

Human Capital Management Practices in Higher Education : A Case Study of Addis Ababa University in Ethiopia

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This study being a case study and descriptive in its nature examines the human management practices at Ethiopian higher educational systems with particular reference to Addis Ababa University. The universe of the study consists of Ethiopian full time academic staff members working at Addis Ababa University in Ethiopia. The study used a stratified sampling technique. The faculties and schools included in the study are taken as strata. Accordingly, out of the total 840 academic staff members in the units considered for the study, 250 (30%) were included in the study by quota sampling proportional to the total size of instructors in each college/faculties/schools and institutes. Finally, the questionnaires were distributed randomly from the list of academic staff members of each sub-stratum according to the quota allotted. Senior academic staff members that were used to hold and currently holding administrative posts at Addis Ababa University were incorporated in the study for interview. The findings of the study uncovered that teaching staff acquisition practices are not based on definite plan, and uniform recruitment and selection practices did not exist across the units in the University. The current performance appraisal system did not measure work related behavior of the teaching staff, the members are highly dissatisfied with the existing compensation and benefit packages, the study revealed that the leaders of the University are not true representation of the members. They also expressed their dissatisfaction on the working conditions and existing facilities of the University though they have shown their commitment towards their profession. It was concluded that the University is not in the state of properly attracting, does not create an environment where the academic staff members are fully committed to their academic tasks, and hence, suffers from retaining competent academicians. Therefore, it was recommended that transparent staff planning needs to be carried out at all levels, new appraisal system needs to be in place, the staff members need to participate in electing their leaders at all levels, and a compensation plan that attracts and retains competent academicians must be designed.

Key words : *Academic Staff Members, Addis Ababa University, Higher Education, Human Resource Management*

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1. Introduction

Addis Ababa University (AAU), which is the subject of this study, is the oldest and the biggest public university in Ethiopia. Addis Ababa University was established in 1950 as a small college and later upgraded to the university level in 1961. Since its establishment, AAU had undergone through different changes in its structure as well as in its administration system. The system of Addis Ababa University was directly affected and reflects the political system that the country was following at different times. Most of the newly established universities in Ethiopia use AAU's system as a major point of reference to align their setting and their structures. They refer AAU's curriculum, staff administration, rules and procedures to set up their system. Hence, conducting such a kind of study has an implication for the remaining higher educational institutions in Ethiopia though it is difficult to generalize the findings of this study for the remaining higher educational institutions in the Country. Among the resources available in higher educational institutions, the teaching staff is the most important one as the contributions of such institutions depend on its staff members. Hence, for higher educational institutions to meet their ultimate objectives, due care should be given while procuring, developing, maintaining and utilizing the teaching staff. Recognizing the importance of skilled manpower for socio-economic development in Ethiopia, the country is rapidly expanding higher educational institutions. In order to meet such growing demand for the teaching staff at tertiary educational level, the country is presently recruiting teachers from abroad as well as expanding graduate education at Addis Ababa University. Though such ambitious effort is made in the Country, few systematic studies are carried out as related to this sector. This study being a pioneer study examines the human management practices at Ethiopian higher educational systems with particular reference to Addis Ababa University.

2. Literature Review

This part of the study presents studies conducted in Ethiopian higher educational system. Yizengaw (2004) described the status and challenges of Ethiopian higher education system. He stated that higher education is relatively young, a little over 50 years old. Higher education in Ethiopia is not well developed, and faces problems associated with the quality and relevance of programs of studies and research, equity, resource constraints and inefficient resource utilization. He stressed that the present government gave due emphasis for higher education system and provided a conducive environment for the reform and transformation of higher education in Ethiopia. Brain drain in the form of human capital overseas flight and internal mobility as well as

HIV/AIDS have become serious threats in human capital formation, and have the potential to offset or undermine several years' effort in human resource development. He suggested that the most effective strategy would be to introduce incentives and change the brain drain into brain gain.

