties successfully. The problem of academic staffing is more pressing especially to the low economic countries with a younger tradition of higher education (World Bank, 2000).

Ethiopia had a long history of traditional and church (religious) education even though modern education is an imported one and a relatively younger phenomenon. Likewise is higher education which dawned in the country a little more than six decades ago. As the situation then obliged, the initiation of a higher education was an attempt to meet the urgent demands of qualified personnel. At the beginning, the areas of studies were kept limited and the number of students attending higher learning was very low. The higher education system, the syllabus, the reference books and the texts as well as the academic and the administrative staff were all foreign (Teshome, 2007, Ajaye *et al, 1996*, Teshome, 1990*)*.Only a few hundred graduated from the University College of Addis Ababa (the only HEI then offering a degree program) in the first decade of its existence in 1961 (Teshome, 1990, Ajaye *et al,*1996).

It will be important to note here that the initiation was a far sighted approach to meet the current and future manpower needs of the country, of creating a "knowledge society" and modernization. Nevertheless, the Ethiopian higher education met international standards at an early stage (World Bank, 2004) and the sector gradually expanded as new colleges, faculties, institutes and schools were opened. On the long run, the demand for higher learning increased and continuous attempts were made for its expansion and development. Gradually thousands of students joined higher education and graduated at the various levels of trainings offered. The seeds planted a little more than half a century ago, therefore has taken us as far as the present achievements in the expansion and development of higher education in the country.

Irrespective of the paramount importance it has in development of a nation and the understanding, the pace of expansion of higher education in Ethiopia, however, remained remarkably slow, slower even to the levels of Sub-Saharan countries which achieved their independence late in the 1960's. A single university, i.e. Addis Ababa University with its current name, and a few junior colleges existed until recent years with a notably low intake

and enrolment capacity (Teshome, 1990). Access level to higher education up to 2000 G.C remained below 1% which was dismally low at any measures and proportion (UNDP, 2004).

Since recent years, however, the rate of expansion of higher education gained momentum, and additional new universities were established through out the country as a deliberate attempt in expanding higher education. The colleges once under Addis Ababa University were upgraded in facilities and programs, and given the status of a university (1997-2005) and additional eleven new universities were established. Consequently the number of public universities under the auspices of the Ministry of Education alone reached twenty two. A lot of regional colleges appeared to the scene and, also importantly, the private sector showed a heated interest in the sector which in turn made an important contribution to the expansion (Teshome, 2007). Consequently, enrolment to higher education increased notably even if the access level is still rated low standing (below five percent of the relevant age cohort). In the previous five years (2006-2010), enrolment in higher education rose from 138,159 to 309,092 for the undergraduate and from 3604 to 10,125 for the graduate programs (Damtew, 2010; MOE, 2010).

This unprecedented expansion in higher education naturally demanded more academic staff to be recruited and employed. Thus, to look into the challenges and issues surrounding academic staffing seems imperative.

1.2 Statement of the Problem

The speedy expansion of public and private higher education institutions in the last decade and the rise in enrolment, besides undoubtedly putting pressure on infrastructure and resources, increased the demand for qualified and competent academic staff. Despite the fact that the student enrolment has to be proportionately met with the academic staff, this does not seem probable in the case under discussion. The student-teacher ratio remained wide over the years (MoE, 2010) as the supply of the academic staff failed to meet the pace of expansion and increased enrolment. Proportion of the quality of instructors, even to the lowest standard set was hardly maintained at the under graduate and the graduate education levels as more than 50% of the national staff teaching in public Higher Education Institutions in 2008/09

academic year were Bachelor's degree holders and only a small number of them were qualified at the PhD level (MoE, 2009).

Higher Education Institutions function fairly well and maintain the quality of education they offer and produce quality graduates if the necessary appropriately qualified academic staff is sufficiently fulfilled to them along with other vital resources. Getting and retaining an ample number of qualified and experienced academic staff however, remained to be a deficiency in most of the higher education institutions in Ethiopia. Teshome in this respect argued that "the critical situation in the expansion of higher education in Ethiopia that has a great bearing on the quality is the adequacy and capacity of [the] academic faculty. The issue here is not only the shortage but also the poor caliber of those employed by the institutions." (Teshome, 2007:105). Despite the increase in graduate enrolment, the number of instructors with advanced academic degrees was inadequate in most cases (Teshome, 2007).

In many occasions students were to attend lectures in crowded halls. Instructors were supposed to handle many courses and take heavy loads and supervise many students which constrained their chance of research which also was their vital task as an academician of a higher learning. There were occasions where the problem of getting instructors was so severe that courses were to be dropped or postponed. In the attempt to overcome the piercing shortage of qualified academic staff, fresh graduates with a Bachelor's degree and with little or no experience and teaching skill were allowed to handle courses and lecture in the universities (Teshome, 2007).

The expanding private institutions and other governmental and non governmental offices competed with the public higher education institutions for the same resource keeping the latter at a loss. On top of that, lot of the academic staff was lured away from the profession because of various reasons (Witten & Mitiku, 2001), and replacement posed a big challenge. Academicians especially the better qualified and experienced ones are not very much attracted towards the public Higher Education Institutions or left the academia quite quickly. Although a concrete data could not be established as most of the Institutions didn't keep the record, lots of the academic staff are engaged in part time teaching outside their respective institutions and, a reasonable number of them sent abroad for their further studies failed to show up

(Teshome, 2007). Even the fresh Bachelor's graduates joining higher education teaching were evidently using the chance as a step stone for fulfilling their concealed ambitions.

As a temporary solution to the problem and easing the shortage at hand, the Higher Education Institutions and the government opted for expatriate teachers. Foreigners, mainly Indian, Cuban, Ghanaian, Nigerian and Philippino teachers, with a relatively bigger salary to that of their Ethiopian counterparts were being employed to fill the gap. International organizations such as Volunteer Service Overseas (VSO), International Foundation for Education and Self-Help (IFESH), Nigerian Technical Aid Corps (TAC), Egyptian Technical Co-operation for Africa, Korea International Co-operation Agency (KOICA) and etc. had supplied teachers for the Ethiopian Higher Education Institutions over the years.

It can be assumed from the fact that the rush to compensate for the shortage of the academic staff with fresh graduates and/or foreigners has an adverse effect on the quality of education and the quality of the output. This along with other academic staff issues became a cause for a problem that requires a further investigation and research. Hence, the purpose of this study was to investigate into the issues and challenges regarding academic staffing the Ethiopian HEIs are facing. In due course the following research questions were coined:

1. To what extent does the higher education sector in Ethiopia satisfy its requirement for a qualified and sufficient academic staff?
2. What impacts does the existing expansion of higher education institutions and increased enrolment have in regards to academic staffing?
3. What are the challenges and the problems of academic staffing in the public higher education institutions in Ethiopia?
4. How are the selection, recruitment, employment, development and retention of the academic staff in public Higher Education Institutions undertaken?
5. How have the public higher education institutions been coping with the problem of academic staffing?

1.3 Objectives of the Study

This research was aimed at investigating the problems of academic staffing of Ethiopian public Higher Education Institutions (HEIs) and find out possible solution/s. It was aimed at

exploring and examining the existing situation, the issues and challenges of academic staffing in the public HEIs in Ethiopia, and examining and understanding the level of attraction of the best minds of the society towards higher education teaching and find out the main factors affecting employment, retention or repulsion of the academic staff from public HEIs. It was also intended to identify the areas where there is a problem and shortage of academic staffing, the reasons for the shortage, and analyze the impact. Helping public HEIs in solving the problems and challenges they face in getting and retaining the academic staff by identifying the causes of turnover, and indicating mechanisms for retention of their staff and attracting new ones was also the intention of the study.

1.4 Significance of the Study

In light of the growing demand and expansion of higher education and the increasing constraints in getting appropriately qualified and experienced academic staff, this study will have importance in:

a. Investigating the root causes of the problems of academic staffing which consequently decrease the quality of higher education and affect the quality of the graduates.
b. Identifying the problems of academic staffing and finding means and possible alternatives which will help public higher education institutions to retain their academic staff and attract qualified candidates to fill new vacancies and/or replacements.
c. Making suggestions to concerned authorities in light of the findings of the research to appreciate and consider the problem of academic staffing so that they can seek a timely and lasting solution.
d. Enriching the scarce literature regarding academic staffing of higher education institutions in Ethiopia to a certain extent, and instigating further studies.

1.5 Delimitation of the Study

The theme of this research is the problems of "Staffing Public Higher Education Institutions In Ethiopia" Although the problem is manifested in every corner of the sector, the scope of the study is delimited only to the public Higher Education Institutions under the auspices of the Federal MOE. For manageability reasons again, only four universities are selected in purposive sampling method. The sample universities for this purpose were Addis Ababa and

Hawassa from the older ones, and Debre Birhan, and Dilla universities from the newly established ones. The choice of Universities was guided with considerations that it can ensure balance between the old and the newly established ones where the latter relatively seem in a disadvantage of fulfilling the required amount and qualified and experienced academic staff.

1.6 Limitations of the Study

As this research is also a qualitative one and based on 'soft data' and questionnaire and document review, verification of data was the main limitation and demanded an extensive and elongated evaluation. And above all, the difficulties encountered were in collecting data from questionnaire and interviews as respondents some times were found reluctant in filling and returning the questionnaire or sparing time for interviews. Therefore, it required a strenuous effort and repetitive and time consuming visits and requests to obtain information which objectively put the researcher under time strain and incurred unexpected costs.

1.7 Definition of Key Terms

Academic staff- means an employee of higher education institution who devotes 75% of his[her] time to teaching and 25% of his[her]time to research and shall include an employee of a research center of the institution who devotes 75% of his[her]time to research and 25% of his[her]time to teaching"(HE Proclamation, 2003).

Academic Officers – are academic staff who are engaged in university management and took administrative responsibilities on top of their teaching and other academic obligations.

Academic Staffing – is the fulfillment of the requisite academic staff in sufficient numbers and appropriate qualifications.

Higher Education - is an educational level that follows the completion of secondary education and offering undergraduate and postgraduate levels of education. Higher education includes teaching, research, exacting applied work, and social services activities of colleges and universities. Higher education is also alternatively referred as tertiary education.

Lecturer -is a term that denotes an academic rank. It is a position at a university or similar institution, often held by academics in their early career stages, who lead research groups and supervise research students, as well as teach (Wikepedia, 2010).

Moonlighting – Part time work by the academic staff within or outside their institutions to supplement their income and made out side their academic obligation to their employer.

Professor- is the highest rank that an academic staff can achieve

Professor Emeritus - a title bestowed on retired faculty members who have attained the rank of professor and who have made significant contribution to their field and/or the institution. Retired professors may retain some formal or informal link with their university, such as library privileges or office space (Wikepedia, 2010).

1.8 Organization of the Study

This paper is divided into five chapters where the first chapter is the introduction of the study and deals with the background of the problem, the statement of the problem and the objective and purpose of the study. The second chapter is the review of the literature where relevant literature in relation to the topic was studied extensively. The third chapter is about the research design and methodology used in the study. The fourth and main part of the paper is the presentation, analysis and interpretation of data part. The fifth and final chapter summarizes the paper, presents the conclusions drawn from the findings of the study and the recommendations made based on the findings.

CHAPTER TWO

REVIEW OF THE RELATD LITERATURE

Introduction

In the current world, higher education had achieved a vast and unprecedented importance as an instrument of economic and societal development. Every country of the world strives to provide quality higher education to its citizens which is relevant locally and maintains international standards. Provision of quality education could be possible, among other factors, with the availability of quality academic staff. Therefore, fulfillment of sufficient qualified academic staff remained to be a very important issue in higher education. Higher Education Institutions (HEIs) the world over are encountered with a certain degree of problems in regards to staffing their various academic departments. In this chapter the conceived importance of higher learning and the role of the academic staff in the provision of good quality higher education and the problems related to academic staffing are explained briefly. Attempts are made to review the literature related to the issues and problems of academic staffing in regards to recruitment, retention and development of the academic staff and maintaining the quality of higher education. Literature related to the inception and development of higher education in Ethiopia was also assessed.

2.1 Higher Education: Significance and Purpose

Higher Education refers to advanced learning basically in universities, colleges and higher technical institutes covering two or more years of learning after completion of secondary schooling, and helps the learner to be awarded a degree, diploma or advanced certificate (Khan, 2005). In its General Conference, UNESCO approved a definition to Higher Education as "all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities' (UNESCO, 1998:1). In the literature and many other instances, 'tertiary education' is interchangeably used to higher education and in reference to institutions offering under graduate and post graduate education.

Education in general is crucial to the development and advancement of the society. It is a leading instrument for promoting economic growth, creating social cohesion, narrowing cultural variation by creating common bonds in the globalized existence and advancing knowledge (AU, 2008; Bloom *et al, 2005*; UNESCO, 1998). In developing countries, particularly where poverty is deep, education offers the slim possibility of an escape route to poverty mitigation by enhancing productivity based on knowledge.

Higher education in this respect is central and a catalyst to the entire education system itself. By producing well-trained teachers, curriculum development and educational research, higher education enhances the quality of the primary and secondary levels of education, and helps the development of quality lower and middle level skills (World Bank, 2003; Ngara, 1995). Nonetheless, higher education in developing countries did not receive adequate attention since recently as much more emphasis was put on elementary and secondary education (UNESCO, 2000). Many scholars agree that no country has developed and prospered without sustained and well designed higher education. "The neglect of higher education spells doom not only to the other levels of educational structure, but for meaningful human development" (Tettey, 2006:6). In its conference on education, the African Union (AU) emphasized the importance of higher education stating "if the contribution of education to economic growth in general is significant, that of higher education and research is even more remarkable" (AU, 2008:NP).

Importance of higher education is immense to national economies, both as 'a significant industry in its own right' and as a source of trained and educated personnel for the rest of the economy. Higher education, more than any other level of trainings, produce the skilled man power which can deploy the capacity to access, produce and use knowledge. The demand, expansion and diversification of Higher Education had increased at all times high across the nations with the realization of its vitality and importance as a tool for development, modernization and the advancement of technology. In the developed and the developing countries therefore, a big proportion of the population at present join higher education at some time in their lives (Damtew, 2010; Wikipedia, 2010; Bollag, 2003). That is, there were not only young secondary graduates who demanded tertiary education but other diverse types of adult learners who returned periodically to higher education to acquire work-related skills,

new competencies, or relearn the knowledge and skills needed throughout their professional lives (World Bank, 2002).

Knowledge and information became important resources today that every one strives to posses. Higher education is the key player in providing individuals and consequently the nation with a power of knowledge and joining the global 'knowledge economy'. Higher education enhances advancement of knowledge and economic development through technological 'catch-up'. By promoting faster technological 'catch-up' and diffusion of knowledge, particularly in the developing countries, higher education improves the country's ability to maximize its economic output and keep up pace with the technologically advanced world (Ajaye *et al*,1996; Bollag, 2003; Zeleza & Adebayo, 2004). Bloom (2002) as quoted in Tettey elaborates this as "learning how to access ideas and technologies developed elsewhere and put them into practice, skills that higher education is uniquely well-suited to build, can enable developing countries to garner the benefits of globalization without the laborious and costly process of discovery" (Tettey, 2006:6).

The world today is engaged in unparalleled change and progress, and advancement of technology. The economy had became globalized, and information and knowledge-based. To cope with this change and development, training and acquiring a skill at a higher level has become indispensable to the individual and the public as a whole. The UNESCO owing to the scope and pace of the change asserted, "society has become increasingly 'knowledge-based' so that higher learning and research act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations" (UNESCO, 1998:2). It is also important to note that the fast growing technology and advancement of knowledge has vividly widened the gap between the developed and the developing countries. Here, higher education becomes central to the economic, technological and socio-political achievements of the developing nations. It makes them competitive in the increasingly globalizing 'knowledge society' by narrowing and closing the technological and economic gap between them and the industrialized countries (Bloom *et al*, 2005; Bollag, 2003; Materu, 2007).

It was an old standing assumption that higher education is more beneficial to the individual. The benefits of higher education, however, can not be curbed to such slim assumptions as higher education has enormous importance to the society. The benefits can be explained as direct and less direct both to the public and the individual. The direct benefits of higher education to the individual could come in the form of a higher-paying job, more satisfying work or higher-status work, better standard of life and even the pleasure of greater understanding of the surrounding world and etc. (Ngara, 1995; Tettey, 2006). Nevertheless, these benefits to the individual could be extended to the society as well. Higher education graduates not only obtain the certificates required but, more importantly, knowledge and skills as demanded in the labour market. Using their skills and knowledge graduates can address the various socio-economic, political, legal, environmental and etc. problems of the society. They can create a policy environment favourable for growth. The highly qualified physicians and health workers can help for the improvement of the health conditions of the society and make it more productive. Using their skills and technical know-how, and investing their savings, graduates may create job opportunities and increase tax revenue to the government (Bloom *et al,* 2005).

2.2 Issues of Academic Staffing

Any academic institution requires a sufficient number of an appropriately qualified academic staff to meet its objectives. As defined in the Higher Education Proclamation No. 351/2003 (Part1/Art. 7) of the Federal Democratic Republic of Ethiopia, an academic staff means "an employee of higher education institution who devotes 75% of his[her] time to teaching and 25% of his[her]time to research and shall include an employee of a research center of the institution who devotes 75% of his[her]time to research and 25% of his[her]time to teaching" (FDRE, 2003). As to UNESCO paper, the academic staff refers to both qualified staff directly involved in the educational process (such as teaching staff and researchers with lecturing duties) and staff who have a certain form of responsibility in the management and/or coordination of all employees at the institution (UNESCO, 1998). Similarly, AAU policy paper defined academic staff as "academic professionals who are responsible for planning, directing and undertaking academic teaching and research within HEIs"(AAU, 2010) Without this crucial resource the higher learning institutions can hardly carry out their duties of

teaching and research. Therefore, it is the top most priority of HEIs to get and retain an academic staff with the required quality and proportion (AAU, 2010).

2.2.1 Recruitment and Retention of Academic Staff

Higher Education Institutions are organizations which depend on the combined efforts of people for the delivery of their services and attaining their objectives. The academic staff above all is the main element and the most crucial to the success of HEIs (Fieldon, 1998). Therefore, the fulfillment of the academic staff is a cross cutting concern of all the HEIs irrespective of their age or location. Nevertheless, HEIs are confronted with problems of appropriately qualified academic staff due to mismatch between supply and demand. Attracting, recruiting and retaining quality academic staff are challenges and critical issues to HEIs in the developing as well as the developed countries (Tettey, 2006; UK, 2007).

Expansion, increased enrolment and the loss of academic staff because of different reasons make it necessary to HEIs to recruit new academic staff and fill the vacancies. "The first most concern [of any HEI] is the need to renew or replace staff or fill new vacancies." (Wandira, 1977: 87). This is no different to the old or the new HEIs. It goes without saying that the new ones should get and fulfill the requisite level of competent and qualified academic staff in order to discharge their duties. For the older HEIs, Wandira expounded, "age and change of circumstances take their toll of existing staff and force [them] to look for fresh...or additional manpower" (Wandira, 1977:87). The academic staff, however, cannot be readily available in the required amount, discipline and qualification. Competition for academic talent is high in local as well as international level (Barnes, 1994; EDUCAUSE, 2000).

As to Tettey (2006), the problem of academic staff recruitment and retention is a global one which affects both developing and industrialized countries. The problem however, cannot be concluded to be analogous in that of the developed and developing countries. In most of the African HEIs for instance, similarly to that of the economically disadvantaged developing countries, the problem is more severe and related to the legacy of their past, the prevailing socio-economic conditions and the impact of globalization (Teshome, 2007; Zeleza & Adebayo, 2004; Tettey, 2006). In these countries, despite the problem of getting appropriately qualified staff, the extant staff leaves in search of 'greener pastures'. In the developed

countries as well, the academic staff leaves "because of decline of academic salaries, frustrating red tape, long working hours, loss of relevance of the education to professions" (Tettey,2006:14). Nevertheless the developed countries, because of their economic advantages, can relatively easily attract academic staff they require including those from abroad and fill the vacancies.

2.2.1.1 Problems in the Recruitment of the Academic Staff

Recruitment refers to finding and hiring qualified candidates. Countries in the world follow different approaches and procedures in the recruitment of the academic staff. In most of the European countries the recruitment process as a whole is based mainly on joint efforts between the HEIs and the authorities at the central level (EURYDICE, 2008), while 'in the Americas it is mostly the autonomy of the institutions' (Barnes, 1994). In some other countries recruitment is conducted centrally or/and by the institutions. Academic staff distinguished in their ability in teaching and research, competence in curriculum planning and development, and their attitude and values towards societal demands could be recruited from a pool of potential candidates, graduating students, other sectors or from the international market (UK, 2007; World Bank, 2003; Wandira, 1977).