Saint (2004) conducted a study on the vision and challenges of higher education in Ethiopia. His article examines the current higher education reform efforts in Ethiopia. He stated that expansion created new universities, established three systems, support agencies, mounts new courses and tripled enrolments. Saint emphasized that Ethiopia is currently engaged in a highly ambitious effort to re-align its higher education system in more direct support of its national strategy for economic growth and poverty reduction. The reforms have targeted all levels: The overall system, the institution and the academic programs. While assessing the supply and demand for tertiary graduates, Saint pointed out that brain drain has been an endemic problem within Ethiopia's higher education community for nearly two decades, and could continue to undercut efforts to increase the country's stock of university graduates. In examining the status of the academic staff, Saint stated that universities recruit their own staff based on standard academic qualifications. Academic salaries range from US \$150 a month for a lecturer to US\$400 a month for a full professor. Finally Saint came to the conclusion that higher education reforms face formidable challenges in that many of them will require substantial changes in the existing institutional culture of 'command and control' that characterizes the Ministry of Education and the government in general.

Dufer(2004) analyzed the status of research undertaking by academic staff of Addis Ababa University. He stated that in Ethiopia, though all the universities are vested with full powers under their Charters to undertake research, very little research is actually carried out in universities as compared to their potentials. Dufera observed that the problems hindering research are institutional, cultural and logistic in nature.

Semela (2004) conducted a study on the level of perception of the workplace by the Instructors. The sample was drawn from all faculties and colleges of Southern University in Ethiopia. The study found out that effective organizational commitment is significantly correlated with distributive justice in terms of allocation of benefits and workload, and procedural justice. Semela further described that lack of transparent and participatory decision-making is what the instructors reported about the procedural justice by the leaders. He stressed that such practice would have a negative effect on institutional accomplishment via eroding instructor's sense of belongingness to their university and their readiness to assure its success and become a liability for its possible failures. On the other hand he found out that instructors have positively assessed their relationship in work setting with their immediate superiors.

The result of Semela's study shows that almost all the respondents believe that their salaries are not adequate and with regard to its comparability – the majority perceived that it is comparably less than what their counterparts earn elsewhere. He pointed out that instructors tend to give much importance to workplace factors than monetary rewards when it comes to intending or not intending to leave. He stated the fact that instructors should aggressively seek supplementary income via part-time employment and/or consultancy would substantially contribute for reduced quality of instruction in higher education institutions. He further pointed that such practice in turn engender a setback in the overall academic quality via sharing the time spent on research, preparation for teaching, advising and other administrative activities.

Aredo (2000) conducted a study on the issue of brain drain from Ethiopia. He defined "brain drain" as a special type of international migration of skilled human resources from countries that are deficient in these resources, i.e., the outflows of human capital from a country facing significant shortage of professionals. To explain the magnitude of shortage of human capital, he cited examples by taking different cases. He described that for one physician the country has more than 70,000 persons. There are only eight diploma or degree graduates for every 100,000 population living in Ethiopia. Some departments of Addis Ababa University like the Department of Accounting cover as much as 40% of the total credit hours by part-time instructors. To express the magnitude of brain drain from Ethiopia, he supported his investigation by relying on Central Statistics Authority's (CSA) data. The data show that between 1968/69 and 1995/96 each year, an average of 238 students or 35% failed to return to Ethiopia. Based on the data he gathered from the study conducted in four government organizations including Addis Ababa University, he found out that of every 100 professionals sent abroad for further training between 1982 and 1997, 35 failed to return home. He further stated that profession-wise; medicine registered the largest ratio of non-returnees to Addis Ababa University. Moreover, he pointed out that the extent of brain drain has increased with the level of education received by the migrants. As many as 83% of the non-returnees hold two or more degrees. He finally suggested that the brain drain could never be reversed without putting in place positive measures such as attractive incentive structures and good working conditions for professionals currently working in Ethiopia.

Teferra (2000) studied the issue of brain drain in a higher education institution in Ethiopia with reference to Addis Ababa University. He categorized brain drain into internal and external. Internal brain drain or brain circulation is the migration of professionals within a country mainly from one organization or sector to another. He emphasized that though such migration is not as harmful as external brain drain, it still weakens the capacity of the sector

or the institution. He described that external brain drain, however, is the migration of professionals that takes place mostly from the least developed countries to the highly industrialized countries of the west. Teferra designated the causes of brain drain as “push” and “pull” factors. The “push” factors in general constitute political instability, political persecution, lack of intellectual freedom, poor working condition, poor salary, lack of better career expectations, etc. The “pull” factors are those that attract or tempt the individual to emigrate in search of greener pastures. These include political stability, freedom from political persecution, attractive working conditions, high salary, better career expectations, etc. Teferra further identified that there are some “push” factors that appear to be typical of Addis Ababa University. These include unsatisfactory salary scale, and the non-existence of housing accommodation for the Ethiopian Academic Staff.