The academic staff is a scarce resource and recruitment from either of the sources mentioned above may pose as many difficulties as to the other. Recruitment in academics is different to recruitment to the other jobs due to the fact that the academic employee is the one shaping and preparing others for the 'free world of jobs'. The academic staff is personnel whose primary assignment is instruction, research, or public service. Unlike to other employees, the academic staff holds an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic designations (World Bank, 2007; Wikepedia, 2010).

A) *Recruitment of the academic staff from the pool of potential candidates* – this has problems as such a pool is seldom available or not large enough to amply supply the required amount of candidates. This particularly is difficult in the developing countries where the pool of qualified human resources is already strained (Zeleza & Adebayor, 2004; WB, 2007;

Wandira, 1977). Even if such a problem in particular fields is apparent, the overall picture has not reached crisis proportions in the developed countries (Tettey, 2006).

B) *Graduating students* - require a certain degree of experience to shoulder the task of tertiary level teaching. As Robins argued "the rapidity of recruitment of junior academic staff meant that although the majority of the recruits are by no means intellectually inferior academically to preceding generations, some of them at least are far less qualified in other ways, particularly in knowledge of essential disciplines"(Robins,1980:65). Hoodbhoy (1998) shared this view stating "fresh graduates entered the teaching profession [at the Higher Education level] without adequate knowledge of what they could be facing and what was expected of them. They were thus unable, by and large, to include desirable values and impart proper knowledge to their clientele and further they were least equipped to take a positive role in their affairs of the institution" (in Khan, 2005:4-5). Similarly, Barnes poised to this argument stating "proposals to remedy the imbalance, such as the "new blood" schemes for junior appointments adopted by a number of countries, have met with only limited success." (Barnes, 1994:136). On top of this, the brightest and 'top brass' graduates that are highly demanded by the higher education sector are often attracted to the more financially rewarding careers and pick jobs of their choice(Barnes,1994; Wandira,1997).

C) A*ttracting academic staff from the other sectors* - HEIs in most cases are in disadvantage competing with the other sectors of the economy and attraction of qualified candidates as academic pay levels are compared low with specially some "hot disciplines" (World Bank, 2007:23). An EDUCAUSE briefing for instance highlighted "the fact that the market offers IT professionals significantly higher remunerative opportunities creates a dilemma for higher education institutions that are not accustomed to treating one group of staff differently from others" (EDUCAUSE, 2000:NP).

D) *Employing academic staff from abroad* - this option particularly leaves the economically weak countries at a loss, not only because they cannot compete in the international market, but as they lose their best brains to the economically well to do countries. Besides this, foreign employment is uncertain and turnover is high among foreign academic staff that who may return home or go else where at some point (Teshome, 1990; Wandira, 1977; UK, 2007).

This calls for HEIs to craft a recruitment strategy that attracts individuals whose value system, talents, and skills will match local conditions. As Tettey emphasized, "If [HEIs] fail to recruit the best academic minds, that loss of talent will not only negatively affect students in the post-secondary system, but will also translate into a cost borne by all individuals in current and future generations"(Tettey, 2006:62).

2.2.1.2 Modes and Conditions of Employment

Academic staff employment takes different forms such as part-time, full time, fixed and finite term contracts and permanent employment. The academic staff holds personal position (some un-transferable), academic title and designation achieved through experience, research and qualifications. Fresh Bachelor graduates as well as those holding the doctorate degree or PhD (which is the highest qualification level in education) are employed as academic staff with varying ranks and designation (Tettey,2006). Although the usages may vary from one country to the other, the designations found in the academic career structure in HEIs in ascending order are *Technical Assistant, Graduate Assistant, Assistant Lecturer, Lecturer, Assistant Professor, Associate Professor and Full Professor.*(Negarit Gazeta, 2003: Sec. II, Art. 22/1a).

Almost in all the HEIs *Full Professor* is the highest rank that an academic staff can achieve. *"Emeritus Professor"* is a title conferred at retirement upon professors who have made significant contribution to their field and the institution (Wikepedia, 2010). The titles for the professoriate are historical traditions as the Assistant Professor or the Assistant Lecturer for instance is not usually to assist the senior academic staff.

Tenure - Depending on the type of their employment and rank they hold, the academic staff will be bestowed with tenure and tenure-track positions (Wikepedia, 2010). Tenure positions, mostly given to full professors, are prestigious and irrevocable. A tenured professor has a lifetime appointment until retirement, except for dismissal with due cause. Tenure-track staff is full time employee who will be granted tenure along with promotion. The rest who are adjunct staff employed on a part- time or full time fixed and finite term contracts are non tenure staff. These staff mainly focuses in teaching undergraduate courses and do not engage in research (Wikepedia, 2010; World Bank, 2007).

Tenure-track academic staff are promoted from one rank to the next higher on academic merit, through academic research, excellent teaching records and taking administrative positions. In some institutions the academic staff will be granted tenure positions on promotion from Assistant Professor to Associate Professor, while some others grant permanent positions as soon as their academic staff passes probation. There is no broad consensus in regards to tenure employment. Some argue that tenure undermines staff performance as tenure positions are rarely revoked. While on the other hand tenure is applauded as guaranteeing academic freedom and employment security reducing academic staff turnover (Wikepedia, 2010; World Bank, 2007; UK, 2007; Tettey, 2006).

2.2.2 Academic Staff Retention

It mostly appears that attraction and recruitment of academic staff to fill new vacancies or replenish the out going staff is a big challenge to HEIs. However, academic staff retention is equally a very serious problem and concern as well. Academic institutions lose their academic staff because of a range of push and pull factors. That is, the senior as well as the junior academic staff leave their institutions (even if the degree of their flight weighed more to the latter) lured away because of internal dissatisfactions or pulled by external attractions, and they join other establishments within their country or move abroad (Tettey, 2006; Ajaye *et al*, 1996).

Consequently, as the policy briefing in the UK described "the academic staff are increasingly mobile and many will be internationally mobile" (UK, 2007: NP). But the problem is when the pace of mobility and the outgoing surpasses replacement, particularly in the developing countries. As can be clearly evidenced, the exceeding flow of academic talent is from the developing countries to the developed ones.

Academic staff recruitment and retention are closely related. Factors of attraction and their fulfillment are also factors for retaining the academic staff in the system. The factors which caused the departure of the extant staff can also be deterrence to retention and getting others to fill a new vacancy or probable replacements to fill the gap created due to the departure. The academic staff have expectations and values. In order to be attracted and/or stay in an

academic institution some competitive and holistic compensation and reward package and favourable working and living conditions have to be fulfilled to them. As Winchester remarked, HEIs "will not only have to pay more for scarce talent, they will also have to ensure that they are good places to work; vibrant, collaborative institutions with a culture that supports staff" (Winchester, 2005). Otherwise the academic staff will be pulled by "offers of better remuneration and working conditions from similar organizations or others which need the skills of the individuals concerned" (Tettey, 2006:15). EDUCAUSE further states that:

> *Retention must be considered from a holistic perspective. It begins with well-constructed jobs that combine the right mix of activities and challenges. A well-designed hiring process attracts the individual whose value system, talents, and skills will match those of the institution. An effective strategy also includes effective appraisal, promotion, succession planning, training, compensation, and management practices* (EDUCAUSE, 2000:NP).

Similarly, the World Bank report pointed out "the retention of top-level talent in developing countries requires improved governance in higher education institutions, greater intellectual opportunities, higher professional salaries, and better working conditions" (World Bank, 2000:73). This elaborates that the academic staff is a vital and an indispensable resource however, which is difficult to get and retain. Hence, HEIs the world over, and particularly those in the developing countries, need to take the issue of academic staffing seriously and work out and follow a feasible strategy to attract and recruit the academic staff as well as retaining it..

2.2.2.1. Incentives and Job Satisfaction

"Staff retention requires institutional packages which provide a satisfying professional environment."(Court, 1993 cited in Ajaye *et al*, 1996: 152). Most turnovers in organizations emanate from a lack of satisfaction. The dissatisfaction, as many scholars agree, could be due to pecuniary or non-pecuniary reasons such as income differentials, lack of professional opportunities and promotion, lack of suitable living and working conditions, weak institutional management, job security and etc.(Teshome, 2007; Tettey, 2006; Zeleza & Adebayor, 2004). Stockard and Lehman (2004) in Tettey expounded, "there can be no mono-causal explanation of worker (dis)satisfaction and measures that promote or hamper staff retention" (Tettey, 2006:18).

Though academic staff satisfaction or lack of it thereof could be attributed to varieties of causes, the monetary aspect is a factor worth highlighting in staff recruitment and retention in conditions where the problem seems 'market-driven'. In situations where academic salaries are considered to be inadequate in relation to the cost of living and academic pay levels compared unfavouraley with other qualified jobs in the market, it will be difficult to attract and retain academic staff (UK, 2007; Tettey, 2006). This should not be misconstrued to mean that job satisfaction to the academic staff could be reduced to pecuniary incentives and non-salary benefits have no value. But as Van Assche (1999) in Tettey pointed out "when income for academics is only a fraction of the income of non-academic institutions, academic motivation does not always compensate"(Tettey, 2006:55).

2.2.2.2 Institutional autonomy, academic freedom and the HE management

Higher Education Institutions need well-designed academic programs, a clear mission and objective. To attain their mission, institutions require a competitive and effective leadership who posses the freedom of action and accountability in regards to academic activities. "Good governance promotes educational quality" (World Bank, 2000). As the burgeoning literature on higher education indicates, HEIs should have to get the benefits of institutional autonomy and academic freedom to conduct their functions properly and upheld their ideals. Academic freedom is not only a right, but a responsibility of HEIs and the academic staff. Academic freedom based on a clear rationale links academics to society. It is an essential criterion for the development and circulation of genuine, objective and impartial knowledge (UNESCO, 1998; Ajaye *et al*, 1996; Ngara, 1995).

2.3 Problems Related with Academic Staffing

As tried to discuss above, the academic staff is a resource which is highly demanded. Higher Education Institutions face difficulties and encounter problems in regards to recruitment and retention of this scarce resource without which the execution of the teaching learning process and maintaining the quality of education and the output is practically impossible. Hereunder we will try to see some of the problems and issues associated with academic staffing of Higher Education Institutions.

2.3.1 Academic Staff Turnover

Like all other large employers, higher learning institutions lose their academic staff. Academic staff turnover occurs under various circumstances which sometimes are unavoidable. And staff turnover must not be generalized to be always bad. As Dee (2004) in Tettey points out, "some degree of turnover is inevitable and perhaps desirable, [although] high rates of faculty turnover can be costly to the reputation of an institution and to the quality of instruction."(Tettey, 2006:6). This was further elaborated by Park *et al* (1994) in Tettey as "dysfunctional" and "functional" turnover, where the latter type helps the institutions to get rid of poor performing or retiring staff. But the problem is when the good performing and able staff, (i.e. the functional) are lost at a faster rate and there appears difficulty in getting commensurate or better replacements in an amount and desired quality (Tettey, 2006).

2.3.2 Ageing and Retirement

Age is one factor of staff turnover. Aged academic staff, as a natural sequel, should leave and move to retirement. "The dilemma is that baby boomers are beginning to retire at a faster rate than they can be replaced by qualified faculty (Harrison & Matthew, 2006:NP). The ageing and retiring staff have to be replaced with professionals who have a comparable or better qualification at the rate required to fill the posts left vacant and to maintain the appropriate levels of mentorship of junior faculty and leadership of graduate programmes (Walshe, 2008; Ajaye *et al*, 1996).

The issues of ageing academia and the problem of getting replacements have resonance, albeit at different degrees of ruling, across HEIs around the world. A study paper in Australia for instance depicted that the academic workforce is ageing and replacements had became problematic. It was stated "the primary challenge of the next decade for Australian universities will be the replacement of the baby boom generation.' "There will be dramatic staffing changes as this generation retires, taking with it most of the sector's most prolific grant getters and productive researchers" (Winchester, 2005:4). Harrison & Matthew (2006) wrote, staff turnover due to ageing and replacing 'retiring baby boomers' with the same pace is a problem in the US and Canada too. Ageing staff is also a concern in the UK, the

Commonwealth and many other European countries (UK, 2007). In the relatively older African HEIs as well, academic staff have aged and moving to retirement. Lot of African HEIs, as Tettey explained, "contend with the reality of an aging professoriate. In fact, in a number of cases, units are being sustained by retired academics."(Tettey, 2006: 6). A more serious problem to African HEIs, however, is that the experienced and senior staff are resigning their positions and quitting academia before the retirement age seeking for better working conditions and lucrative remuneration opportunities (World Bank, 2000).

Academic staff loss due to ageing can not be the main issue to the beginner institutions which just had the early crop of their academics. But the problem might be as less experienced junior staff are brought in rapidly into academic responsibilities, and there are less role model senior staff to guide and coach them (Wandira, 1977; Winchester, 2005).

2.3.3 Brain Drain

Globalization and the knowledge economy have contributed towards the flow of highly skilled professionals from one end of the world to the other. This in return has intensified the academic staff turnover and that which is referred as the 'brain drain syndrome'. The brain drain most often denotes migration of the highly trained manpower from the developing countries to the developed ones. Therefore, it is one of the most critical problems of the HEIs in the developing countries which deprives them of their most valuable academic staff (UNESCO,1998; Ajaye *et al*,1996; Zeleza & Adebayo,2004).The brain drain is high in some critical areas such as engineering, IT, computer science, business and medicine(Kefyalew, 2001; World Bank,2000).

Some scholars argue that staff loss to the sectors within the country is only "brain circulation" (Goma, 1990 in Ajaye *et al*, 1996). However, as the emigrant academic staff "are not directly practicing their particular highly skilled professions...this may be said to constitute a brain haemorrhage" (Ajaye *et al*, 1996:150). The movement of the academic faculty away from institutions of higher education to other sectors within the same country as to Tettey (2006:11) is "internal brain drain". The policy briefing in the UK on the other hand

stated "brain circulation' may be a more appropriate term[to the brain drain] as some staff move between different countries at different stages in their careers"(UK,2007:NP).

Whatever fancy nomenclatures were accorded to it, the emigration of the academic staff can only adversely affect the particular losing institution and country. To the host country to the contrary, brain drain is another option of supply of a skilled labour. The policy briefing paper in the UK exclaimed that nothing is wrong in academic staff migration as "the academia is an international profession and the higher education workforce is increasingly multinational". Consequently, the paper boldly acknowledged, the "academic staff recruited from overseas now make up a significant element of the university workforce [in the UK]." (UK, 2007: NP). The USA and several developed OECD (Organization for Economic Cooperation and Development) countries relaxed their immigration laws and adopted an 'open-employment' policy to attract qualified individuals from abroad to sectors where there are shortages of skilled labour (Zeleza & Adebayor,2004; Tettey,2006).

"The brain drain has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress"(UNESCO, 1998 a). African HEIs are the most highly affected due to the brain drain. "African students, who are studying abroad, or current faculty members, who are sent abroad to pursue further education, do not return because of the pull and push factors"(Tettey,2006:14).The senior and the experienced academic staff as well seek a way out of the academia lured by "greener pastures" outside or pushed due to internal dissatisfactions. Clearly so, it is the developing countries which are loosing their crucial and costly trained professionals through the brain drain phenomenon as the flow mainly is towards the developed countries.

The academic staff move out of their respective institutions/country for a further education, for sabbatical leaves and through scholarship programmes which are aimed at developing the capacity of the staff and, as an academic staff development schemes of the institution (Teshome, 2007; Tettey, 2006; Kefyalew, 2001; World Bank, 2000). Here, it will also be important to note that the academic staff that who often left were those who were highly motivated and productive, who had obtained an overseas training and exposure and who had

established meaningful international connections; and are those who were expected to bring home exotic knowledge and skill and develop the Human Resource capacity.

There are some arguments that 'brain drain' has some positive aspects. The migration of the skilled persons from developing countries 'might create feedback effects that promise significant advantages for developing countries', and the migration showed that 'these countries are successfully integrating in the global economy'. The positive effects included the compensation mechanisms, which might be the scientific cooperation and co-authorship, or the transfer of technology that countries of origin might have from migration of skilled persons (Ite, 2002, Meyer & Brown, 1999 in Zeleza & Adebayo, 2004). In order to deal with this 'brain-drain' phenomenon, which deprived developing countries of the high level expertise that they needed in order to accelerate their socio-economic progress, developing countries must direct their efforts towards a process of 'brain gain', as stated in Article 16 of the *World Declaration on Higher Education* (UNESCO, 1998b:).These are the intellectual Diasporas with high skills and expertise which have the potential to contribute to the development of their countries of origin if made proper use of it.

2.3.4 Faculty Moonlighting

Apart from those quitting HEIs, lower and non-competitive payments and the deteriorating value of the currencies and poor conditions of living compelled the academic staff in the developing countries to look for secondary employments and part-time work. The activities outside their home institutions to supplement their lowering incomes, extended leave of absences and secondments duly impair the efficiency of the academic staff and affect the quality of education (Zeleza&Adebayo, 2004; Ajaye *et al*, 1996).The World Bank Task Force which was entrusted to investigate the situation of higher education in the developing countries commented on this issue stating:

> *Outside activities can easily detract from performance and weaken commitment to an institution. Academic staff become less available to students, colleagues, and administrators, and the institutional culture is damaged. Faculty moonlighting is therefore rightly regarded as one of the more serious problems faced by higher education in developing countries (*WB,2000:66*).*

Moonlighting academic staff could have little or no time left for tutorials, seminars, research, academic forums and other institutional activities (Zeleza & Adebayo, 2004; Fielden, 2007).

2.4 Professional Development of the Academic Staff

As discussed above, it has been widely recognised that the quality of teaching depends in large measure on the quality of the academic staff. The quality of the academic staff in turn largely depends upon their academic background and the extent and quality of the professional training and skill they acquired. Despite this fact, most of the higher education teachers are not trained to be teachers and not given training in teaching methodologies. In most cases no initial professional training is given for academic staff on or before their induction to higher institute teaching (Lisewski, 2005; Nigusse, 2002; Worku, 2002; Teshome, 2007).

Lisewski noted, "historically, professional development in teaching practice has not been seen as a priority for new academic staff in higher education" (Lisewski, 2005:2). This might be because higher education teaching was not considered as a profession. This position, as Fieldon quoted Kogan and Moses (1993), has been brutally summarized as "university teaching is unprofessional; there are no agreed standards, no body of knowledge and skills neophytes have to master before being allowed to practice, no peer review, no accountability as yet" (Fieldon, 1998:NP). This argument might have emanated from the conception "that higher education teaching is a complex activity where staff may have a 'multiplicity of roles' within boundaries that are 'more blurred' than in other forms of teaching" (Lisewski, 2005:3).

In spite of the above argument, the recognition of the provision of high quality teaching and learning as a key responsibility of the professional academic has increased considerably (Lisewski, 2005). As stated in UNESCO paper, " to attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology" (UNESCO,1998:11c). Therefore, the higher education teacher has to be acquainted with the

appropriate knowledge, teaching skills and methodology through a well organized and continuing academic development scheme.

Nowadays special effort has been put into understanding how students learn and how to improve the effectiveness of teaching. An effective teacher is that who has mastery of the subject matter and specialized skills and the techniques of teaching. The deficiency of either of the qualities implies inadequacy in the student learning. In recognition of the fact, lot of countries had started pursuing academic staff development programmes and established academic staff development units (Lisewski, 2005; Fieldon, 1998).

2.4.1 Continuing professional development (CPD)

Teaching is an interaction between the teacher and the student, under the teacher's responsibility in order to bring about expected change in the students' behaviour. The most effective interaction becomes possible when the teacher is adequately qualified and employs up to date method of teaching. But no one method is sufficient in itself as a method of teaching. The purpose of staff development therefore is assumed to arm the academic staff with various methods and to promote the quality of student's learning by different teaching strategies (Khan, 2005; Ngara, 1995). In accordance to this conception, 'until 1985, the principal function of the centres and offices dealing with faculty development was to assist staff members to acquire the knowledge and skills needed to improve their teaching' (Barnes, 1994)

However, the academic world is dynamic and knowledge accumulates quickly. Fieldon noted "in some academic fields it is said that the total of human knowledge is doubling every five or ten years" (Fieldon,1998:NP).The pace at which new knowledge accumulates and injected into the education system, besides the acquisition of teaching skills and methodologies, makes a continuous staff development desirable. As Barnes explained:

> *Even as new knowledge is being applied, it is often becoming obsolete. There is a need for some professors to catch up, others to keep up, and some to get ahead. In an effort to meet professional and societal expectations, professors continue to study. Continuing education is meant not only to correct outdated information and impart new skills and knowledge, but also it can help professionals apply knowledge and skills they already had or once knew* (Barnes,1994: 97).