Shibeshi (1995) studied the issues of staff recruitment, staff loss and institutional strategies for increased retention of quality staff. He has drawn specific examples from Sub-Saharan African countries. He stated that higher education institutions are labor-intensive organizations whose work potential depends to a large extent on the quality and performance of its academic staff. The paper brings to light that the major problems in staff recruitment are shortage of qualified candidates, inability to attract qualified academic personnel and interference from governments. In addition to this, retaining the available staff is found to be a crucial problem. The higher education institutions lose their staff usually those that are best talented both through internal and external brain drain. Among the major factors contributing to this problem are low salaries, political unrest, heavy and unbalanced teaching loads, lack of opportunity for doing research, limited opportunity for staff development, autocratic administration and housing problems.

3. Need for the Study

Many studies have been conducted in relation to higher educational institutions. The studies focused on instructional processes, teacher-student relationships and particular aspects of human resources management practices such as staff relationship, role of academic administrators or recruitment policies, job satisfaction, etc. There is need for the present study because such a comprehensive study in relation to human resource management in higher educational institutions is rare in general; and there is no study made in relation to human resource management practices at Addis Ababa University in particular to the knowledge of the Researcher.

4. Statement of the Problem

Addis Ababa University (AAU) is the oldest public university in the

country. AAU can be said to be a mother university for the remaining higher educational institutions in Ethiopia. The curriculum, administration procedures and policies, human resource management practices of the AAU are used as a guide and major reference for the remaining higher educational institutions in Ethiopia. The major problems observed in relation to human resource management practices at AAU are discussed in the succeeding paragraphs. Many Panel discussions organized by AAU aggressively identified that declining faculty moral and unaccountability of the management of higher learning institutions as the major problems of AAU. Lack of democratic and good governance, poor staff-student relationship, poor staff-management relationship, old and inflexible organizational structure and wastage of resources (financial, time, human resources and material) are among the major problems identified by the panel with respect to AAU management system. Though AAU has been in operation for over half a century, only a few academic staff reached to the highest ladder of academic ranks. It is observed that there is high teaching staff rate of turnover at AAU. Most of the teaching staff that was sent to western countries was not returning to the country after obtaining their degrees. Furthermore, most of the academic staff members at Addis Ababa University are complaining about the compensation system, living condition, leadership practices and working environment. Based on the symptoms observed, the next section presents basic questions of the study.

5. Research questions

Based on the problems identified above, the study seeks to answer the following basic questions.

1. Does the existing academic staff procurement system at Addis Ababa University invite and hire proper kind of personnel for the said positions?
2. Does the existing human resource development practice at AAU pave the way for the academic staff members to be equipped with skill, attitude and knowledge required for the teaching profession?
3. Does staff performance appraisal system at AAU properly measure the academic staff job related activities?
4. What is the outlook of the academic staff towards the promotional plans, faculty relationships leaders and compensation plans at AAU?
5. What is the level of overall satisfaction of the academic staff members satisfied as related to their jobs at AAU?

6. Results and Discussion

This section presents the analysis of the results and discussion made to the data obtained through questionnaire and interview from the sample of respondents selected for the purpose of the study.

6.1 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents by sex, age and their service years at Addis Ababa University are shown in Table 1.

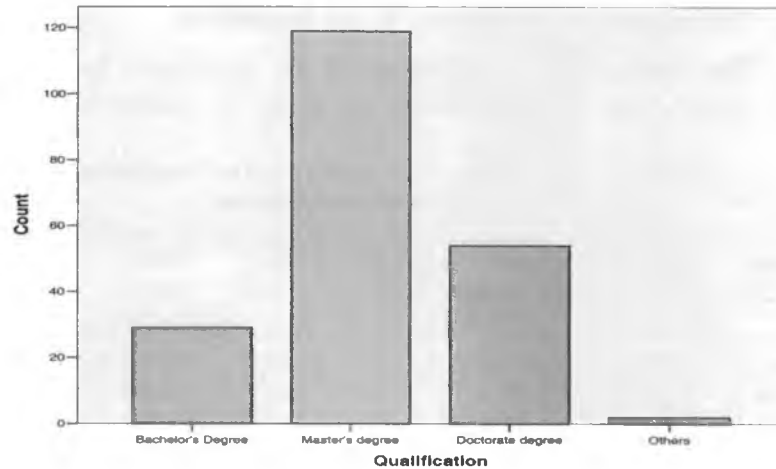
Table 1. Demographic Characteristics of the Respondents by Sex, Age and Service year(s)