The changes in technology and the development of knowledge require increasing adaptability among academic staff. Fieldon (1998) in this respect elaborated, although to varying extents, the technological change and the development of knowledge affects all disciplines and expects staff members to be alert to the latest innovations in teaching method and research support. Moreover, Barnes elaborated, "where there is a massive demand for a particular discipline, it is vital to apply innovative teaching methods so as to reach all students and to fully involve them in the learning process" (Barnes, 1994:11)

The academic staff in order to be productive has to be competent and responsive to the changes and innovations in education. To cope with the changes and remain in touch with the subjects the academic staff is dealing with, she/ he has to be encouraged to expect and embark on a 'lifelong learning' and continuous professional development (Khan, 2005; Fieldon, 1998). "Professional development for all elements of the academic role (including teaching and research) needs to be considered as a normal part of professional life for all academic staff" (Afseda, 2004:28-29). Higher Education Institutions, however, lack a coherent staff development program and also the fund for running it. HEIs should carve clear strategies covering staff development for all levels of staff at all stages of their career if they desire to maintain their quality and the quality of education they offer. Strategic Continuous Professional Development (CPD) initiatives of the staff will assist institutions deal with the demands of the fast-developing higher education environment. Besides that CPD opportunity increases the willingness of the academic staff to teach and the ability to handle large proportion of students.

2.4.2 Using ICT in Teaching

There are suggestions that the use of ICT is an easier, appropriate, advanced and better way for teaching. The increased use of ICT frees faculty time for better interaction with students, but cannot be a substitute for the teacher (Damtew, 2010; El Hares in Barnes, 1994). The UNESCO too expressed its concern in this respect commenting that "it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process" (UNESCO, 1998 Art 12). As cited in Burns, Joyes & Frize (2005) reiterated "the role of technology should be to support rather than dictate an underlying pedagogic design (Burns, 2007:48).

The academic staff have to be updated and get the know how of the new technological development through the CPD programmes. Schneckenberg and Johannes (2006:29) explained "digital tools offer a wide range of options to enhance teaching and learning in universities, if they are embedded into innovative pedagogical concepts, but the design of innovative teaching scenarios that include and make effective use of them demands the development of new competences for academics."

Individual *e-competence* in this respect is mandatory as the availability of the technology alone cannot help to achieve the designed objective of higher teaching. Graves (2001) highlighted the benefits of individual *e-competence* stating that "If academic staff members gain an understanding of the impact of technologies on their key work processes, they can use technology to extend, re-work and innovate in their research and teaching contexts" (in Schneckenberg and Johannes, 2006:31). The application of technology eases the load of teaching and facilitates the teachers' interaction with the students. And it helps the academic staff to meet the challenges of changing expectations for teaching, research and community services.

2.5 The Role of the Academic Staff in Maintaining Quality of Education

Generating and offering quality education and producing quality graduates is the concern and conviction of every education institution and the stakeholders. However, perceptions and interpretations of educational quality are not always one and the same. As the quality concept in education is complex, multifaceted and multidimensional, no consensus is reached between educators to what quality in education precisely is meant and what it encompasses and how it is measured. Quality in higher education, as many agree, should embrace all the activities, the inputs, the process, and the outputs. The infrastructure, supply of outstanding facilities and equipment, better qualified teachers and the staff, and the background and preparation of the student are detrimental to quality of education (UNICEF, 2000; Materu, 2007; Derebssa, 2006; Assefa, 2002).

A UNICEF working paper discussed that quality education includes learners ready and well prepared to learn; conducive environment of learning; content that is reflected in relevant curricula; processes through which trained teachers use student-centred teaching approaches; and outcomes that encompass knowledge, skills and attitudes (UNICEF, 2000). Quality of

the learner, availability and quality of facilities and resources, the teacher-student ratio, institutional autonomy, academic freedom and effectiveness of management are also detrimental to the quality of education.

Educational quality is relative and takes into account the global and international influences, and local contexts and national goals (UNICEF, 2000). As to Materu, "any statement about quality implies a certain relative measure against a common standard; in tertiary education, such a common standard does not exist. Various concepts have evolved to suit different contexts" (Materu, 2007:1). In the African context for instance, Teshome (1990: 20) explains, "the qualitative question may be assessed by examining the role of the institutions in the development of high-level personnel, indigenous science and technology, the safeguarding and expansion of African cultures, and the revitalization of the education system." In the Ethiopian situation, the education quality has to be evaluated according to "the quality of the programmes, the quality of the students, the quality of the staff, and the quality of the graduates as compared to other colleges of international repute"(Teshome,1990:100). Quality education is that which is both internationally recognized and locally relevant.

As discussed above, the primary goal of higher learning institutions is provision of quality education, production of high quality and competent graduates, and become the center of intellectual excellence. Production of high quality graduates will depend on the quality of education and orientation provided to them. The quality of education basically depends on the quality, disposition and commitment of the academic staff (Robbins, 1980; Westrup, 2010; Tettey, 2006). The academic staff (faculty as in the USA) is pivotal in carving the graduates and arming them with required level of qualification. The academic staff "play a key role in education innovation. They are the 'process owners' or 'gate-keepers' of the research and teaching activities within the university" (Schneckenberg and Johannes, 2006:29). It is imperative that he academic staff besides teaching involves in research, tutoring students, steering institutional affairs and community services which are measures to the quality of an institution.

The academic staff are the most valuable asset to higher education institutions and the nation in general (Khan, 2005). "Higher education institutions rely on the commitment of their

faculty. Their consistent presence and availability to students and colleagues has an enormous influence in creating an atmosphere that encourages learning" (World Bank, 2003). The effectiveness and efficiency of HEIs largely depends on their academic staff. Above all, and as Bowen and Schuster (1986,) in Tettey pointed out, "the excellence of higher education institutions is a function of the academic faculty they are able to enlist and retain on [their] faculties" (Tetey, 2006:6). Fieldon quoted a World Bank paper in 1994 which commented that "a high quality and well motivated teaching staff and a supportive professional culture are essential in building excellence" (Fieldon, 1998:NP).

2.5.1 Qualification and Experience of the Academic Staff

An institution could achieve its goal of provision of quality education through the availability, competence and quality of its academic staff. "Faculty quality is generally accepted as the most important determinant of the overall quality of a higher education institution" (World Bank, 2000:52).The academic staff could give only what they have. Therefore, high caliber professionals who are experts in their discipline and with the skills for delivering it can perform at the level of excellence required out of them. The more experienced academic staff who had enriched her/his knowledge through practice becomes more confident to handle courses and instruct the students with clarity better than the lower qualified and inexperienced ones. Besides this, the experienced academic staff helps in mentoring, guiding and coaching the junior graduates joining the institution (Zeleza & Adebayo, 2004; Walshe,J. 2008, UNESCO, 1994). "A university [HEI] that fails to keep its senior academic staff is likely to lag behind in innovation and creativeness, and hence, perpetuate dependence on external sources for generating new ideas." (Ajaye, 1996:152).

2.5.2 Staff-Student Ratio

"Quality in higher education can neither be maintained nor improved unless the teaching/ learning process, the direct interaction between university teachers and learners in a course is the main focus"(Barnes, 1994: 85). This refers to the number of students each teacher is supposed to handle in a given period of time. If the number of students the teacher has to handle, i.e. the student-teacher ratio is large, the workload increases and it will be more difficult to the teacher to give individual attention and regular consultation to the learner.

With bigger ratio the teacher may be obliged to stick only to the lecture method as she/he cannot have enough time to involve every student employing the other interactive techniques. Continuous assessment of the student, correcting, marking and grading of term papers (if any) and exams will be big challenges to the teacher (Ngara, 1995; Tettey, 2006). There is no single such set standard for the teacher- student ratio and it can be defined for different groups separately according to the specific nature of the courses and the delivery mechanisms required (Barnes, 1994; Tettey, 2006). "This is appropriate as some disciplines are more labor-intensive than others" (World Bank, 2003:44). However, maintaining a reasonable balance to the level is a necessity to every HEI which aspire quality and intellectual excellence. As noted by the MOE of Ethiopia for instance, "PTRs above 25 could be one problem on the quality of education, particularly for postgraduate programs" (MOE, 2009).

2.6 The Development of Higher Education in Ethiopia

Likewise to the other Sub-Saharan countries, offering modern Higher Education in Ethiopia is a very recent phenomenon and an imported one. The seeds were planted some sixty years ago. Although the importance of Higher Education was well recognized, the rate of its expansion and development remained slow for many decades until it started getting momentum since recent years.

2.6.1 Historical Background

Traditional education in Ethiopia dates hundreds of yeas back to the days of the Aksumite Kingdom in the 1st century A.D, and introduction of Christianity where the Ethiopian Orthodox Church established elite education 'open to all children' of the Christian faith. (Teshome, 1990). In this church education, there was a higher level education, "monastic universities" as to Pankhurst (1955:563), which takes decades of strenuous learning, and qualifies the learner for higher clerical positions in the hierarchy of the Ethiopian Orthodox Church. However, secular higher education (in its modern conception) laid down its foundation in Ethiopia only after the Second World War (WWII) by the urge of the prevailing socio-economic requirements, and out of necessity. The courses of the study were designed in relevance to the pressing needs of the society and to fill the gap in skills and knowledge. Although the modern Ethiopian Higher Education drew its model from Europe and North

America, like the other institutions in Africa and other developing countries, every effort was made to avoid affiliation with overseas universities and political entanglement with foreign powers (Teshome, 2007; Ajaye *et al*, 1996; Teshome, 1990).

A handful of Ethiopians were sent abroad and attained higher learning since the 19th century and until the Fascist Italian aggression (1936-41) of the country (Teshome, 1990). Ethiopia was the first victim of Fascist Italian invasion on the eve of WWII (1939 - 45) and the first to be liberated as well. The Fascist invaders which occupied the land and toppled the national government also disrupted the secular education system in the country and eliminated or exiled the few foreign educated Ethiopians in the attempt to establish their subversives rule. After the restoration of independence in 1941, the country was encountered with an acute shortage of skilled man power to run the government machinery, the various arms of administration and management, and the technical services (Ajaye *et al*, 1996; Pankhurst, 1955; Wagaw, 1990).

Following the defeat and expulsion of the Fascist invaders and with the decision made to rehabilitate the education system as part of the reconstruction effort, the number of the Secondary School students increased, and some successful Secondary School graduates were sent abroad for a further learning (Pankhurst,1995; Teshome,1990). However, Teshome explains, "with the steady increase in the secondary school students following WWII, the practice of sending large number of them abroad was proving expensive" (Teshome, 1990:7). Under such conditions, it deemed necessary that a higher education system training at least a middle level personnel so urgently needed to start with was to be established in the country. Hence, a founding committee was appointed by the Imperial government between October, 1949 and January, 1950 and came up with a proposal to adopt a two-year pre-university programme (Teshome, 1990). The Canadian Jesuit Dr. Lucien Matte, the Director of Teferi Mekonnen School then, was entrusted by Emperor Haile Sellassie I to organize a two-year institution of higher learning on 20th March, 1950 (Teshome, 1990; Pankhurst, 1955 Ajaye *et al*, 1996). Consequently, the first Higher Education Institution in Ethiopia which was named "Trinity College" was announced in 1950. Ajaye, (1996 :64) and Teshome(2007 :18) wrote the foundation of the college was in 1949. The inscription on the gate of "Mekonnen Hall" at AAU, reads the foundation for Higher Education was laid on 2 November, 1949. Dr.

Matte, who was also known to play a vital role in the development of higher education in the country, was appointed president of the college. 'Trinity College' the foundation of which heralded the dawning of modern Higher Education in Ethiopia started with twenty-one male students and nine staff (Trudeau in Teshome, 1990). Presumably all the teachers were Jesuit colleagues of Dr. Matte as there hardly were Ethiopians to assume the duties.

After eight months of its foundation "Trinity College" changed its name into "University College of Addis Ababa (UCAA)", and was officially inaugurated on 27 February, 1951. (Pankhurst, 1955; Teshome, 1990). The opening of the college, as the then Vice-Minister of Education in his inaugural speech remarked, "initiates the first page of the chapter in the history of education in Ethiopia" (Teshome, 1990:73). All the students enrolled received their education free of charge including boarding, food and some fringe benefits. Free education for those enrolled in public HEIs in the regular programmes, including food and boarding, continued up to 2003, until cost sharing mechanism through a "graduate tax" which makes the student liable to their meals, boarding and only to a small portion of the tuition was introduced (Teshome,2007; World Bank, 2003).

2.6.1.1 The Search for Identity

Entry qualification to the UCAA was passing the ESLC (Ethiopian Schools Leaving Certificate Examinations) or the London Matriculation Examination (Trudeau in Teshome Wagaw, 1990). Pankhurst as well noted that, "those who obtained the certificate [ESLC] may sit for the London University Matriculation or for the College Entrance Examination established by the Board of Regents of the State of New York" (Pankhurst, 1995: 701). The latter however, was meant to enable the graduate for a further learning abroad. This is a clear indication of the anxiety then in regards to International recognition, and the quest for worth and identity.

The new college has to achieve and respond to a level of quality that stands the test of International comparison. Trudeau who made an extensive research in the period quotes Dr. Matte's letter to the Inter-University Council in London stating that "...we are anxious...to associate the college [UCAA] with the English University System for purposes of

examinations, adjustment of syllabus, recognition of degrees etc"(in Wagaw, 1990: 73). Dr. Matte also recommended the working of 'a special relationship status' of the UCAA and the University of London. Although this seems a genuine and humble move in search of recognition, a potential danger of making the UCAA dependent in a similar manner to that of the Universities in the British Common Wealth of Nations was apparent. Therefore, the recommendation on affiliation was ignored by the Ethiopian side which favoured independence, and the UCAA continued functioning under the MOE and Fine Arts of Ethiopia as an autonomous state institution wholly financed by the government of Ethiopia (Wagaw, 1990; Ajaye *et al*, 1996).

2.6.1.2 Expansion and Diversification

Along with the quest for recognition, the UCAA continued expanding its physical facilities and opening of new programmes (Wagaw, 1990). A special course in port administration, the School of Law under which was also organized an adult education package, a new course in administration and an extension division offering evening classes was opened between 1951 and 1954. A fourth year progamme was added to the Faculty of Arts in 1953 making the UCAA a complete four-year college. At this juncture, the pivotal issue remained to be legitimacy of the college as the first batch students were in their fourth year and expecting graduation. Consequently, the college requested a 'Charter' which was later granted by the government of Ethiopia and published in the "*Negarit Gazeta*" on 28th July 1954. Two days earlier to the publication of the 'Charter' a university degree was conferred upon the first successful graduates of the UCAA by an Ethiopian authority. This was an epoch in the history of higher education in Ethiopia, and as Trudeau applauded, "a milestone in the history of African Higher Education" (Wagaw, 1990: 73-75; Ajaye *et al, 1996*).

Aspirations were high in the MOE and other concerned sections to start an agricultural and technical education at tertiary level, and to open additional colleges. However, only five more small colleges were opened through out the 1950's amongst which only one was directly under the auspices of the Ministry of Education. To highlight these colleges, they were:

- The College of Technology (later College of Engineering) - began teaching a two-year programme since September 1952, and it was that under the MOE.

- The College of Agriculture - established by the Ministry of Agriculture in consultation and assistance from the US Operation Mission and UN experts from FAO. It became functional since September 1953 at Jimma Agriculture Technical School. The college was later transferred to Alemaya in 1956 and officially dedicated to the US Oklahoma State University which was given full control over its operation.
- The College of Public Health (Gonder) - Started as a joint venture between the Ministry of Public Health and WHO, UNICEF, and the US Operation Mission in Ethiopia in October 1954.
- Institute of Building Technology - established in October 1954 through the bilateral agreement between the Ethiopian and Swedish governments. It was initially a post-secondary technical college offering a three years course. Although a fourth year course qualifying successful candidates for a B.Sc. degree was added in 1958, the college did not offer a degree.
- Theological College of the Holy Trinity - an elementary school for church leaders earlier was granted a status of a college in October 1960 (Ajaye *et al*, 1996; Teshome, 1990; Pankhust,1955).

In the first decade of its existence the Higher Education in Ethiopia produced 420 Bachelor Degree and 300 Diploma and Certificate graduates out of which 235 Degrees and 126 Diplomas and Certificates were to be attributed to the UCAA (Ajaye *et al,*1996; Teshome, 1990). In fact, this figure does not include those sent abroad for further education after the completion of two or more years of training in the various colleges. The colleges were developed in a relatively quick succession and faster than the Secondary Schools in the country could produce qualified graduates to feed them. Referring to this, Teshome (1990: 93) stated that the policy makers were criticized for trying to establish a 'top heavy' education system. The urge and strive to enable the colleges operate at a full capacity, besides the other factors however, had undoubtedly helped the acceleration of the expansion of Secondary Education in the country.

Except the UCAA which admitted and trained students in varieties of programmes, the other five were specialized colleges, training specialists in a certain knowledge and skill, and they were subordinate to one of the government ministries and governed through a joint agreement

between the Ethiopian and friendly governments (Ajaye *et al*, 1996; Teshome, 1990). The colleges lacked coordination and each developed its programmes independently, as Trudeau cited in Teshome (1990: 85), "entering into unhealthy competition" for qualified students and programmes. Therefore, the question of unifying them centrally was immense and led to the creation of a national Higher Education System.

2.6.2 Haile Selassie I University (HSIU)

Right from the start of the UCAA, considerations of a unified and consolidated national university system were conceived by the Ministry of Education and Fine Arts which consequently appointed an advisory committee to the Board of Education to come up with a proposition (Teshome, 1990). The final proposal nevertheless was to come later in 1960, through a survey team from the University of Utah (US) formed by the request of Lij Endalkachew Mekonnen, the then Vice-Minister of Education and Fine Arts. The survey team formed in 1959 submitted its report to Ethiopian and US governments which soon was followed by the agreement to establish Haile Selassie I University (HSIU). The university charter was published on 28th February 1961, and HSIU was officially inaugurated on 18th December the same year. The emperor bequeathed his former palace and the palace grounds, which today houses the main campus at 'Sidist Killo', to the university bearing his name during the opening ceremony. An American, Dr. Harold Bentley was made the acting president of HSIU, then one of the largest universities in Sub-Saharan Africa (Ajaye *et al*, 1996; Teshome, 1990). HSIU remained the only university in the country until the Alemaya Agricultural College was granted the status of a University College later in 1978.

The years following the opening of HSIU saw the establishment of a number of colleges and institutes which were directly under the university or quasi-independent. Some of the colleges, as noted above, were established by friendly governments or donor agencies on the basis of the technical cooperation they entered with the Imperial government of Ethiopia. It has to be also noted here that a number of military colleges appeared in the sixties. This situation continued as is until the military coup d'etat in 1974 which removed the imperial regime.

2.6.2.1 Reformation

The military junta (Provisional Military Council or *Derg* as known locally) which seized political power in 1974 reconstituted Haile Selassie I university, changed the name into Addis Ababa University (AAU), cancelled its charter and brought it completely under the Commission for Higher Education(CHE) in 1976 (Ajaye *et al*, 1996; Teshome, 1990). All the colleges in the country were put/ organized/ under the Commission since then. The drive then was part of the nationalization effort of public and private institutions by the military government which was claiming to be 'Socialist'. It was stated in the education information document of the Military Government that the "colleges in the regions [will] eventually develop into regional universities to allow equitable distribution of institutions at the levels, and to cater for the countries growing demand for skilled man power" (MOE, 1980:6). Although this as well was emphasized in the policy analysis report of 1989 and student enrolment had increased relatively, not much was achieved in respect to establishing new universities in the period (MOE, 1989).

2.6.3 Current Trends

Since the mid 1990s and under the new government of the Federal Democratic Republic of Ethiopia (FDRE), the Ethiopian Education system has experienced structural reforms and participation in all levels of education had increased. Former colleges and institutes have been awarded university status and given support to expand, upgrade programs and facilities. New public universities were established within a short period of time by the government which simultaneously allowed the development of the private sector that is also opening colleges and universities. Currently the number of public universities under the auspices of the MOE alone has reached twenty-two (including Ambo which since 2010 achieved a university status) and the establishment of additional nine is under way. The total under graduate enrollment has also reached 319,217 out of which 55,264 are enrolled in non-government higher education institutions and this accounts for 17.3% of the total. The graduate level training which started in AAU in 1978 now is being offered in all the 'old established' nine and Dilla universities which altogether enrolled 10,125 PhD and Masters candidates at the present (MOE, 2009; Teshome, 2007).

2.6.4 Academic Staffing of Ethiopian Higher Education Institutions

As discussed above, "Trinity College" started classes with twenty one students and nine foreign academic and administrative staff. The recruitment of foreign staff to run the colleges continued through out the 1950's since there hardly were Ethiopians to take the posts. Ethiopians started to join the higher education as an academic staff since 1955, and by 1962 they constituted 25% of the total higher education personnel. "Ethiopianization" of the staff continued in the years to follow and, by 1973 almost all the administrative staff and about 75% of the academic staff were Ethiopian nationals. However, the Ethiopian staff then were young and inexperienced, and there was no single Ethiopian professor until 1980 (Teshome, 1990)

In the initial years of HE in Ethiopia, the different colleges recruited staff independently. There was no central standard to determine the qualification or rank of the academic staff. The student-staff ratio as well, which ranged between four to seven students per staff was 'uneconomically low' (Teshome, 1990). This was however, due to the very low enrolment in the period.

Currently the HE sector is showing a rapid expansion and there is an enormous rise in student enrolment, the number of the academic staff, and the variety of courses offered. According to the MOE statistics in 2008/09 (2001 E.C), the enrolment in public HEIs alone reached 263,953 (UG and PG/ Masters, PhD/ programmes), and the full time academic staff numbered 9,496. The student-staff ratio for the Under Graduate (UG) programmes on the average reached 28:1 which is regarded as wide. More than 50% of the national staff in public HEIs in Ethiopia in the 2008/09 academic year for instance were Bachelor degree holders. Hundreds of foreign teachers still were employed to fill some gaps.

CHAPTER THREE

RESEARCH DESIGN AND METHODLOGY

3.1 Research Design

The purpose of this study is investigation of the problems and challenges public HEIs in Ethiopia face in regards to academic staffing. The study requires an understanding of the prevailing situation and what respondents think, feel and experience in association to the academic staffing problems. To this end, descriptive qualitative approach, and a survey which consequently enables the researcher to gather detailed information about the problem were employed. This method was preferred because it can give access to the researcher to interact with those who are directly concerned to the problem under study, analise and describe their views and asses documents. The method also allows flexibility to develop themes from the data obtained and make justifiable and in depth conclusions and recommendations.

3.2 Sources of Data

Both primary and secondary data sources were employed to solicit information for the study. These include two groups of respondents, mainly academic officers such as Presidents, Vice Presidents, Deans, and Department Heads in one hand, and instructors on the other who were used as primary sources of information. Relevant documents such as records, institutional quality audits, plans, education statistical abstracts, booklets, leaflets, brochures and etc. found in the focus universities and the MOE also served as sources of data in the study.

3.3 Instruments of Data collection

Pre-designed questionnaires were prepared for the academic officers and the academic staff. The questionnaire has an introductory part, briefly describing the purpose of the research and confidentiality issues, and words of gratitude. The questionnaire for the academic staff was consisted of six parts where the first part was supposed to get information about the respondents. The other parts respectively were used to get information about academic staff recruitment and retention, perks and remunerations, professional development, teaching loads and teaching methodology. Similarly, the questionnaire for the academic officers as well was

consisted of six parts where the first part was supposed to get information about the respondent. The other parts respectively were used to get information about academic staff recruitment, availability, turnover, and aspects of promotion, evaluation, research and professional development.

Respondents from the groups were asked to rate their outlooks and observations of academic staff availability, recruitment, retention, retirement and related issues using a Five Point Likert-Scale (*as V. High, High, Medium, Low and V. Low where each rating is valued as 5,4,3,2,1 respectively; and as Always, Mostly, Often, Seldom and Not at All*). Likert-type questions were used because they provided participants options for their degree of agreement and importance. In some items in the questionnaire respondents were allowed to select one or more options. Some open ended questions were employed following a 'Yes' or 'No' response questions so that respondents could reason out their responses, and at the end of the questionnaire every respondent was requested to give free and fair suggestions on points where s/he thinks are not enclosed in the investigation.

Semi structured and unstructured interview questions and informal discussions were used in respect of obtaining important information and suggestions. Interviews and informal discussions were carried on with the academic officers and the academic staff who willed to cooperate.

3.4 Data Collection

The data collection procedure included field visits to the selected universities. Hence, the researcher carried with him and presented a letter of transmittal written and sealed by the department to the authorities of the universities in focus. A total of 230 questionnaires were distributed to a randomly selected 190 academic staff and 40 academic officers (Presidents, V/Presidents, Deans and Department Heads) of each focus university. Out of the total 230 questionnaires distributed, 140 were dully filled by the academic staff, and 34 filled by the academic officers and returned. In addition, interviews and informal discussions with a few numbers of academic staff members and officers were carried out according to the convenience of the respondents, and some document analysis was made to obtain a concrete information and vivid picture of the situation in regards to the research objectives.

3.5 Procedures of the Study

Currently there are twenty six public and sixty four accredited non government HEIs in Ethiopia offering courses in different modalities (MoE, 2010). To make the study manageable within a limited period of time and resource, only two relatively older and two newly established, totally four of the public universities under the auspices of MOE are purposively selected using quota and preference. From each selected institution, academic officers (Higher officials, faculty deans, department chairs and human resource officers) and fifty randomly selected teachers were made to respond. The academic officers are preferred because of their access and direct involvement in seeking solutions to problems of academic staffing in recruitment, employment, deployment, promotion, turnover, development, separation and etc. their respective Universities encountered. And the academic staff were in fact the main sources of information as the issue under caption concerns them directly.

According to the MoE statistical report for 2008/9 academic year, there were 9,229 full time academic staff in the public HEIs in Ethiopia which are under the auspices of the Ministry of Education (MoE, 2009). The academic staff population for the selected universities alone in the same academic year counted to be 2,653.

Table1. *The Academic Staff in the sample universities (academic year 2008/9)*

Universities	Ethiopian		Expatriate		Total		
	M	F	M	F	M	F	SUM
Addis Ababa	1,091	118	123	25	1,214	143	**1,357**
Debre Berhan	226	19	9	3	235	22	**257**
Dilla	330	23	8	1	338	24	**362**
Hawassa	572	62	37	6	609	68	**677**
	2,219	**222**	**177**	**35**	**2,396**	**257**	**2,653**

Source MoE, EMIS 2009

3.6 Methods of Data Analysis

Findings on the major variables obtained from the questionnaire then were tallied and tabulated accordingly on the basis of which are analysis and interpretation of data was made. The data obtained from the questionnaire were analysed and presented mainly using frequency and percentage distribution methods. The data obtained from interviews were registered and coded, and were triangulated with that obtained from the questionnaire and documents, and were used for verifications. In this part of presentation of the research findings as well, participants' anonymity and confidentiality had been ensured since only participants' viewpoints were to be presented in the discourse analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the research conducted in the four purposefully selected public Higher education Institutions, the data obtained and data analysis and interpretation.

4.1 Characteristics of Respondents

In this section of the paper the age, sex, academic qualification, academic rank/ designation and service years of the respondents to the questionnaire are described.

4.1.1 Age and Sex of the respondents

As the statistics for HR distribution in the Universities shows, and as to the findings of this research, the gender composition of the academic staff is skewed in favour of the male. According to the MOE annual statistical abstract for the academic year 2009/10, there were altogether about 12,583 Ethiopian full time academic staff in the 22 universities under the auspices of the Ministry. Out of this, the index for female academic staff shows only 1396(11.9%). Similarly, most of the respondents to this randomly distributed questionnaire were also male candidates. The following table depicts the age and sex composition of the respondents who filled and returned the questionnaire.

Table 2: *Age and Sex distribution of Respondents*

Age & Sex		<25	25-35	36-45	46-55	>55		F	M
Academic officers	FR	1	13	12	6	2		2	32
N=34	%	2.94	38.23	35.29	17.64	5.88		5.88	94.11
Academic Staff	FR	20	71	40	4	5		4	136
N=140	%	14.28	50.71	28.57	2.85	3.57		4.28	95.71

Only two (5.9%) of the academic officers and four (2.9%) of the academic staff who filled and returned the questionnaire were female. This is an indication of the grim reality of the

general gender disparity in the Higher Education Institutions. The female representation in either of the academic staff or academic officers was strikingly low.

When looking into the age profile of the academic staff, 91(65%) of the respondents were under the age of thirty five and only a small proportion of them {9(6%)} were above forty five years of age. This in one hand is an advantage and promising as it indicates the presence of a large army of junior staff who could probably serve the universities for a longer period of time. While on the other hand, it is a reminder to the scarcity of "baby boomers" who could coach and mentor the younger generation of these junior academic staff. Most of the younger and less experienced academic staff are found concentrated in the new universities as these universities mainly filled their vacancies with fresh graduates.

4.1.2 Academic Qualifications, Rank and Service Years of Respondents

The academic qualification, the academic rank the staff held and the experience the academic staff have, among other factors, are cross cutting issues determining the quality of education offered, the quality of graduates and the prestige of a certain higher education institution. Therefore, an attempt was made in this research to get a glimpse of this situation in the focus universities.

Table 3: *Academic Qualifications, Rank and Service Years of Respondents*

		Academic Qualification				Academic Rank/designation						Service Years						
		PhD	Masters	Bachelor	MD	Professor	Assos. Prof	Assist. Prof	Lecturer	Assist. Lect	GA	0-5	6-10	11-15	16-20	21-25	26-30	31-35
Aca-demc officers N=34	FR	12	21	-	1	1	3	10	19	1	-	10	4	6	6	5	2	1
	%	35	62	-	3	3	9	29	56	3	-	29	12	18	18	15	6	3
Aca-demc Staff N=140	FR	7	102	28	3	-	3	11	97	12	17	72	27	19	13	4	1	3
	%	5	73	20	2	-	2	8	69	9	12	52	19	14	9	3	1	2

Among those who filled the questionnaire, 7(5%) of the academic staff and 12(35%) of the academic officers were PhD degree holders. The large majority, 102(73%) of the academic staff and 21(62%) of the academic officers had a Master's degree, and 28(20%) of the academic staff are Bachelor's degree holders. Only one of the respondents (an academic officer) was a full Professor, and 3(2%) of the academic staff and 3(9%) of the academic officers held the title of an Associate Professor. Some 10 (26%) of the academic officers and 12(9%) of the academic staff were designated Assistant Professor. By virtue of them holding a Master's degree, most of the respondents, 19(56%) of the academic officers and 97(69%) of the academic staff were Lecturers. Only 1(3%) of the academic officers and 12(9%) of the academic staff are Assistant Lecturers, and 17(12%) of the academic staff were Graduate Assistants. Similarly so, the statistical report of the Ministry for the academic year 2008/09 shows the scarcity of academic staff with advanced degrees and ranks. The staff mix up calculated from the report was PhD holders 366(2.9%), Master's degree 4824(38.3%) and Bachelor's degree 5617(44.6%) has been far below the standard as a composition for Degree offering universities. At least it is supposed to be 30: 50: 20 PhD, Master's and Bachelor's respectively.

Reciprocally to their age profile, most of the respondents, 72(52%) of the academic staff and 10 (29%) of the academic officers had service years of less than 5 years. Forty six (33%) of the academic staff and 10 (30%) of the academic officers served from 6-15 years, and only 8 from each category {8(24%)} of the academic officers and 8(6%) of the academic staff respectively} had service exceeding 20 years.

4.2 An Overview of Academic Staffing Issues Facing Public HEIs in Ethiopia

Table 4: *Academic officers and academic staff reflections on availability of academic staff*

Item		Academic staff			Academic Officers			Total		
Are there available sufficient and qualified national academic staff for the different programmes in the university?		Yes	No	No Idea	Yes	No	No Idea	Yes	No	No Idea
	FR	55	78	7	8	25	1	63	103	8
	%	39.3	55.7	5	23.5	73.5	2.9	36.2	59.2	4.6

In response to the issue of availability of academic staff raised in the questionnaire, 25 (73.5%) of the academic officers and 78 (55.7%) of the academic staff replied that there is shortage of qualified academic staff in their respective universities or departments. The variation of the

rating between the officers and the staff was due to the fact that most of the academic staff, including the low profile officers, reflected the situation in relation to only their respective departments. Some of the academic officers {1(2.9%)} and academic staff {8(39.3%)} responded as they had "no idea". The general response obtained could be an indication of the absence of an appropriately qualified and an ample number of academic staff. On the basis of this postulation an attempt in the survey was made to find out about the availability of appropriately qualified academic staff for the various programs in the universities involved in the study.

4.2.1 Getting and Employing the Appropriate Academic Staff

As discussed in the literature review,HEIs in general can get and recruit their academic staff from a 'pool of potential candidates, graduating students, the other sectors or from the international market'. Public HEIs in Ethiopia had their main source of supply of academic staff from fresh Bachelor graduates of the universities although the other options are not closed and are used depending on availability. As a temporary and immediate solution to the shortage of academic staff and in conditions where there are no nationals to fill the post, expatriates were recruited by almost all the public universities in Ethiopia (MoE, 2010).

Table 5: *The Academic Staff in the sample universities (academic year 2008/9)*

Universities	Ethiopian		Expatriate		Total		
	M	F	M	F	M	F	SUM
Addis Ababa	1,091	118	123	25	1,214	143	**1,357**
Debre Berhan	226	19	9	3	235	22	**257**
Dilla	330	23	8	1	338	24	**362**
Hawassa	572	62	37	6	609	68	**677**
	2,219	**222**	**177**	**35**	**2,396**	**257**	**2,653**

Source MoE, EMIS 2009

Among the focus universities of this study, a current data was obtained only for Addis Ababa University, included in the general information booklet published in March 2011. It was reported in the booklet that there were a total of 1869 academic staff in the university for the year 2010. As depicted in the booklet , the proportion of the academic staff in accordance to

qualification was PhD 530(28.36%), MD+/DVM+ 107(5.72%), MD/DVM 54(2.89%), Master's 911(48.74%) and Bachelor's 267(14.29%). Their rank distribution was indicated as Professor 92(4.92%), Associate Professor 198(10.59%), Assistant Professors 502(26.86%) and Lecturer 822(43.96%). The PTR calculated only against the regular students grossly was nearly 1:23.7(AAU, 2011:27). Based on these data, it might not be right to infer that there are enough academic staff with the required quality and qualification for AAU's 6,984 PG (Master's and PhD) and 37,343 UG regular students enrolled in the 2010/11 academic year. (NB. The figure does not include students in the extension and summer programs). The academic staff profile of Hawassa University as to the information obtained from the office of the AAVP was 79 PhD, 439 Master's, 15 MD/DVM and 523 Bachelor's Degree holders. No precise information was found in regards to the number of the academic staff on study, research or sabbatical leaves and not included in this analysis. However, the overall assumption is that there is shortage of appropriately qualified academic staff for the six Colleges, two Centers and four Institutions of Hawassa University.

The situation of availability of the academic staff is more severe in the new universities where most of its staff had little graduate-level training and are under qualified. Dilla University for instance had a total student enrolment of about 15,000 and nearly 600 "motivated young acadamic staff", according to the information obtained in a leaflet published in 2009/10 academic year to highlight the profile of the University. More than half of these staff were Bachelor's Degree holders. According to the same source of information, Dilla University is running 13 schools and 34 programs where five of the programs are Post Graduate. At the time when this survey was conducted there were six (6) PhD holders in Dilla University and only two (2) in Debre Berhan University, who were mostly engaged in administrative responsibilities. As to the information obtained from the PR office, Debre Berhan University, which had enrolled about 6,120 regular students, had 195 Bachelor's and 140 Master's Degree holders who are currently engaged in teaching. Hence, the bulk of the teaching in these Universities by and large is carried on by Bachelor's or Master's Degree holders. On top of this, a good number of the Master's Degree holders are those who were directly placed in the PG programs after graduation, and again assigned to teach on completion of their studies. {(NB. The data obtained for Debre Berhan from the University can not reconcile to that in the MOE

(EMIS) for the same year which is 2 PhD, 81 Master's and 162 Bachelor's. If we have to take the data from the University, the student staff ratio 1:17.2 is much lower than the MOE average which was 1:26.8.

4.2.2 Teaching Loads and Student-Teacher Ratio (PTR)

The amount of students to be enrolled in each public HEI every year is stipulated centrally by the Ministry of Education. The calculation for the quota is based on the assumption of the maximum capacity the particular university could enroll and not in due consideration of the quantity and quality of the academic staff available. The information obtained from most of the universities indicated that more students than they claimed they can accommodate are assigned each year. As far as the number of students increases disproportionately to that of the academic staff, it is clear that the ratio of the teacher to the students and the total load allotted to every individual teacher increases as well.

Enrollment in higher education in Ethiopia has increased drastically in both the graduate and undergraduate programs in the last five years as mentioned earlier.

Table 6: *Trends of students enrolment in HEIs vis-à-vis academic staff increase.*

	PG Programs			U G Programs			Ac staff
Year	M	F	**Total**	M	F	**Total**	
1998 EC(2005/6)	5,746	639	**6,385**	130,835	43,066	**173,901**	**4,848**
1999 EC(2006/7)	6,349	708	**7,057**	150,530	52,869	**203,399**	**8,355**
2000 EC(2007/8)	6,652	703	**7,355**	199,684	63,317	**263,001**	**NA**
2001 EC(2008/9)	8,979	1,146	**10,125**	220,510	90,192	**310,702**	**11,028**
2002 EC(2009/10)	12,569	1,703	**14,272**	306,758	113,629	**420,387**	**15,707**

Source, MOE, EMIS 2009/10

Even if the number of academic staff too has increased significantly in the last five years, the over all students to teacher ratio (PTR), according to the same source above, remained 1:26.8 on the average for the 2009/10 academic year. The findings from the survey in the focus universities (except for Debre Behan) also indicated a similar gap in the proportion of teacher to students. Most of the academic staff and academic officers involved in this research agree that there is shortage of academic staff and the student teacher ratio is wide. The ratio gets wider in some disciplines where there is a critical shortage of staff and where the extant academic staff were made to cover the gap created due to the shortage. Among the academic

staff that who had the conviction that there is shortage of teachers, 91% responded to the questionnaire as the problem is dealt with by distributing the load among the extant staff.

When asked about their teaching load and the number of students they handled, 50% of the questionnaire respondents answered that it is more than 100 students and taught more credit hours than the stipulated. Six (4.28%) of the respondents indicated they were handling more than 20 credit hours in a semester. The regulation load an academic staff has to handle, as to the information obtained from the Universities and the Ministry, is 12 credit hours in a semester. However, the teaching load (number of credit hours) depends upon the other academic and administrative commitments the staff has, and could be lowered accordingly. There also was observed a wide range in respect to the number of students the academic staff supervises. Among the questionnaire respondents 38(27%) replied as they were supervising more than 26 students in a semester and 35(25%) responded as they were supervising fewer than 6 students. There were also teachers, as reported from the new Universities, that who were not supervising any student. This may be because the supervision and student support norm and culture was not yet established in the new Universities or the academic staff is so much occupied in teaching and left with little time for corresponding academic activities.

Besides teaching in many sessions and handling hundreds of students, 76(54.8%) of the respondents to the questionnaire handled only a single course and 51(31.42%) handled two courses in a semester. One academic staff responded as s/he was handling a maximum of 6 subjects, 7(5%) responded as they were handling a maximum of 5 subjects, 14(10%) as handling a maximum of four (4) subjects and 39(27.8%) as handling a maximum of three(3) subjects. It could be logical to infer from the above data that some of the academic staff were overstretched and their effectiveness might have been be highly affected. For those handling hundreds of students, it will be very much difficult to evaluate and asses their students, leave alone to avail themselves for individual support. In a similar token those handling multiple of courses could encounter problems of preparation and delivery.

4.2.3 The Recruitment Process and Selection Criteria

The Addis Ababa University Policy Statement explains 'recruitment' as "the process of inviting or attracting potential teaching or research faculty through advertisement or headhunt" (AAU, 2010). Except for the 'head hunt' where the academic staff is recruited through recommendations and 'direct search and invitation', the others are invited through public advertisement as to the regulations of the universities and relevant civil service laws in the country. In such process, the premise for recruitment and selection is merit and excellence where the best fitting is chosen in a transparent manner. Unless and otherwise there is only a single applicant for a post, as a general rule, applicants will be registered procedurally and only those at least fulfilling the minimum requirements will be short listed to appear for succeeding screening and evaluation.

Higher Education Institutions use different criteria and mechanism for the selection of the academic staff. Any qualified person aspiring to join the academia has to fulfill certain requirements and standards and has to be evaluated against some predetermined yardsticks. The criteria such as those indicated in the table below for instance are used by the HEIs for the selection and recruitment of the academic staff.