Gender	f	%	Age Category (years)	f	%	Service year(s) at AAU	f	%
Male	187	91.7	> 60	10	4.9	<1	29	14.2
Female	17	8.3	50 – 60	24	11.8	1 - 5	68	33.3
			40 – 50	58	28.4	6- 10	41	20.1
			30 – 40	59	28.9	11- 15	18	8.8
			20 – 30	53	26.0	> 15	48	23.5
Total	204	100	Total	204	100	Total	204	100

Source: survey data

fi frequency

As shown in Table 1, the great majority, 187 (91.7%) of the respondents are males while the remaining, 17 (8.3%) are females. The data revealed that the gender imbalance existing in the teaching profession between males and females at AAU is also observed to be the case in many other academic institutions in the country. With respect to their age category, more than half of the respondents, 112 (54.9%) are less than 40 years old. Fifty eight (28.4%) of them fall in the range of 40 to 50 years. While 24 (11.8%) fall in the range of 50 -60 years, and the rest 10 (4.9%) had more than the retirement age which is 60 years. As can be seen from the data in Table 6-1, there are more youngsters than older staff members. It also implied that there are a few senior staff members to coach and lead the juniors. Table 6-2 also shows respondents' years of service at AAU. The majority, 107 (52.4%) of the respondents had served more than six years at AAU. Sixty eight (33.3%) of them served at AAU for 1 to 5 years, and the remaining 29 (14.2%) had a service year of less than one. The fact that all the sample respondents are AAU academic staff members, and the majority of them served at AAU for a longer period of time verify the reliability of the data sources. It also implies that the respondents had good knowledge about the human resource management practices at AAU.



Source: Survey data

Figure 1. Respondents' profile by Qualification

With respect to their level of educational qualification, the majority, 119 (58.33%) of the respondents are masters' degree holders. Fifty four (26.47%) had a doctoral degree and 29 (14.22%) hold bachelor's degrees. Two (.98%) of them indicated that they had an academic qualification of below bachelor's degree. This section revealed that their qualifications are below the standard for the University that aspires to be a graduate program University.

6.2 HR Planning

Respondents' views on academic staff planning practices at Addis Ababa University are shown in Table 2

Table 2. Academic Staff Planning

Presence of the plan	Planners		Content of the plan		
	f	%	f	%	
Yes	65	31.86	Administrators	2	.94
			Department Heads	22	10.38
No awareness	71	34.8	Staff meeting	48	22.64
			Current academic staff profile	37	14.8
			Future need	38	15.2
			Gap analysis	12	4.8

No response	2	.98	Deans	7	3.30	Strategy development	24	9.6
			Top leaders	3	1.42	Others	3	1.2
			No response	130	61.32	No response	139	55.6
Total	204	100	Total	212*	100	Total	250*	100

* different from n due to multiple responses

f : frequency

Source: Survey data

In an attempt to investigate whether the departments at AAU determine the future academic staff requirements in a planned manner, respondents were asked to reply to the question that states: "Is there a system of academic staff planning at your department?" Seventy one (34.8%) of them indicated that there is no system of academic staff planning practices at their respective departments. Sixty six (32.35%) of them showed their unawareness about such a type of plan. Sixty five (31.86%) of them indicated that they determine future academic staff requirements before considering any candidate to be employed as an academic staff at their respective departments. Two (0.98%) of them have not replied to the item. Based on the responses given to this item, it can be said that though some departments plan for future academic staff requirements, many of the departments do not have a system of academic staff planning. In other instances the responses given to the item also imply that some of the administrators at AAU are not transparent as many of the respondents are not even aware of the practice of academic staff planning at AAU. Senior academic staff members holding and used to hold academic administrations were interviewed to further investigate the academic staff planning practices at AAU. All 10 (100%) of them pointed out that the academic staff employment is casual and departments do not project the academic staff requirements in advance. By letting them rate items as shown in Table 3, the study assessed respondents' views on academic employment practices at AAU.