Table 7: *Reflections on the selection criteria of the academic staff*

Preferred selection criteria		5		4		3		2		1	
		AS	AO	AS	AO	AS	AO	AS	AO	AS	AO
Highest cumulative GPA	FR	46	23	56	10	30	1	2	-	1	-
	%	32.8	67.6	40	29.4	21.4	2.9	1.4	-	0.7	-
Standardized evaluation mechanism	FR	83	7	41	10	8	11	3	5	-	2
	%	59.3	20.6	29.3	29.4	5.7	32.6	2.1	14.7	-	5.9
Experience as a teacher and rich CV	FR	51	4	42	17	30	7	4	3	6	3
	%	36.4	11.8	30	50	21.4	20.6	2.8	8.8	4.3	8.8
Standard of the college the candidate studied in	FR	30	5	36	7	47	3	4	8	13	7
	%	21.4	14.7	25.7	20.6	33.6	8.8	2.8	23.5	9.3	20.9
Recommendation	FR	8	2	20	5	47	10	32	8	21	6
	%	5.7	5.9	14.3	14.7	33.6	29.4	22.8	23.5	15	17.6
Personal Interest and communication skill	FR	43	7	53	9	26	12	6	3	3	2
	%	30.7	20.6	37.8	26.5	18.6	35.3	4.3	8.8	2.1	5.9
Political affiliation and attitude	FR	1	4	8	3	12	6	19	2	88	13
	%	0.7	11.8	5.71	8.8	8.57	17.6	13.6	5.9	62.8	38.2
Positive discrimination /gender, minority group ..	FR	4	7	9	9	34	6	34	3	45	4
	%	2.8	20.6	6.4	26.5	24.3	17.6	24.3	8.8	32.1	11.8

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)
AS= Academic Staff, AO= Academic Officers

The ratings in the above table indicate the preference of the academic officers and the academic staff to some of the selection criteria for the recruitment and employment of the academic staff. The responses show that there was no perfect agreement or disagreement on the different factors used for the selection. However, there were general tendencies that some factors such as academic excellence, standardized evaluation, personal interests in teaching and communication skill are more preferred than the others. The least rated criteria in order of preference were political affiliation and attitude, and positive discrimination and recommendation. For most of the fresh graduates, especially those who pursued their higher education on the completion of Secondary School, 'experience as a teacher and rich Curriculum Vitae(CV)' might look as irrelevant criteria as they are just joining the world of work, and had very little or no experience. However, it has received average and above ratings by the majority of the respondents.

The selection criteria and evaluation yardsticks indicated were one way or the other, measures to be used for the selection and recruitment of the academic staff. But none of the criteria received a complete rejection nor a total applaud. Even the least rated criterion in the list received a 'very high' or 'High' rating as a measure for the selection of the academic staff by one or more respondents of the groups. On the other hand, as explained by many respondents, somebody with a certificate of honor may not always be a good lecturer and CGPA could have not been used as the sole criterion of selection.

Although no discrimination has to be made against any one in the selection process, as mentioned in the AAU policy paper, some affirmative actions may be implemented to rectify 'historic inequalities', but 'without prejudice to qualifications' and "when it is conclusively established that the beneficiary is in all other respects on a par with his/her competitors" (AAU, 2010). Among the respondents as well, twenty two (64.7%) of the academic officers and 47(33.5%) of the academic staff reflected their view that some sort of 'positive discrimination' is acceptable in the selection of the academic staff. The ex-Vice Minister of Education and an academic researcher, Teshome Yizengaw (PhD), in his paper presented on a NUFFIC conference posited that "equity that mainly revolve around gender and underserved or marginalized regions loom large as issues seriously confronting higher education development in the country"(Teshome,2005:NP). Hence, 'positive discrimination' on an

acceptable manner seems it was deemed necessary until some sort of equilibrium is reached. That means affirmative action should be used as a remedial tool for a short period until balance is established, and not as a basic criterion for the selection of the academic staff forever. It is important to note that, the affirmative actions to be taken do not by any means have to compromise quality and the minimum requirement the prospective recruit has to fulfill.

When responding to the question on how they themselves joined the academia, 52(37%) of the academic staff replied as they personally applied and got the job, 72(51.4%) replied as selected through a competitive examination, 40(28.6%) replied as selected and assigned by the MOE, 9(6.4%) replied as seconded by the university management, and 23(16.4%) replied as the university retained them because of their CGPA. (N.B. respondents were allowed to choose one or more factors). It was not clear what kind of a competitive examination was conducted in the selection of these academic staff, and some of the academic staff remarked that they were only interviewed during the selection.

4.2.4 Factors of Attraction

Table 8: *Academic Staff reflections on factors of attraction to join the academia*

Factors of attraction		5	4	3	2	1
Personal interest in teaching and research	FR	107	29	3	1	-
	%	76.4	20.7	2.4	0.7	-
Opportunities for further education	FR	82	42	7	5	4
	%	58.6	30	5	3.4	2.86
High remuneration and perks	FR	9	35	43	18	35
	%	6.4	25	30.7	12.8	25
Prestige and high status of the academic staff	FR	25	37	37	18	13
	%	17.8	26.4	26.4	12.8	9.3
Model senior staff	FR	35	37	37	17	14
	%	25	26.4	26.4	12.1	10
Favourable working and living conditions	FR	18	30	37	25	30
	%	12.8	21.4	26.4	17.8	21.4
Good management practices	FR	12	17	49	32	30
	%	8.8	12.1	35	22.8	35
Academic freedom	FR	40	36	29	17	18
	%	28.8	25.7	20.7	12.1	12.8
Lack of other job opportunity	FR	19	10	13	24	74
	%	13.8	7.1	9.9	17.1	52.8

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

Those who joined the Higher Education teaching or those who are aspiring to join are attracted towards the profession due to various reasons. Some nine possible factors of attraction mentioned in the table above were identified from the literature and the academic staff were asked to rate each possible factor.

Personal interest in teaching and research (very highly preferred by 107(76%) and opportunities for further education (very highly preferred by 82(57%) were the most highly rated factors of attraction for joining the academia as to the majority of the questionnaire respondents. Most of the respondents said that they joined the academia not because they could not get another job or either attracted by the financial benefits in it. Nevertheless, 19(13.8%) of the respondents answered that they joined the academia because they could not at all get another work opportunity. It is worth mentioning that 9(6.4%) and 35(25%) of the respondents replied as 'very highly' and 'highly' respectively as that they were attracted to the academia because of high remuneration and perks they can get as a teacher in Higher Education. It is possible to extrapolate from these responses that the financial benefit in Higher Education for some disciplines is much more attractive than on the job market. Therefore, it will be fair and logical to argue that there is no single and general factor of attraction that pulls the individual to the academia. As the responses showed, all the factors mentioned as an option in some way or another influenced and attracted the academic staff to a certain degree to join the academia.

4.2.5 Problematic Areas to Get Academic Staff

The problem of getting qualified academic staff is quite different from one discipline to the other. Some disciplines are identified as areas where there is a critical shortage of academic staff while it is relatively easier to get academic staff in some other disciplines.

Table 9: *The academic officers' ratings of critical areas of shortage of academic staff*

Fields		5	4	3	2	1
Medicine and Health Sciences	FR	13	8	4	1	1
	%	38.2	23.5	11.8	2.9	2.9
Engineering and Technology	FR	16	5	2	1	1
	%	47	14.7	5.9	2.9	2.9
ICT, Informatics and Computer Science	FR	12	8	8	2	-
	%	35.3	23.5	23.5	5.9	-
Business and Economics	FR	8	2	14	1	1
	%	23.5	5.9	41.2	2.9	2.9
Agriculture and Veterinary Medicine	FR	2	2	2	9	2
	%	5.9	5.9	5.9	26.5	5.9
Natural Sciences	FR	2	6	6	9	2
	%	5.9	17.6	17.6	26.5	5.9
Social Sciences	FR	-	5	5	10	4
	%		14.7	14.7	29.4	11.8
Languages	FR	-	5	7	8	5
	%		14.7	20.6	23.5	14.7
Law	FR	7	8	4	4	-
	%	20.6	23.5	11.8	11.8	-

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

(NB. Some responded as they have got "no idea" about the situation outside their respective Faculties / Departments)

It can be elicited from the table above that the fields where the critical shortage of academic staff has been observed was Engineering and Technology followed by Medicine and Health Sciences. Information and Communication Technology, Informatics and Computer Science, Business and Economics and Law were also areas where it is difficult to find academic staff as to the questionnaire responses. It seems sensible to infer from the reflection of the respondents that in Languages, Social Sciences and Natural Sciences, there was no as such a pressing shortage of academic staff as compared to the other disciplines. According to the information obtained from the MOE, the areas identified above as critical areas of academic staff shortage were also recognized as the main focuses and priority areas of the Ministry in its teacher development program.

Some teachers interviewed in regards to the shortage of the academic staff replied that the shortage was intensified due to attrition as teachers in these critical areas are easily lured away from the academia by better financial offerings and job opportunities as their expertise is in

high demand in the market. Some respondents also desperately remarked that, in some disciplines the university is employing less competent and low performing candidates due to the unavailability or disinterest of intellectually talented ones to join the academia.

4.2.6 Assigning Fresh Bachelor's Graduates in Teaching

The selection and recruitment of fresh Bachelor graduates is relatively easy. As to the information obtained from the universities and the MOE, there are lots fresh Bachelro graduates seeking employment as a university teacher and applying for the job at the end of each academic year. The Universities face serious problems in getting senior academic staff with advanced Degrees and higher Academic Designations.

Table 10: *Academic officers' reflection on the levels where it is difficult to get academic staff*

Academic Designation / Qualification		5	4	3	2	1
Professor	FR	34	-	-	-	-
	%	100	-	-	-	-
Associate Professor	FR	31	3	-	-	-
	%	91.2		-	-	-
PhD	FR	26	10	9	1	5
	%	76.5	29.4	26.5	2.9	14.7
Master's Degree	FR	2	13	11	3	5
	%	5.9	38.2	32.6	8.8	14.7
Bachelor's Degree	FR	-	-	6	15	19
	%	-	-	17.6	44.1	55.9
Technical Assistant	FR	-	-	2	5	27
	%	-	-	5.9	14.7	79.4

Rating → 5= Very high 4=High 3=Average 2=Low 1=Very low)

In response to the question raised to investigate at which level of academic designation is getting academic staff difficult, all the 34(100%) academic officers replied that 'Professors' are very hard to find, and 31(91.1%) and 26(76.4%) of them ranked Associate Professors and Assistant Professors as second and third in order of unavailability. However, the responses to the interview and document analysis in the three focus Universities (except AAU) failed to show abundance of national Associate Professors or Assistant Professors to fill their vacancies. The academic officers interviewed in the three Universities above lamented about the appearance of very little or no PhD applicant in their many advertisements to recruit academic staff. As a matter of fact, there was no single national full Professor in all the three focus Universities (Hawassa, Dilla or Debre Berhan) at the time when this survey was conducted.

As indicated in the MOE guideline for the employment and promotion of the academic staff, fresh university graduates with Bachelor's degrees are employed by the HEIs as Graduate Assistant I (GA-I) and Graduate Assistant II (GA-II), depending on the length of their university study. Those who acquired a four year university education are employed as a GA-I and those with 5 years of university education are designated GA-II. Fresh Medical Doctors (MD) and Doctors of Veterinary Medicine (DVM) graduates are employed as Assistant Lecturers. The designation "Assistant" connotes that fresh Bachelor's graduates were to assist and do not officially have to handle courses by their own or give lectures. That means fresh graduates were to assist in teaching, laboratory and research until they acquire the needed experience and expertise before they were assigned for teaching. However, in all the four universities surveyed there were Bachelor's Degree holders and, most of them were assigned in teaching. Some of the academic officers interviewed responded that Graduate Assistants who were not supposed to teach are taking full loads as instructors and teaching/handling courses.

While responding to the questionnaire regarding the teaching quality of fresh Bachelor's degree graduates in the HEIs, 69(49.3%) of the academic staff respondents said it is average and 24(17.1%) replied as it is low, and 6(4.28%) said it is very low. Those who responded as it is "very high", and those who said it is "high" were 6(4.28%) and 35(25%) respectively. Most of the academic officers interviewed agreed that fresh Bachelor's graduates need time before being assigned for the teaching duty.

Table 11: *Academic officers' reflection of the problems in the recruitment and use of fresh Bachelor's graduates in teaching.*

Problems with recruitment of fresh graduates		5	4	3	2	1
Disinterest joining the academia	FR	6	4	4	7	13
	%	17.6	11.8	11.8	20.6	38.2
High tendency to leave/attrition/	FR	3	4	9	9	9
	%	8.8	11.8	26.5	26.5	26.5
Weak subject matter mastery	FR	9	10	9	1	5
	%	26.5	29.4	26.5	2.9	14.7
Weak methods of delivery	FR	10	9	10	3	2
	%	29.4	26.5	29.4	8.8	5.9
Lack of professional training	FR	10	11	4	4	5
	%	29.4	32.6	11.8	11.8	14.7
Elongated leave of absence/ study leave/	FR	7	5	6	9	7
	%	20.6	14.7	17.6	26.5	20.6

(Rating → 5= Very high 4=High 3=Average 2=Low 1=Very low)

Fresh Bachelor's graduates, who were selected mainly because of their high performance (CGPA) during their studies, may not be very inferior in regards to knowledge and subject matter mastery. However, this assumption did not seem to being equally shared by the academic officers in the Universities involved in this study. Most of the respondents got the conviction that fresh graduates lack the necessary caliber to deliver courses in a university. As to the responses of the majority of the academic officers, fresh Bachelor's graduates lack the professionalism, the teaching mechanism and mastery of the subject matter, and are usually on leave of absence.

4.2.7 Defining duties and working time

The academic staffs in the HEIs are expected to accomplish certain duties and activities besides their main tasks of teaching and research. The activities had scope and extent and need time to execute. To overcome their duties and responsibilities and fulfill their commitments to their Institutions effectively and, to the satisfaction of all the stake holders, the academic staffs' time for the activities has to be fixed and defined. For a proper follow up and evaluation of their respective academic staff, Institutions need to define the duties and activities and notify the time allocated to each and every duty and activity. It was tried in this research to find out whether duties and working time were defined in public HEIs. When asked about the issue, 31(91.2%) of the academic officers responded as working time and duties are defined clearly, and only 3(8.8%) of them responded to the contrary.

Table 12: *Responses from the academic officers on apportion of working time*

Academic staff duties		81-100	61-80	41-60	21-40	< 20
Teaching	FR	12	17	1	-	-
	%	38.7	54.8	3.2	-	-
Research	FR	-	1	2	20	8
	%	-	3.2	6.5	65	25.8
Administration	FR	-	2	3	8	18
	%		6.5	9.7	25.8	58
Consultancy	FR	-	1	2	2	26
	%		3.2	6.5	6.5	83.9
Seminars	FR	-	1	1	2	27
	%	-	3.2	3.2	6.5	87

(Rating → 5= Always 4=Mostly 3=Sometimes 2=Seldom 1=Not at all)

However, it does not look like that the regulation defining the working time and duties was communicated properly and took ground with in the academic officers themselves. The responses given to the question raised to find out what proportion of staff time is allocated to which duty could be taken as a proof to this assumption. For instance, 12(38.7%) of the academic officers responded as 81-100% of the academic staff time is allocated for teaching, and 17(54.8%) said it is 61-80%. In the same token, administrative activities were to take 21-40% of the academic staff time according to 8(25.8%) of the respondents and less than 20% according to 18(58%) of them. Academic research, which was supposed to be one of the main activities of the academic staff, according to 20(65%) of the respondents was to take 21- 40% share of the academic staff time, and less than 20% of the staff time as to 8(25.8%) of the respondents. Similar disparities were also observed in the time allocation of the other activities put as an option in the questionnaire. As to the respondents who said 81-100% of the academic staff time is allotted for teaching, it means that all the rest of activities were given very little or no consideration. Then, it will be sound to argue that the responses might have been given only looking from ones own perspective. But no such variations have to exist on such an activity constituted and properly communicated to every one accountable.

4.2.8 Professional Development of the Academic staff

The issue of academic staff professional development in Ethiopian Higher Education Institutions is an issue which requires a further and deeper investigation. The fact that lots of the academic staff in each of the Institutions investigated did not have the qualifications required to teach at a university level depicts that these Institutions need to develop and implement feasible plans for professional development for their academic staff. Professional development mainly is conceived by lots of the academic staff as well as the academic officers involved in this study, as it is sending the staff for their second or terminal degrees.

The academic staff in many disciplines were not initially trained to be teachers and some had encountered difficulties in their duties, particularly at the beginning of their teaching careers. Teshome who observed a similar incident wrote that "the lack of a systematic and requisite training in pedagogy to all faculty either at entry or immediately after employment and on a continuous basis has affected the teaching and learning" (Teshome, 2007:105). The response

obtained from the academic officers substantiates Teshome's argument as teaching inefficiency and lack of the use of the appropriate methods of teaching are the main problems of fresh Bachelor graduates. The controversial point discovered in regards to the suggestions here was that 103(73.6%) of the academic staff responded to the questionnaire as they had received initial training on methods of teaching or attended pedagogical courses. Nevertheless, 36(25.7%) of the respondents claimed that they received no initial or on the job training on teaching methods and pedagogy. Which ever way the argument goes right, for the benefit of those who did not receive any kind of pedagogical training before or upon joining higher education teaching, or those who have to update and upgrade their knowledge and skills, a professional development program that encourages and enhances career long learning for the best interest of the academic staff themselves, the students and all the other stake holders is essential. And it has to be delivered continuously and constantly.

Table 13: *Perception of the academic officers and the academic officers on provision of staff development programme.*

Item		Academic officers			Academic Staff			Total		
Is there a staff development programme in your institution?		Yes	No	No Idea	Yes	No	No Idea	Yes	No	No Idea
	FR	19	13	2	91	32	17	110	45	19
	%	55.9	38.3	5.9	65.0	22.6	12.1	63.2	25.7	10.9

It is evident that the public HEIs in Ethiopia are supporting their academic staff to carry out further study mainly by sending them back to school to obtain post-graduate degrees (Masters and PhD). But a lot more has to be done to raise the professional height of the academic staff. As learnt from the prevailing condition in the HEIs involved in this study, there are some CPD packages in place for the academic staff. When the academic staff were asked if the institution had a staff development program, 91(65%) replied in agreement, 32(22.9%) in disagreement and 17(12.1%) said that they had 'no idea'. In a similar manner to the academic staff, there was found no full consensus among the academic officers in regards to the provision of CPD to the academic staff as 19(55.9%) replied in agreement, 13(38.2%) in disagreement and as 2(5.9%) of them replied as had 'no idea'. Although it is known that there are packages of pedagogical and skill development trainings, the disparity of the responses

obtained implies that there is doubt among the academic staff and officers alike, or there is a wide information and communication gap and lack of transparency in the universities. There was no uniformity of responses to the mechanism of delivery of the professional trainings. The following table shows the disparity.

Table 14: *Responses from the academic officers on provision CPD to the academic staff*

Training provided to the academic staff		5	4	3	2	1
On the job	FR	9	4	4	2	-
	%	43.4	21	21	10.5	-
Off the job	FR	4	2	2	5	6
	%	21	10.5	10.5	26.3	31.6
Refresher courses and Seminars	FR	2	2	8	4	3
	%	10.5	10.5	42.1	21	15.8
Workshops	FR	2	4	6	4	3
	%	10.5	21	31.6	21	15.8
Further education	FR	11	4	4	-	-
	%	57.9	21	21	-	-
Through consultants and teacher tutors	FR	1	1	5	7	5
	%	5.3	5.3	26.3	36.8	26.3

(Rating → 5= Always 4=Mostly 3=Sometimes 2=Seldom 1=Not at all)

According to 11(57.9%) of the respondents CPD is mainly delivered through further education and on the job according to 9(43.4%) of them. Among the academic staff respondents as well, 37(26.4%) of them said the delivery of CPD is through a further education package. Some of them also indicated that short term English Language Improvement Programs (ELIP) and Higher Diploma Programs (HDP) were occasionally given to the academic staff. It has been understood from referring MOE documents that there are Pedagogical Resource Centers (PRC), English Language Improvement Center (ELIC) and the Academic Development Resource Center (ADRC which is housed in AAU) established to improve the pedagogical skill of the academic staff. However they had not been very effective in attaining the objective of their establishment. The 'Practicum' program which was designed and implemented to enable the academic staff to gain a practical teaching experience is still in use in the public universities.

4.2.9 Teaching Assessment, Academic Staff Evaluation and Promotion

Academic staff evaluation and teaching assessments are carried on every semester according to the responses obtained from almost all the academic officers.

Table 15: *Academic officers' reflections on the purpose of evaluation of the academic staff*

Purpose of Evaluation		5	4	3	2	1
Promotion	FR	27	5	2	-	-
	%	79.4	14.7	5.9	-	-
Pay increase	FR	9	3	6	4	12
	%	26.5	12.5	17.6	11.8	
Excellence awards	FR	4	4	2	7	17
	%	11.8	11.8	5.9	20.6	50
Granting tenure status	FR	3	3	5	6	17
	%	12.5	12.5	14.7	17.6	50
Termination	FR	4	4	4	8	14
	%	11.8	11.8	11.8	23.5	

(Rating → 5= Always 4=Mostly 3=Sometimes 2=Seldom 1=Not at all)

The main purpose of the teaching assessment and evaluation for the academic staff, as generally accepted, is to know their strengths and weaknesses in teaching so that they may perhaps make improvement in their teaching performance. The results of the assessment and evaluation were also to be used for purposes such as promotion, financial rewards (raised salary, bonuses and allowances), for granting awards, for commendations and recognition as well as termination if necessary. As learnt from the responses of most of the academic officers in the focus Universities, teaching assessment and academic staff evaluation is used mainly for the purpose of promotion {by 27(79.4%)} and pay rise {by 9(26.5%)} to some extent. It is very rarely used for giving awards, granting tenure positions or termination of contracts.

Table 16: *Academic officers' reflections on criteria used for academic staff evaluation*

Evaluation criteria		5	4	3	2	1
Research and publication	FR	17	4	7	4	2
	%	50	11.8	20.6	11.8	5.9
Supervision of students	FR	19	5	5	3	2
	%	55.9	14.7	14.7	12.5	5.9
Teaching performance	FR	27	3	3	1	-
	%	79.4	12.5	12.5	5.9	-
Peer review	FR	26	5	3	-	-
	%	76.5	14.7	12.5	-	-
Student review	FR	28	3	2	-	1
	%	82.4	12.5	5.9	-	5.9

(Rating → 5= Always 4=Mostly 3=Sometimes 2=Seldom 1=Not at all)

The academic staff are evaluated, according to the responses obtained from the academic officers, on the basis of student review {by 28(82.4%)}, according to their teaching performance {by 27(79.4%)}, reviewed by their peer {by 26(76.5%)}, supervision of students {by 19(55.9%)} and doing research {by 17(50%)} consecutively in the order of importance. One respondent also mentioned community service as well is used for staff evaluation.

The academic staff in Ethiopia, likewise to its counterparts elsewhere in the academia, holds academic titles and ranks bestowed upon the individual depending on the level of qualification, the services and experience in teaching and research and publication. The rank and title of the academic staff defines the hierarchy and priority of the staff in the academe. Promotion of the academic staff from one designation to the next higher is assessed based on several criteria. According to the information obtained from the academic officers, promotion and secondement of the academic staff to a position is mainly based on student and peer review and, evaluation and decisions by the university management. There are promotion committees such as the Faculty and the University Senates established procedurally and which decide on the promotion of the academic staff.

Fresh Bachelor's university graduates are only considered as Graduate Assistants, and will receive an Assistance Lecturer status after one or two years of services (see above the condition of employment of fresh graduates). The promotion of GAs is automatic and does not require additional criteria if the incumbent is allowed to stay. Similarly, academic staff with an MD/DVM degree will be promoted to the status of lecturer after one year of service. Academic staff with a Master's degree are designated Lecturer, and those with a PhD degree are designated Assistant Professor automatically according to the current procedures and regulation (MOE, guideline for the employment and promotion of the academic staff).

Academic staff appraisal and promotion, particularly to levels higher than lecturer (except for PhDs) is assessed on the basis of teaching services, supervision, research, publication, consulting, conferencing, and tasks and duties in institutional management and administration and community services. But in most cases, teaching experience, research and publication, and administrative activities are used for academic staff appraisal and promotion. An academic staff that who holds a second or terminal degree could be promoted up to the rank

and level of full Professor in fulfillment of and evaluated in accordance to the criteria mentioned above. Promotion of Assistant and Associate Professors could be approved by the University Senate (Academic Commission) and becomes effective starting from the date of approval. The promotion to the rank of Professor is submitted to the University Board of Governors and approved by the government (MOE, guideline for the employment and promotion of the academic staff, HE Proclamation No. 650/2001).

Prospects of further education and promotion, as mentioned by some of the respondents are among the major factors of attraction for the academic staff to join the academia. Hence, providing the opportunity to every academic staff that who seek and deserve the promotion and, without fallacy to set procedures and regulations is also an incentive to keep the academic staff in the University. Promotion and achievement creates the feeling of fulfillment and recognition upon the academic staff. It also boosts the motivation of the academic staff to remain and serve in the academia and promotes the academic staff's identification with a particular institution.

Problems related to promotion are not frequent in the Ethiopian HEIs, and mostly happen in the older Institutions where the academic staff had longer service years and experience. As the survey assessment and the findings, the majority of the academic staff, and specifically those in the new universities were freshly recruited and had a few years of service and experience as a university teacher. Most of the respondents to the questionnaire for instance {126(90%)} were Graduate Assistants or Lecturers who recently acquired their Masters degree. The research experiences and other activities for these academic staff to claim promotion are minimal. Therefore, complaints and grievances emanating from malpractices in academic staff appraisal and promotion under these conditions could also be deduced to be minimal. When asked if at all they were denied any deserved promotion, 120(85.7%) of the academic staff responded as they were not. However, 19(13.6%) lamented as they were deprived of their right to be promoted. And one of those who willed to answer questions in this regard expressed his grief as he was 'let down' by the promotion committee and 'erratic translation' of senate legislation. Some others also suggested as they were deprived of their rights due to poor management, negative attitude of high officials, elongated bureaucratic procedures, misinterpretation of rules and regulations and unclear criteria.

4.2.10 Academic Staff Retention and Turnover

Higher Education Institutions did not only have to cope with difficulties in recruitment as discussed above, but also in keeping those recruited within the teaching career and portfolio. Keeping the academic staff in the academia, especially in certain critical fields, is as serious an issue for HEIs as getting new ones. A multitude of pull and push factors lure away the academic staff from the academia. Therefore, is it imperative for any academic institution to design an effective academic staff retention strategy to maintain its staff for the best interest of all the stake holders.

Table 17: *Academic staff ratings of the most critical factors of retention.*

Factors affecting academic staff retention		5	4	3	2	1
Conducive working environment	FR	119	15	3	3	2
	%	85	10.7	2.1	0.7	1.4
Better living conditions	FR	90	37	5	5	3
	%	64.3	26.4	3.6	3.6	2.1
Competitive Remuneration	FR	73	34	13	8	6
	%	52.1	24.3	9.3	5.7	4.3
Social prestige and status	FR	48	47	28	7	5
	%	34.3	33.6	20	5	3.6
Professional development opportunities	FR	94	34	12	1	-
	%	67.1	24.3	8.6	0.7	-
Job security	FR	71	39	20	4	2
	%	50.7	27.8	14.3	2.8	1.4
Fast promotion and career achievement	FR	75	31	23	5	3
	%	53.6	22.1	16.4	3.6	2.1
Work satisfaction	FR	96	26	12	1	4
	%	68.6	18.6	8.6	0.7	2.8

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

The academic staff, as tried to explain earlier, joins the academia because of some attractions. The lack of fulfillment of some or all the expectations to the contrary pushes away the academic staff from the academe. As can observed from the table above for instance, for 119(85%) of the respondents, a 'conducive working environment' is the most critical factor in keeping the academic staff in the academia and in a particular institution. It can be deduced from this response that unsatisfactory working conditions will only continue to push the academic staff towards attractive lifestyles that they can enjoy in some other establishments outside of higher education and/or their respective institution. Those rated as critical factors in order of

importance are 'work satisfaction' {by 96 (68.6%)}, 'professional development opportunities' {by 94 (67.1%) and 'better living conditions' {by 94 (67.1%)}.

Even if all the factors were considered as highly critical by the majority of the respondents, remuneration {by 73(52.1%)}, job security {by 71(50.7%)}, and prestige {by 48(34.3%)} were less favoured compared to the other factors. This does not however mean that the academic staff could remain in the academia if financial benefits are far below than that the other sectors outside the higher education sector could provide or can not be enough to fulfill at least the basic necessities. It was discussed earlier that higher education teaching is a prestigious career. Nevertheless, the prestige and status of the higher education teacher could be maintained with the value given to the profession and the financial and other benefits it can offer. Lots of the academic staff commented that teaching in general, and teaching in a university in particular, is a noble profession and, such a feeling is still prevalent in them and the bulk of the society. But the value given to the profession, the social status and prestige of the higher education teacher are eroded due to the low payments to the academic staff and less financial benefits available in it. This suggestion may sound right, as it was also discussed in the literature review that in a market driven economy and conditions, more attention and emphasis will be given to better remunerative jobs and occupations.

The list in the table above can not be taken as exhaustive as there are plenty of factors that help to retain (or repulse) the academic staff in the academia or in a given HEI. Similarly, as to the factors of retention, there also are push factors which might compel the academic staff to leave the academia, and in return increasing the rate of turnover. Many of the academic officer respondents in this survey for instance replied, lack of pecuniary incentives, problems of housing facilities and unfavourable living conditions, unsatisfactory working environment, lack of psychological fulfillment, lack of academic freedom and, not least, weak institutional management are among the main factors that push away the academic staff from the academia. Many of the academic staff as well shared these views.

Table 18: *Academic staff intention to stay in the academia*

A. Would you leave the academia if you are offered a better remunerative job opportunity?		Yes	No	No Idea
	FR	81	54	3
	%	57.6	38.6	2.1

B. How do you rate the overall tendency of the academic staff in staying as a university teacher?		5	4	3	2	1
	FR	13	30	55	33	9
	%	9.3	21.4	39.3	23.6	6.4

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

Academic staff leaving the academia is a noteworthy and sensitive issue of HEIs in Ethiopia, as to the response obtained from the academic staff involved in this piece of study disclosed. The academic staff left and had the intention to leave the academe at different times and circumstances. When asked whether they intend to leave the academia if they could get a better remunerative job, 81(57.6%) of the academic staff responded to the questionnaire confirming that they will not hesitate to do it. On top of that, the general tendency of the academic staff staying in the academia is perceived as "medium" according to the majority of the responses obtained. This irrefutably asserts that there are some academic staff members who had 'a leg out', as there also are lots of them who are very highly determined and committed to remain as university instructor at any cost and throughout their career years; except for force majeure circumstances. The interview results with some academic staff members and the officers confirmed the prevalence of these varying attitude and intention of the academic staff in leaving or remaining in the academe.

Table 19: *Academic officers view of academic staff turnover*

What is the degree/rate of academic staff turnover in your University/Institution?		*5*	*4*	*3*	*2*	*1*
	FR	*3*	*7*	*15*	*5*	*4*
	%	*8.8*	*20.6*	*44.1*	*14.7*	*11.6*

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

Many of the academic officers involved in this study, however, do not consider the overall tendency of the staff to leave the academia reached a frustrating level. Among the officers who responded to the questionnaire, those answered as the academic staff turnover is very high were only 3(8.8%). The rest, 7(20.7%) replied as it is high, 15(44.1%) as it is medium, 5(14.7%) as it

is low and 4(11.8%) as it is very low. In fact the degree and severity of academic staff turnover is not comparably the same all across the disciplines. It may look the turnover is negligible in some disciplines, and it is a serious problem in the others. The questionnaire responses obtained from the academic officers could be assertions to this varying assumption as the respondents reflected what had objectively prevailed in respect to ones own particular department or faculty, and not the overall situation..

Table 20: *Academic officers' perception of areas of serious academic staff turnover*

Fields		5	4	3	2	1
Medicine and health sciences	FR	15	5	7	-	-
	%	44.1	14.7	20.6		
Engineering and Technology	FR	12	7	4	1	1
	%	35.3	20.6	11.8	2.9	2.9
ICT, Informatics and computer Science	FR	8	7	9	1	-
	%	23.5	20.6	26.5	2.9	
Business and Economics	FR	5	6	12	4	-
	%	14.7	17.6	35.3	11.8	
Natural Sciences	FR	1	4	15	5	1
	%	2.9	11.8	44.1	14.7	2.9
Social Sciences	FR	2	2	13	3	4
	%	5.9	5.9	38.2	8.8	11.8
Languages	FR	-	2	9	8	4
	%	-	5.9	26.5	23.5	11.8
Law	FR	4	4	9	3	2
	%	11.8	11.8	26.5	8.8	5.9

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

NB. Seven (7) replied as they have 'no idea'

Medicine and health sciences followed by Engineering and Technology are areas of high staff turnover as to the response of the academic officers. Compared to those in the other currently critical areas, teachers in languages, natural sciences and social sciences are less susceptible to leave the academia. The reasons for the high turnover or the vice versa are obviously the 'supply and the demand' syndrome as could be validated from the interview results of the academic staff and the officers, as well as the personal experience of the researcher. The areas identified as areas where the turnover is very high were also critical areas where recruitment is difficult as discussed above. Those specialists who were difficult to get were easily susceptible to lose as they were in high demand in the market.

The academic staff might leave any time, and at times without notification and in the middle of a course as indicated by 23(67.6%) the academic officers who responded to the question. Under such events the teaching learning process will be disrupted very much particularly under circumstances where no substitution could be readily available. The measures taken as a temporary panacea when an academic staff disappears in a middle of a course basically were distributing the load to the extant staff or/and invite guest lecturers from another Institution for a short period. Both the temporary solutions mentioned can not be taken for granted as areas where the staff turnover is frequented were also areas that were already compromised.

Here it may be important to note that except grappling with the problems of shortages of academic staff created due to turnover or unavailability of replacements, the HEIs did not set the mechanism to track where their staff had gone, why they left the institution or what has to be done to retain those who may leave any time. The fact that seven of the respondents replied that they had 'no idea' about a very important issue such as academic staff turnover in the institution is itself an indication that the problem is not properly communicated and addressed and, common solutions are not thought of to tackle it. No consensus was seen between the academic officers who responded to the questionnaire in regards to where the academic staff left their respective institution had gone. The responses to the questionnaire reflected varying assumptions. The only thing sure was that some of the academic staff left and others are still leaving the institution to end up some where, may be attracted by certain pull factors or due to push factors from within the institution.

Table 21: *Academic officers' assumptions of where the academic staff leaving the HEIs go.*

Academic staff leaving public HEIs go:		5	4	3	2	1
Out of the country	FR	6	8	6	7	7
	%	17.6	23.5	17.6	20.6	20.6
Join NGOs or/and International Organizations	FR	8	14	4	4	4
	%	23.5	41.2	11.8	11.8	11.8
To private HEIs	FR	4	9	7	7	7
	%	11.8	26.5	20.6	20.6	20.6
Take government positions and offices	FR	2	5	9	9	9
	%	5.9	14.7	26.5	26.5	26.5
Join the industry or/and private sector	FR	2	6	10	7	9
	%	5.9	17.6	29.4	20.6	26.5
Initiate private business	FR	1	7	6	5	15
	%	2.9	20.6	17.6	14.7	44.1

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

4.2.11 Perks and Remuneration

Basic salaries for the academic staff in public Higher Education Institutions are set centrally similarly to the rest of the civil servants. A salary structure with a starting (base) and a ceiling for the different ranks of the academic staff is established and implemented centrally. Even if the pay scale for the academic staff is regulated centrally as it is to the rank and file civil servants too, the scale fixed for the academic staff in the HEIs is slightly bigger compared to that of the others.

Table 22: *Pay scale for academic staff in public HEIs*

	Academic Rank	Base salary	Ceiling
1	Graduate Assistant I	2250	-
2	Graduate Assistant II	2685	-
3	Assistant Lecture	3820	5443
4	Lecturer	4605	6347
5	Assistant Professor	5443	7329
6	Associate Professor	6347	8406
7	Professor	7329	9604

Source: MCS, circular, 26 Jan., 2011

A current pay scale which became effective since January, 2011, sets the official starting monthly salary for the different ranks of the academic staff as in the table above.

These academic pay scales were considered low when compared with some other professional occupations in industry, business, NGOs, International Organizations and even Private HEIs. And most of the academic staff do not consider that they are paid adequately in an amount commensurate to their expertise, qualification and experience.

Table 23: *Perception of the academic staff on the pay scale*

		5	4	3	2	1
Do you think that salaries and payments for the academic staff are satisfactory?	FR	1	11	28	58	42
	%	0.7	6.4	20	41.4	30

(Rating → 5= Highly satisfactory, 4=Satisfactory, 3=Moderately satisfactory , 2=Unsatisfactory, 1=Very Unsatisfactory)

In response to the questionnaire item regarding academic staff salary, 42(30%) of the academic staff responded as it is *highly unsatisfactory* , 58(41.4%) replied as is *unsatisfactory* and 28(20%) replied as it is *moderately satisfactory*. Only 1(0.7%) respondent believed that

the salary to the academic staff is *highly satisfactory*, followed by 11(6.4%) respondents who believe it is *satisfactory*. Basic salaries for academic staff in public HEIs remained low, if not the lowest, and as can be clearly seen could not keep pace with the current constantly increasing living cost.

It is obvious that public HEIs which are dependent on the government for their financial resources can not fix a different pay structure for their academic staff, and have to strictly stick to government financial policies, procedures and regulations. Institutions or teachers unions do not have any say in the decision and determining of academic staff salaries. The academic staff are not comfortable with the way salary scales are determined centrally and prefer if some other adjustments were made.

Table 24: *Academic staff attitude and preference on fixation of salary*

Preference on fixation of salary	FR	%
Negotiated between the state and teacher unions	66	47.14
Defined by institutions	46	32.85
Set individually for each academic staff based on performance	48	34.28
Bargained between the staff and the employer	23	16.42
Differentiated according to disciplines	31	22.14

NB. The respondents were allowed to choose one or more option

The majority of the questionnaire respondents {66(47.1%)}, felt that the salary of the academic staff would have been fixed based on negotiations between the government and their unions, and 48(34.3%) of them reflected as they were not comfortable with the "across-the-board" salary scale and suggested payments to be made on the basis of individual competence and ability. Some 46(32.9%) of the respondents believed, institutions have to be given the autonomy to define the salary scale of their respective academic staff. And 23(16.4%) of them said the individual employee had to bargain and agree with whatever payment one has to receive. It is the belief of the 31(22.4%) of the respondents that payments have to be fixed on the basis of supply and demand, and hot disciplines that are highly demanded by the market have to get a better remuneration.

Even if public HEIs can not take the consideration of salary and pay differential as their central value to attract and/or retain the academic staff, they can take the economic benefits of rewards and allowances. It is known for instance that the academic staff in the public higher HEIs are getting housing allowance (or provided with modest accommodation) which is indiscriminately given to every academic staff according to rank and status. Fixed monthly allowances ranging from Birr 250 to Birr 1000 are also paid for handling additional office and administrative duties (MOE, 2005).The academic staff are also paid for teaching more sessions (credit hours) than that regulated. Institutions can raise the income of the academic staff by increasing the amount of allowances mentioned above and diversifying incentive packages and the varieties of activities for the benefit of the majority of the staff and the Institution. For instance, rewarding better performing teachers could be a motivation and creates a sense of emulation among the staff on top of raising the income of the one who is rewarded. No or very little reward is given for academic staff for handling crowded or overcrowded classes as to the response of most of the academic officers to the questionnaire and the information obtained from the academic staff. Compensation mechanisms were not established for rewarding the academic staff for taking extra- ordinary commitments and increase their actual income than the officially regulated monthly basic salaries. Rewarding the academic staff on outstanding performance is an activity to be encouraged as to the provisions of Article 52 of the Higher Education proclamation No.351/2003 of the FDRE. According to the information obtained from some academic officers in the focus Universities little consultancy services to the community are made available where the academic staff is taking part. This is very much encouraging and has to be widely accustomed in public HEIs as a mechanism of generation of income for the Institutions as well as bringing financial benefits to the academic staff.

4.2.12 Faculty Moonlighting

Academic staff moonlighting is one of the problems of public HEIs in general, and those located in the bigger towns in particular. The academic staff, mainly those whose skill and expertise is in high demand in the market go out in search of part time work. As indicated above, most of the academic staff are not satisfied with their basic salary and are very much

prone to grab any chance which can assist them to get financial benefits and augment their incomes.

Table 25: *Faculty off duty activities to supplement their salary.*

Off duty activities performed by the academic staff		5	4	3	2	1
Part time teaching in another Institution/s	FR	20	7	14	9	40
	%	14.2	5	10	6.4	28.6
Overtime work in the university	FR	18	11	23	18	25
	%	12.8	7.8	16.4	12.8	17.8
Teaching in the extension division	FR	22	13	26	17	23
	%	15.7	9.3	18.6	12.1	16.4
Publishing articles	FR	10	11	8	11	47
	%	7.1	7.8	5.7	7.8	33.6
Doing private business	FR	12	12	13	12	44
	%	8.6	8.6	9.3	8.6	31.4
Giving Consultancy Services through the university	FR	15	9	6	11	48
	%	10.7	6.4	4.3	7.8	34.3
Giving individual consultancy services	FR	14	13	13	6	47
	%	10	9.3	9.3	4.3	33.6

(Rating → 5=Very High, 4=High, 3=Medium, 2=Low, 1=Very Low)

(NB. Some of the respondents intentionally skipped this question)

As a matter of fact, not every academic staff is involved in doing additional work within or outside their universities, and it can not be logical to generalize that part time jobs are available for each and every university teacher of the kind under the current situation in the country. However, the responses indicted in the table above are confirmations of the presence of some degree of faculty moonlighting in the public HEIs. Some of the academic staff responded as they take part time duties in their respective Universities such as teaching in the extension division, overtime work in the University and give consultancy services arranged through the university. And some others were running their own private business, and teach in other Institutions as to the responses to the questionnaire indicated. However, it was not identified from the responses whether those who were engaged in doing additional work were engaged in one or multiples of activities.

Additional activities by the academic staff can become a problem to the HEIs when the academic staff go by their own in search of part time jobs and fail to make themselves available to their official duties and commitments to the Institutions. As to the information

obtained through the informal discussions with the academic officers and the academic staff, those looking for additional jobs were less active in their duties in the university, frequently go out of the campus and were less available for their students and hardly engage in research.

4.2.13 Separation of the academic staff

Currently academic staff retiring due to age can not be a major problem to public HEIs as most of the existing staff are young as indicated in the age profile section. Rather, it is the non availability of senior and experienced academic staff that is more pressing. However, retirement is the concern of all the stake holders as it is a phenomenon to come sooner or later.

Table 26: *Academic staff suggestions on retiring age*

Preference of retirement by the academic staff	FR	%
As to the civil service regulation	20	14.3
At the will of the individual staff	24	16.4
Extended as far as the academic staff is capable	96	68.6

The academic staff involved in this survey reflected almost similar views in respect to retiring age. It is the belief of 96(68.6%) of the respondents to the questionnaire that retiring age should be extended as far as the academic staff is capable. Some 24(16.4%) of them also suggested that as far as the academic staff is willing to stay (HE proclamation 2009 Art. 33/4.c states the same) and physically and mentally capable, can deliver courses properly and carry out research; no limit has to be made to retiring age. Some of the academic staff commented that the skill and knowledge of the teacher increases with age and experience and such a person must not have to be dispensed simply. Of course the Higher Education proclamation which was referred above gives provision for reputed academic staff(Professors and Associate Professors), the status of "Emeritus" to serve the Institution after retirement as well(Art. 33/3). The suggestions obtained nevertheless put conditions for extension of the retiring age such as adequate compensation and fringe benefits so that the academic staff will opt for staying longer in teaching. Otherwise, the suggestion goes on; the academic staff will look for 'greener pastures' to save money for their later ages.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter presents the summary of the discussions in the paper and the findings, the conclusions drawn based on the findings of the research, and the recommendations given on the bases of findings and the conclusions.

5.1 Summary

Higher Education which dawned in Ethiopia sixty years back gained momentum since the last decade. The number of Institutions and diversity of the programs and student enrollment increased in unprecedented scale, also raising the number as well as the demand for academic staff with the requisite expertise and qualifications. The HEIs mainly recruited the academic staff from a pool of fresh university graduates considering their being graduates of honor and with high CGPA, as it is less likely to attract experts from other sources to higher education teaching. It is fairly easier to attract and recruit fresh Bachelor graduates. Due to the difficulty in getting staff with advanced degrees and experiences, the fresh Bachelor graduates, who are now-a-days recruited centrally, and who are less plausible to teach were directly assigned to handle courses in most of the institutions. On top of this, HEIs faced difficulties in getting adequate number of teachers in proportion to their student population, and are lingering with serious shortages of staff particularly in some disciplines where the demand for such disciplines and expertise is high in the job market.

The general objective of this study was investigating the problems of academic staffing of Ethiopian public Higher Education Institutions and find out possible solution/s. In due course the following basic questions were raised: To what extent does the higher education sector in Ethiopia satisfy its requirement for a properly qualified and sufficient number of academic staff? What impact does the existing expansion of HEIs and increased enrolment have in regards to academic staffing? How serious is the challenge and the problem of academic staffing in the public HEIs in Ethiopia? How are the selection, recruitment, employment, development and retention of the academic staffing public Higher Education Institutions undertaken? How have the public Higher Education Institutions been coping with the problem

of academic staffing? To solicit information for the study, mainly the academic staff and the academic officers were made to respond to pre designed questionnaires as well as unstructured interviews and engaged in informal discussions. The resultant rate of return for questionnaires was 73.7% for the academic staff and 85% for the academic officers, and it was taken as satisfactory.

The public HEIs, mainly the newly established ones, are staffed with young and inexperienced Master's and Bachelor's degree holders. Although the fresh Bachelor's graduates who were recruited because of their high performance in their studies can not be inferior in regards to subject mastery, they lack the experience and the skill, and assigning them directly to teaching does not seem proper. The domestic market, compounded with the high pace of expansion of HEIs and increased enrolment, failed to supply an ample number of appropriately qualified academic staff. 'Baby boomers' with advanced qualifications and higher academic designations that who would have been indispensable in coaching and supervising the beginner academic staff were lacking. Therefore, the HEIs opted for expatriates to fill the gap. The academic staff handled heavy teaching loads. The student staff ratio remained wide. In many instances the academic staff were left with little time for research, student supervision, consultancy and other academic activities.

Selection of academic staff in public HEIs is merit based except some acceptable positive discrimination is made to balance for some historical inequities. Most of the academic staff joined higher education teaching because of their personal interest and aspirations and they want to remain in the academia. The public HEIs mostly send their academic staff for further education. However, much is lacking in regards to Continuous Professional Development which would have benefited the beginner as well as the senior academic staff. Information flow, communication and interaction is lacking in the public HEIs. The academic staff and even the low profile academic officers did not seem to have information about activities, provisions available, rules and the like in their respective institutions. Lack of transparency and communication between the top management and the ordinary academic staff, ambiguous rules, misinterpretation of rules and regulations are causes of grievances in the public HEIs and may be construed for a push factor.

The shortage of academic staff in some disciplines, like medicine and engineering and technology is much more severe. In such critical areas where recruitment is difficult, the turnover also is high making the situation of academic staffing worse. The academic staff leaves the academia or her/his respective Institution because of different pull and push factors. One of the push factors identified is low income which was regarded as disproportionate to the quality and talent the academic staff holds. Even if the salary scale for the academic staff which was fixed centrally is a little bigger than the rest of the civil servants, it is regarded as low and not very much welcome by most of the academic staff. No pay differentiation according to the demand in the job market for some disciplines is implemented in public HEIs. In order of compensating for the low income, lots of the academic staff, particularly those whose expertise is in high demand in the market go out moonlighting and/or leave the academia. Although they cannot fix a different pay scale, the HEIs can devise different incentive packages and income generating activities to raise the income of their academic staff and minimize the turnover caused due to pecuniary factors. The academic staff turnover in the HEIs due to age is currently minimal as the majority of the academic staff are young. Therefore, more of the turnover is caused due to push or/and pull factors. Although the academic staff are regularly evaluated, the evaluation results were very rarely/not used for separation.

5.2 CONCLUSIONS

Based on the findings of the study the following conclusions were drawn.

Academic staffing of public HEIs became a serious issue compounded with expansion and increased enrolment. The existing sources in the country failed to provide the HEIs with the required number of academic staff who are qualified and experienced to the best interest of the institutions and the students. In the face of the booming shortages, the Institutions and the Ministry were obliged to recruit fresh Bachelor's graduates and assign them in teaching. This especially left the newly established Institutions with young and inexperienced academic staff. The selection of fresh Bachelor's graduates for university teaching by the Ministry focusing on CGPA as the main selection criteria created bewilderment as it was thought to play down the subsequent qualities the academic staff should have. Even if high CGPA is an advantage, it could not be used as the sole criterion for selection. And there has to be a

selection mechanism and criteria which is transparent and convincingly suitable for getting the best fitting academic staff.

It is true that fresh Bachelor's graduates, and particularly those who directly entered the university on completion of their secondary studies, have little or no experience and preparation for teaching. They have to be given a probation period until accustomed with the university teaching atmosphere and gain experience. Fresh Bachelor's graduates have to pass through certain scrutiny and have to be proved fit before taking the responsibility of teaching. It does not seem logical and proper by any dimension to directly assign fresh Bachelor's graduates in teaching, and having this done casts doubt on the quality of education offered and the out put as well. Fresh Bachelor's graduates were assigned to teach in a university by the Institutions or the Ministry not without this notion. Nevertheless, under the pressures of expansion and shortage of academic staff with advanced degrees, the Institutions as well as the Ministry were forced to use the resource available. Fresh Bachelor's graduates, who were not supposed to teach, and that joined HE teaching without adequate knowledge of what they will be facing and what is expected of them, and with least experience and preparation, by and large, fail to inculcate and impact desirable values and knowledge to their students. Assigning fresh Bachelor's graduates for teaching even without evaluating them in a probation period might not be proper.

The success of any HEI depends on the quality of the academic staff it attracts and retains. The academic staffs with the requisite quality and amount, especially those with advanced degrees are less available in public HEIs, and this highly affects the quality of education and the output. It might be difficult to maintain quality during fast expansion. However, Institutions which could attract the best brains to their army of the academia and develop and retain them will be far more successful than those which do not. HEIs have to design a strategy balancing between recruitment and retention. Recruitment, selection and assessment processes driven by an understanding of what makes an academic staff join, stay and quit the academia were issues needing a prior emphasis. Incentive packages for attracting as well as retaining academic staff were not available in most instances. To make HEIs pleasant places of work, lively and full of prospects, besides facilities and financial and other incentives, an effective and interactive management as well is very much necessary.

The academic staff joining the academia possesses a certain degree of qualification and skill. But this can not see them through out their career as a teacher. The academic staff requires to be offered a Continuous Professional Development support. This support must not be regarded as it is only sending the academic staff for pursuing their studies for their second or terminal degrees. Professional development is not only for the junior academic staff that may require pursuing for their advanced degrees. It is true that professional development can help the beginner academic staff to overcome shortcomings that may have been part of the pre-service education. And it is every graduate's aspiration to become a person of virtue, competent and highly demanded. A Continuous Professional Development acquaints the graduate with such an opportunity. However, CPD is to help everyone in the academia, the junior and senior alike, to keep abreast of new knowledge and practices in the field. Continuous Professional Development is concerned with the identification, formation and enhancement of different kinds of skills. It is evident that some of the academic staff did not receive initial teaching skills and methodology upon joining the academia. Hence, professional development helps these academic staff to cultivate the skills and methodology of teaching, to adapt a student centered teaching styles whose application will help to improve the quality of education.

The academic staff have to be motivated to stay in the academia. Possibilities of further educations, job career developments, work satisfaction and the like could motivate the academic staff. However, the academic motivations alone can not always compensate the financial satisfaction particularly when the income of the academic staff is very low compared to non-academic professional occupations. The academic staff have skills and qualities which are in high demand in the job market. When financial benefits fall below the floor, they will look for additional work to supplement their income, or leave the academia to where they will be paid better. This might take away those with a better performance and skills, leaves the HEIs with mediocre performers, and erodes the quality of the Institutions and their ability to serve as centers of academic excellence. Before this happens, the public HEIs have to devise an exit strategy for retention of the academic staff, create pecuniary incentives such as raising the income through rewards, making differential pay, merit payments and the like; and arrange for non-financial incentives which can compensate for the low payments. It is clear that HEIs can

not fix the salary of their staff by their own. However, the possibilities are open for compensations and increasing the pecuniary benefits of the faculty. The institutions can create the opportunities for raising the income the academic staff devising mechanisms for additional work within their establishments and/or outside.

Outside work is not always bad and is not an activity which has to be avoided completely. It was proved very important to the Institutions themselves as they were covering the gap created because of shortage of academic staff in some disciplines by bringing in part timers. The information obtained from different sources indicated that the Institutions cover gaps in areas where they failed to employ their own faculty by inviting guest lecturers from the other collaborating universities. Outside work that is conducted in an institutionalized manner can help the institutions to develop valuable contacts with the private and the other public sectors. This in turn may lead to the creation of job opportunities for students or the opportunity for the development of outside collaborations and exposure to business and industry. If outside work is arranged institutionally and conducted through the University, the benefits are mutual and multi dimensional. The individual academic staff can formally engage in outside work and can increase her/his income, gain practical experience and could develop her/ his knowledge without affecting the teaching learning and other academic obligations. On the other hand, the universities too could generate their incomes and bring in outside experience. And the private and the other public sectors could access the service and expertise of the HEIs. Such an activity of rising income from non-public sources was generally accepted by the Institutions and there were observed practical experiences which were also given legal provisions by the government. Institutions may perform consultancy or other complementary activities in areas related to their competence, and can use the income generated for enriching the teaching and learning without compromising the quality, extent, and availability of their basic activities and obligations.

The academic staffs currently available in public HEIs are junior and inexperienced. Besides, they are also taking high teaching loads and handling crowded classes. These and the proportionately enlarged number of students (PTR) indicate the Institutions needed more academic staff than the current available. In such conditions students receive little individual support and supervision which coupled with deficiency on the side of the inexperienced staff impacts on the quality of education. Research activities are very little or lacking in the public

HEIs. The academic staff engaged in extensive teaching activities, with higher teaching loads, and other Institutional responsibilities had little time left for research. And it will not be appropriate and fair to expect from the fresh graduates and inexperienced academic staff to do a thorough and fruitful research and scientific investigation in a short period of their joining HE teaching. Institutions, particularly the new ones lack facilities, fund, the means and possibilities for their academic staff to do research by their own, for publications, to organize and/or attend educational forums and seminars. Senior academic staff with the appropriate experience and qualification that could handle courses and guide students better than the less qualified and the beginners, and those who could have created impact on research are very much in short in public HEIs. These academic staff could have taken a key role in coaching the beginners and their replacements.

The public HEIs management although striving for the creation and development of attractive working and living conditions, it does not seem it has successfully created the venue for communication and interaction with and between the academic staff. Information about benefits and provisions available to the academic staff, rules and regulations, university activities, recruitment, availability of staff and staff turnover and the like university affairs were not made very much accessible to each and every faculty member. Information gap may decrease the conviction and commitment of the academic staff and the desire to stay, and hinders those aspiring to join the academia.

Blurred and ambiguous rules and regulations leave room for misinterpretation, biases and abuses and cause grievances. Individual cases of resentment have not been given due considerations and had to be identified and nipped in the bud before they grow into Institutional problems. It is also important to note that resentments created due to mismanagement are push factors forcing the staff to leave a particular HEI and/or even the academia.

5.3 RECOMMENDATIONS

Deduced from the research findings and based on the conclusions drawn the following recommendations are forwarded in the study.

1. There has to be a careful description of the qualification and quality the prospective academic staff should hold, and that have to be evaluated against defined criteria before recruitment and assignment for the job. It might be difficult to vindicate the quality of the academic staff. A systematic, fair and knowledge and practice oriented standard evaluation can help in sifting and differentiation of the academic staff. A high CGPA could be an advantage for recruitment. However it has to be used with care. Most of the fresh Bachelor's graduates in public HEIs are graduates of honour and the best among their batches. But their performance as a teacher in the Universities and subject matter mastery was rated low. This calls for general reconsideration and revisiting of the evaluation and the grading systems in the universities. Thus, HEIs have to carefully set exams and other evaluation mechanisms, be careful in invigilation, correction of papers and grading of their respective students so that the CGPA that some one holds has to manifest the bearer.

2. Fresh Bachelor graduates who were recruited for Higher Education teaching should pass through a period of probation, evaluated and trained before taking classes or sent for a further education. Their selection and recruitment as well has to be left to the autonomy of the institutions that who have got the necessary man power for evaluating and selection and who can probably use appropriate evaluation mechanism for the selection than to the Ministry. Consequently, the best performing academic staff and those who were fit will be carefully sifted, selected and retained in the academe. And those who were rated less compatible to the system will be avoided before hand or removed after being evaluated in a probation period.

3. Public HEIs would have to enjoy a certain degree of flexibility especially in the recruitment procedures and conditions of employment. It is necessary for the HEIs to give the academic staff a permanent employment after a probation period. Finite term contracts could be subject to abuses. The academic staff wants job security and do not like to be dismissed at will or fill new contracts now and then. Particularly the senior academic staff, that with high academic profile may prefer to stay in the academia than opting for even more lucrative jobs outside the university. Hence, HEIs have to grant permanent employment, tenure-track and/or tenure positions to the academic staff with care, so that it will not be misused. Permanent employment and tenure-track/tenure positions would be very much welcome as these

positions are less likely to be revoked, create a sense of being secured, and help to motivate and retain the extant academic staff and attract new ones.

4. Declining academic salaries coupled with the fall of the value of the currency precipitated faculty moonlighting and turnover. Tackling the issue of academic moonlighting and turnover caused due to income usually means raising the salary of the academic staff, and improving financial compensations that can equate for external labor market opportunities. Clearly so, public HEIs in Ethiopia can not make change in the salary structures and the basic payments to their academic staff as this is not under their mandate and jurisdiction. However, it is becoming mandatory that salary systems must be flexible across disciplines taking into account the market for talent and skill. Hence, flexible pay structures based on salary survey has to be devised by the public HEIs and the government, and have to be implemented so that the academic staff need not go moonlighting or leave the institutions arbitrarily because of low incomes and dwindling living conditions. A reasonable base salary structure and market responsive increments, that which can attract new ones and minimizes the loss of the extant academic staff have to be put in place.

5. Shortage of senior and highly qualified staff particularly in PG degree offering institutions is worrisome as these are the sources for fulfilling and replenishing the qualified staff to the academe and the other sectors. In this respect, it is unwise and unadvisable, and even premature for the recently established public HEIs with an army of a relatively inexperienced and low profile academic staff to launch PG programmes. Therefore, the necessary facilities, the maturity gained through experience, an appropriate mix up of the academic staff and all the other preconditions must to be in place before hand, so that they can launch and implement effective and efficient PG programmes and produce quality graduates. Otherwise, their efforts might end up being only hasty and futile ventures producing mediocre performers (output) and affecting their quality and reputation as centers of excellence.

6. Quality academic staff desired by the employers and praised by the students are the ones who possess deep mastery of both the subject matter and the pedagogical skill, and those who develop and update their knowledge and use advanced methods of teaching. Hence, the

academic staff have to get CPD support in order to provide quality education to the learner. This issue of professional development of the academic staff should not be left to the individual staff. It has to be the concern of the individual institution and the Ministry. Therefore, it will be mandatory to public HEIs and the Ministry to develop a coherent, sustainable and a centralized professional development program based on generic norms and values which are incorporated to their respective vision.

7. Public HEIs loose their academic staff at different occasions. Except recognizing the turnover and endeavors for getting replacements, no follow up mechanism is in place to investigate where the academic staff leaving the institution is going and why they had gone. Therefore, public HEIs have to devise a mechanism to track turnover, like for instance by making exit interviews, establishing contacts with those departed, gathering and recording information about the departed. So that it might be possible to craft a strategy suitable to local conditions which can help to reduce turnover and recall those who departed.

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

Questionnaire to be filled by the **academic staff**

The purpose of this questionnaire is to gather information about the issues and challenges of academic staffing in public Higher Education Institutions. You are selected to give your free opinion pertaining to academic staffing in your respective university and the situation all over the country. Your candid responses would be of great importance to the success of this study and, may be, the valuable suggestions and recommendations to be made based on the findings. There are no wrong answers to the questions. All answers are highly valued. Therefore your free will is earnestly requested to give a bold, genuine and unreserved response to the questions. Thanking you!

Note: - You are not required to write your name or identify yourself in any form other than that stated in the questionnaire.
- The information furnished is strictly confidential and will never be used for any other purpose than this research.
- Please answer all the questions.

I) **Information about the respondent**

. Age… < 25 ☐ 25 – 35 ☐ 36 - 45 ☐ 46-55 ☐ >55 ☐

. Sex … Female ☐ Male ☐

.Academic Qualification …PhD ☐ Masters ☐ Bachelor ☐
Other(specify)_____

Academic Rank held currently… Professor ☐ Associate Prof ☐
Asst. Prof ☐ Lecturer ☐
Asst./ lecturer ☐ Graduate Asst. ☐
Other (specify) _____

.Service years… Total (___)
Total in teaching in Higher Educ. Inst (___)
In your current Institution (___)

.Condition of employment
Part-time ☐ Full time ☐ Tenure ☐ Adjunct(honorary) ☐

Other(Specify) _____

. University _____, Department/Subject _____

II) Academic Staff Recruitment and Retention

1) Rate the following reasons as factors for attracting you to join the academia and prefer to work as an academic staff?

Rating → (Very High =5 High = 4 Medium = 3 Low = 2 Very Low = 1)

	5	4	3	2	1
Personal interest in teaching and research					
Opportunities for further education					
High remuneration and perks					
Prestige and high status of the academic staff					
Model senior staff					
Favourable working and living conditions					
Good management practices					
Academic freedom					
Lack of other job opportunity					

Others (specify) _____

_____

2) How did you join the academia as an academic staff?
(You can indicate more than one factor)

Personally applied and got the job ☐
Through somebody I know in the Institution ☐
Selected through a competitive examination ☐
Selected and assigned by the Ministry of Education ☐
Seconded by the university management ☐
The university retained me because of my CGPA ☐
Others (specify)_____

3) Which criterion/ criteria do you think is/are the most appropriate for the selection of an academic staff?

Rating → (Very High =5 High = 4 Medium = 3 Low = 2 Very Low = 1)

	5	4	3	2	1
Highest cumulative GPA					
Standardized evaluation mechanism					
Experience as a teacher and rich CV					
Standard of the college the candidate studied in					
Recommendation					
Interest and communication skill					
Political affiliation and attitude					
Positive discrimination/gender, minority group …/					

Others (specify and rate) _____

_____

4) As to your observation of academic staff recruitment, do you think the appropriate ones are selected ?

Yes ☐ No ☐ No Idea ☐

5) If your response is 'no' for the above question, what do you think is/are the reason/s?

_____

_____

6) Do you think the top/ best graduating students are attracted towards joining the academia?

Yes ☐ No ☐

7) How do you rate the teaching quality of the fresh graduates joining the academia?

Very High ☐ High ☐ Average ☐ Low ☐ Very low ☐

8) Which factors do you think are the most critical in keeping the academic staff in the academia ?

Rating → (Very High =5 High = 4 Medium = 3 Low = 2 Very Low = 1)

	5	4	3	2	1
Conducive working environment					
Better living conditions					
Competitive Remuneration					
Social prestige and status					
Professional development opportunities					
Job security					
Fast promotion and career achievement					
Work satisfaction					

Others (specify)_____

_____

9) How do you rate the overall tendency of the academic staff in staying as a university teacher?

Very high ☐ High ☐ Medium ☐ Low ☐ Very Low ☐

10) When do you suggest the retiring age of the academic staff should be effected?

As to the civil service regulation ☐

At the will of the individual staff ☐

Extended as far as the academic staff is capable ☐

Other (Specify) _____

_____

11) On what basis do you suggest the promotion of the academic staff should be conducted?

%	100-80	79-60	59-40	39-20	<20
Through research					
Teaching Effectiveness					
Through Service					
Academic qualification					
Peer evaluation					
Student evaluation					

Other/s (Specify) _____(%)

_____(%)

12) Have you been denied any deserved promotion?
Yes ☐ No ☐

13) If your response is 'yes' to the above question, what was/were the reason/s?

_____

_____

III) Perks and Remunerations

14) How will it be proper if perks/salary scales and other remunerations for academic staff are fixed?(You can indicate more than one factor)

Negotiated between the state and teacher unions.....☐
Defined by institutions.....☐
Set individually for each academic staff based on performance..... ☐
Bargained between the staff and the employer.....☐
Differentiated according to disciplines.....☐
Others(specify)_____

15) Do you think that salaries and payments for the academic staff are satisfactory?

Highly satisfactory ☐ Satisfactory ☐ Moderately satisfactory ☐
Unsatisfactory ☐ Very Unsatisfactory ☐

16) If your response to the above question is "Moderately Satisfactory" or below, how do you supplement your income besides your salary?

Rating → Always = 5 Mostly = 4 Sometimes = 3 Seldom = 2 Not at all =1

	5	4	3	2	1
Part time teaching in another Institution/s					
Overtime work in the university					
Teaching in the extension division					
Publishing articles					
Doing private business					
Giving Consultancy Services through the university					
Giving individual consultancy services					

Others (specify)_____

_____

17) Would you leave the academia if you are offered a better remunerative job opportunity?

Yes ☐ No ☐ No Idea ☐

18) What is your reason/s for choosing to stay in the academia or leave?

Stay because _____

_____

Leave because _____

_____

19) How much do your family, friends or the neighborhood like your becoming a university teacher?

Very highly ☐ Highly ☐ Moderately ☐ Low ☐ Very Low ☐

20) Where do you spend your time when you are not directly engaged in class sessions?
Rating → Always = 5 Mostly = 4 Sometimes = 3 Seldom = 2 Not at all =1

	5	4	3	2	1
Doing Research and studying					
In the University Administrative work					
Supervising students					
Doing consultancy services					
Public service in my locality					
Part-time work outside the University					
Others(Specify)_____					

IV) Academic Staff Professional Development

21) Have you received any initial training on teaching methods (pedagogical courses) when you started your teaching career in a Higher Education Institution?
Yes ☐ No ☐

22) If your response is "No" to the question above, how did you manage to overcome your duties? (You can indicate more than one factor)
I follow the model of the peer group ☐
I personally studied teaching methods ☐
I was given on the job training ☐
I still had a problem in teaching ☐
Higher education teaching does not require a special training ☐
Others(specify)_____
_____

23) Does your University/ Institution / has a staff development programme?
Yes ☐ No ☐ No Idea ☐

24) If your response is "Yes" to the above question, what is it and how is it conducted?
_____
_____

V) Teaching Loads and Methodology

25) Is there any shortage of academic staff in your University?
Yes ☐ No ☐ No Idea ☐

26) If your response is 'Yes' for the above question, how was the problem dealt with?
Rating → Always = 5 Mostly = 4 Sometimes = 3 Seldom = 2 Not at all =1

	5	4	3	2	1
By sharing the load among the existing staff					
Postponing courses					
Dropping courses					
Employing part-time teachers					

Other(specify)_____

27 How many students are you supervising in the current semester?

Under graduate	< 6 ☐	6-12 ☐	13- 18 ☐	19- 24 ☐	> 24 ☐
Graduate	< 6 ☐	6-12 ☐	13- 18 ☐	19- 24 ☐	> 24 ☐

28) How many students are you teaching altogether in the current semester?

< 40 ☐ 41- 60 ☐ 61- 80 ☐ 81- 100 ☐ >100 ☐

29) What is your total load in the current semester (In credit hours)?

< 6 ☐ 6- 10 ☐ 11- 15 ☐ 16- 20 ☐ >20 ☐

30) How many different courses have you handled in a semester?

a) the minimum (_____)

b) the maximum (_____)

31) Have you ever organized an academic forum/s for university society?

Yes ☐ No ☐ No Idea ☐

32) If your response is "yes" to the above question, how often did you organize?

More than once a year ☐

Once every year ☐

Once in two years ☐

Once in five years ☐

Periodically ☐

33) If you did not organize one, what is/are the main reason/s for not doing so?

_____

_____

34) How frequently have you published research work/ scientific reports ?

More than once a year ☐

Once every year ☐

Once in two years ☐

Once in five years ☐

Periodically ☐

Not at all ☐

35) What are the impediments for doing research and publishing in general ? (Put it in order of ranks)

Lack of incentives and motivation..... ( )

Lack of fund..... ( )

Shortage of time..... ( )

Others (specify)_____ ( )

_____ ( )

_____ ( )

36) What suggestions do you give in general in regards to academic staff recruitment, retention and retirement?

Many thanks for your contribution

(NB- If you have any comments to add please use back of the page)

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Questionnaire to be filled by the **academic officers**

The purpose of this questionnaire is to gather information about the issues and challenges of academic staffing in public Higher Education Institutions. You are selected to give your free opinion pertaining to academic staffing in your respective university and the situation all over the country. Your candid responses would be of great importance to the success of this study and, may be, the valuable suggestions and recommendations to be made based on the findings. Therefore, your free will is earnestly requested to give a bold, genuine and unreserved response to the questions. Thank you!

Note: - You are not required to write your name or identify yourself in any form other than that stated in the questionnaire .
- The information obtained is strictly confidential and will never be used for any other purpose than this research.
- Please answer all the questions.

Part- I **Information about the respondent**

- Age… < 25 ☐ 25 – 35 ☐ 36 - 45 ☐ 46-55 ☐ >55 ☐
- Sex … Female ☐ Male ☐
- Academic Qualification …PhD ☐ Masters ☐ Bachelor ☐
  Other(specify)_____
- Academic Rank held currently… Professor ☐ Associate Prof ☐
  Asst. Prof ☐ Lecturer ☐
  Asst./ lecturer ☐ Graduate Asst. ☐
  Other (specify) _____
- Service years… Total .....(___)
  Total in teaching in Higher Educ. Inst (___)
  Total in your current Institution .....(___)
  In administrative responsibilities..... (___)
- Condition of employment
  Part-time ☐ Full time ☐ Tenure ☐ Honorary (adjunct) ☐
- Institution _____
- Administrative Position/Title held currently_____
- Administrative responsibilities held at different times _____, _____,

II) Academic staff recruitment

1) What are the requirements for the selection and recruitment of academic staff?
(Ratings → Very High= 5 High= 4 Average = 3 Low =2 Very Low =1)

	5	4	3	2	1
Highest Cumulative GPA					
Standardized evaluation mechanism					
Experience in teaching and rich CV					
Standard of the college the candidate studied in					
Recommendation					
Personal intent in teaching and communication skills					
Political affiliation and attitude					
Positive discrimination/ gender, minority and disadvantaged groups					
Others(specify)-					
-					
-					

2) As to your observation, do you think the appropriate academic staff for a particular post are being selected?

Yes ☐ No ☐ No Idea ☐

3) If your response is 'No' to the question above, what do you think is/are the reason/s?

_____

_____

III) Academic Staff Turnover

4) What is the degree/rate of academic staff turnover in your University/Institution…?
Very high ☐ High ☐ Medium☐ Low ☐ Very Low ☐

5) If your response to the above question is "Medium" or higher, what do you think makes the academic staff leave the academia?

(Ratings → V. High= 5 High= 4 Medium = 3 Low = 2 Very low =1)

	5	4	3	2	1
Lack of psychological fulfillment on the job					
Unsatisfactory working environment					
Lack of pecuniary incentives(low salary and remuneration)					
Problems of housing and facilities					
Weak institutional management					
Lack of academic freedom					
Lack of academic advancement and promotion					
Lack of professional future					
Location of the Institution					
Lack of tenure position and job security -					
Social and political factors					
Others(specify)-					
-					

6) Where do you think the academic staff leaving public HEIs mostly go?
(Ratings → V. High= 5 High= 4 Medium= 3 Low = 2 V. Low = 1)

	5	4	3	2	1
Out of the country					
Join NGOs or/and International Organizations					
To private Higher Education Institutions					
Take government positions and offices					
Join the industry or/and private sector					
Initiate private business					
Other (specify)					

7) In which disciplines is the academic staff turnover high?
(Ratings → V. High= 5 High= 4 Medium=3 Low = 2 V. Low = 1)

	5	4	3	2	1
Medicine and health sciences					
Engineering and Technology					
ICT, Informatics and computer Science					
Business and Economics					
Natural Sciences					
Social Sciences					
Languages					
Law					
Others(specify)					

IV) Availability of the Academic Staff

8) Are there available sufficient qualified **national** staff for the different programmes?
Yes ☐ No ☐ No Idea ☐

9) If your response is 'No' to the above question, in which disciplines is the shortage most prominent?
(Ratings → Very High= 5 High= 4 Medium= 3 Low = 2 V. Low = 1

	5	4	3	2	1
Medicine and Health Sciences					
Engineering and Technology					
ICT, Informatics and Computer Science					
Business and Economics					
Agriculture and Veterinary Medicine					
Natural Sciences					
Social Sciences					
Languages					
Law					
Others(specify)					

10) How is/are the gap/s and vacancies created due to staff turnover and initiation of new programmes filled?

	Always	Mostly	Often	Seldom	Not at all
Recruit fresh graduates					
Employ expatriate teachers					
Employ part-timers from other sectors					
Joint appointment					
Increase the load on the extant staff					
Drop courses and cancel programmes					
Others(specify)-					

11) In which level is the recruitment of academic staff most difficult?
(Ratings → V. High= 5 High= 4 Medium=3 Low = 2 V. Low = 1)

	5	4	3	2	1
Professor					
Associate Professor					
PhD					
Masters					
Bachelor					
Technical Assistant					

12)What are the problems encountered with the recruitment of **fresh Bachelor's graduates**?
(Ratings → V. High= 5 High= 4 Medium=3 Low = 2 V. Low = 1)

	5	4	3	2	1
Disinterest joining the academia					
High tendency to leave/attrition/					
Weak subject matter mastery					
Weak methods of delivery					
Lack of professional training					
Elongated leave of absence/ study leave/					
Others (specify)					

13) Were there circumstances an academic staff disappeared in the middle of a course?
Yes ☐ No ☐ No Idea ☐

14) What do you do if an academic staff disappears in the middle of a course?

	Always	Mostly	Often	Seldom	Not at all
Distribute the load among the extant staff					
Recruit a replacement from a pool of candidates					
Post pone the course					
Drop the course and exempt the students					
Other(specify)-					

V) Promotion, Evaluation, Research and professional development

15) How is promotion and secondment for a position conducted in your University?

	Always	Mostly	Often	Seldom	Not at all
Through peer and student evaluation					
By the university management					
Recommendation from the central authorities					
Through selection by the university community					
Other(specify)-					

16) What criteria are used for academic staff evaluation?

	Always	Mostly	Often	Seldom	Not at all
Research and publication					
Supervision of students					
Teaching performance					
Peer review					
Student review					
Other(specify)-					

17) For what purpose is the academic staff evaluation used?

	Always	Mostly	Often	Seldom	Not at all
Promotion					
Pay increase					
Excellence awards					
Granting tenure status					
Termination					
Others(specify)					

18) How often is academic staff evaluation carried on in your University?

In every semester ☐ Once in two semesters ☐

In every two years ☐ In every three years ☐

Others (specify) _____

19) Does the university provide a continuous professional development (CPD) support for the academic staff?

Yes ☐ No ☐ No Idea ☐

20) If your response is 'yes 'to the above question how it is provided?

	Always	Mostly	Often	Seldom	Not at all
On the job					
Off the job					
Refresher courses and Seminars					
Workshops					
Further education					
Through consultants and teacher tutors					

21)How does the university offers further education opportunities for the academic staff?

	Always	Mostly	Often	Seldom	Not at all
Based on teaching performance					
On quota basis					
As to participation in administration					
According to service years					
As to recommendation by authorities					
Based on the training needs					
According to plan and procedures					

22) Are duties and working time for the academic staff defined and notified?

Yes ☐ No ☐ No Idea ☐

23) If your response is 'Yes 'to the above question what proportions do the activities hold?

%	81-100	61-80	41-60	21-40	< 20
Teaching					
Research					
Administrative Activities					
Consultancy					
Seminar					
Other(Specify)					

24) What incentives do you give for the academic staff for handling crowded (over crowded)classes?

	Always	Mostly	Often	Seldom	Not at all
Financial rewards					
Time-release					
Promotion					
Recognition					
Other(Specify)					

25) What suggestions do you give in general in regards to academic staff **recruitment, retention and retirement**?

_____

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Many thanks for your contribution.

(NB- If you have any comments to add please use back of the page)

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/ጥር 2003 ዓ.ም/

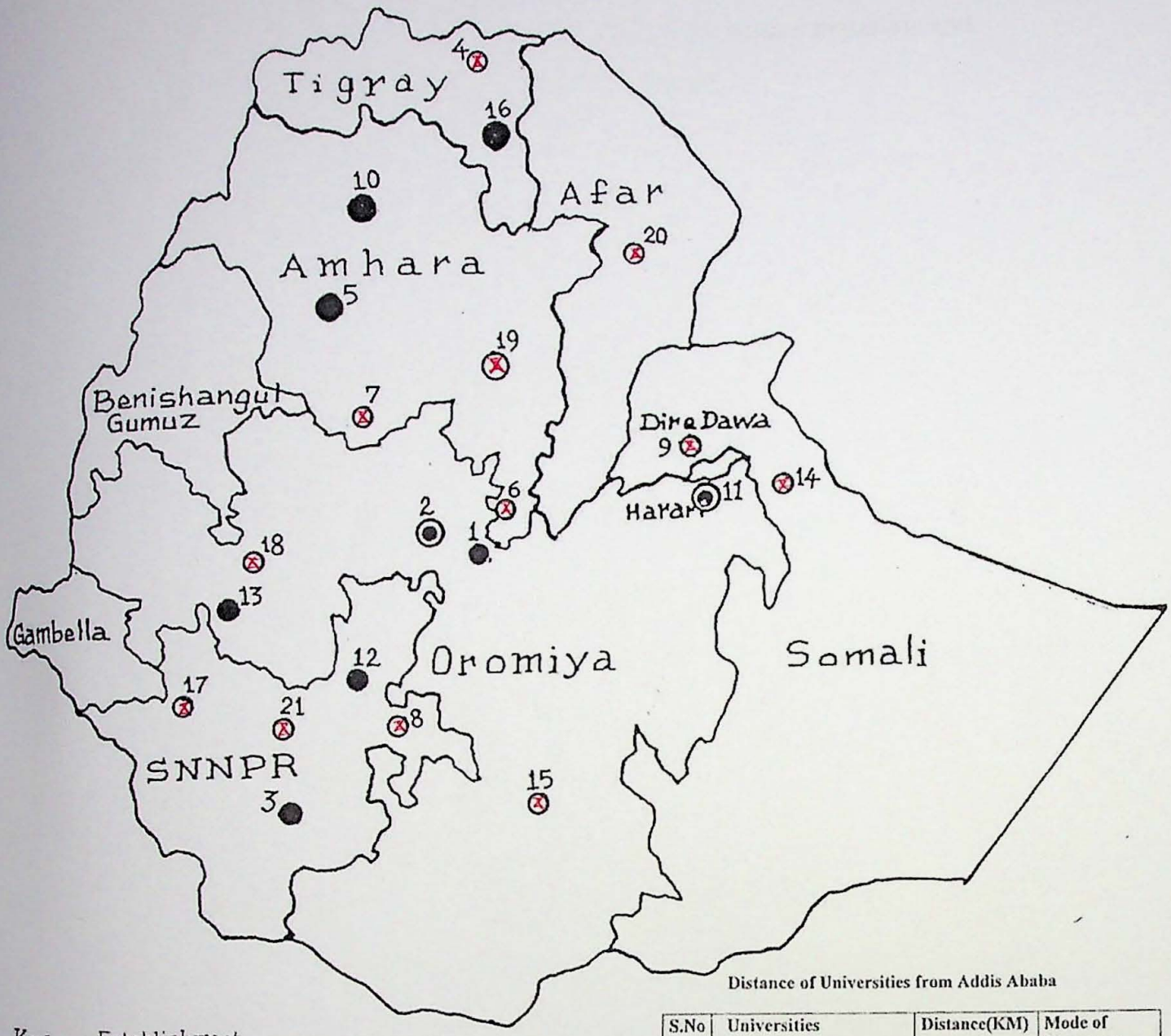
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			1	2	3	4	5	6	7	8.	9	
1	ረዳት ምሩቅ I	2250										
2	ረዳት ምሩቅ II	2685										
3	ረዳት ሌክቸረር	3820	3973	4128	4286	4445	4605	4766	4933	5101	5269	5443
4	ሌክቸረር	4605	4766	4933	5101	5269	5443	5623	5802	5982	6162	6347
5	ረዳት ፕሮፌሰር	5443	5623	5803	5982	6162	6347	6537	6727	6922	7123	7329
6	ተባባሪ ፕሮፌሰር	6347	6537	6727	6922	7123	7329	7534	7745	7962	8185	8406
7	ፕሮፌሰር	7329	7534	7745	7962	8185	8406	8633	8866	9105	9351	9604

The Federal Democratic Republic of Ethiopia
MINISTRY OF CIVIL SERVICE

የከፍተኛ የትምህርት ተቋማት የቴክኒክ ረዳቶች የደመወዝ ስኬል
/ጥር 2003 ዓ.ም/

ተራ ቁጥር	የሥራ መደቡ መጠሪያ	መነሻ ደመወዝ	የ እ ር ከ ን ደ መ ወ ዞ ች									ጣሪያ
			1	2	3	4	5	6	7	8	9	
1	ቴክኒካል አሲስታንት I	1233	1295	1359	1427	1499	1571	1644	1719	1798	1881	1968
2	ቴክኒካል አሲስታንት II	1427	1499	1571	1644	1719	1798	1881	1968	2058	2151	2249
3	ቴክኒካል አሲስታንት III	1644	1719	1798	1881	1968	2058	2151	2249	2351	2458	2570

Location of Public Univercities in Ethiopia



Key Establishment

- ◉ — Pre - 1991
- ● — Post - 1991
- ⊗ — Newly Established

Distance of Universities from Addis Ababa

S.No	Universities	Distance(KM)	Mode of Transport
1	Adama	98	car
2	Addis Ababa	-	-
3	Arba Minch	505	Airline/Car
4	Axum	1024	Airline/Car
5	Bahir Dar	563	Airline/Car
6	Debre Birhan	130	Car
7	Debre Markos	299	Car
8	Dilla	359	Car
9	Dire Dawa	563	Airline/Car
10	Gondar	738	Airline/Car
11	Haramaya	507	Airline/Car
12	Hawassa	273	Car
13	Jimma	346	Airline/Car
14	Jijiga	628	Airline/Car
15	Meda walabu	442(Robie)	Car
16	Mekelle	783	Airline/car
17	Mizan/Tapi	611	Car
18	Wollega	328(Nekemt)	Car
19	Wello	401(Dessie)	Car
20	Semera	588	Car
21	Sodo	383	Car

Declaration

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

Name Desalegn Kifle

Signature

Place Addis Ababa (AAU)

Date July, 2011

Submission Approval

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

Name Paddy Hogan

Signature

Date July 1, 2011