Table 3. Academic Staff Employment

Items	SA	A	N	D	SD	NR	Total	M	STD
Academic Staff employment should be on contractual basis.	26 (12.7%)	55 (27%)	44 (21.6%)	31 (15.2%)	45 (22.1%)	3 (1.5%)	204 (100%)	3.08	1.358
There is uniform staff hiring procedure at all departments at AAU.	10 (4.9%)	21 (10.3%)	51 (25.0%)	72 (35.3%)	44 (21.6%)	6 (2.9%)	204 (100%)	2.39	1.088

Source: Survey data

M: Weighted mean

STD : Standard deviation

As shown in item one of Table 3, 81 (39.7%) of the respondents' favored contractual basis of employing an academic staff by rating the item strongly agree and agree. Seventy six (37.3%) rated strongly disagree and disagree which implies that they are against contractual basis of academic staff employment. Forty-four of them had shown their neutrality to the issue of the item. The remaining 3 (1.5%) did not give their responses to the item. The average weighted score of the item is (M=3.08) with standard deviation of 1.358. The mean score of the item implies that respondents are slightly favoring contractual system of academic staff employment. The majority, 116 (56.9%) of the respondents pointed out the non-uniform procedure of employing academic staff across the departments at AAU, by rating strongly disagree and disagree the item that states "there is a uniform staff hiring procedures in all departments at AAU". Thirty one (15.2%) of them identified that the procedures of hiring academic staff members are uniform in all departments at AAU. Fifty one (25%) of them replied that they are neutral regarding the issue of the item. The mean score of the item is (M=2.39) with the standard deviation of 1.088. The mean score and the ratings given by the majority of the respondents implied that not all departments at AAU follow uniform academic staff employment procedures.

6.3 Academic Staff Employment Orientation

After the candidate has been hired, he or she must be oriented and placed on the chosen job. Orientation introduces new employees to the organization and the employee's new tasks, superiors and work groups (Aswathappa, 2002). The responses given on academic staff orientation practices at AAU are shown in Table 4.

Table 4. Academic Staff Employment Orientation

Question	Responses	f	%
Are there formal ways of orienting new academic staff about the department's system?	Yes	26	12.7
	No	169	82.8
	Others	5	2.5
	No response	4	2.0
	Total	204	100

Source: Survey data

f : frequency

As described in Table 4, the great majority, 169 (82.8%) of the respondents indicated that there is no formal way of orienting new academic staff to his/her job, co-workers and related procedures and environments at their respective departments. Only 26 (12.7%) of the respondents pointed out that new employees would be oriented formally to their new tasks at their respective departments. On the space provided for the item to investigate other views than suggested alternatives, 5(2.5%) of them specified that senior academic staff members would orient new academic staff informally. The rest 4 (2.0%) did not respond to the item. Respondents that were interviewed also specified that there is no formal procedure of orienting new academic staff members to their tasks after employment. From the majority of the responses given to the item, it can be said that AAU as an organization does not have any policy on staff orientation practices to enable the new staff properly execute their tasks. It seems that this could be one of the reasons why the respondents showed unawareness with regard to rules and procedures of AAU as discussed in the preceding paragraphs on academic staff planning issues.

6.4 Academic Staff Training and Development

Successful candidates placed on the jobs need training to perform their duties effectively. Training and development is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. (ibid 2002). Table 5 presents the views of the respondents on academic staff training and development practices at AAU.

Table 5. Academic Staff Training and Development

Questions	Responses	f	%
Is there any policy on staff training and development?	Yes	36	17.6
	No	109	53.4
	No awareness	57	27.9
	No response	2	1.0
	Total	204	100
Have you participated in any skill upgrading schemes since your employment at AAU?	Yes	63	30.9
	No	140	68.6
	No response	1	.5
	Total	204	100
Criteria often used to select candidates to be trained for short term.	Department's need	43	19.4
	Seniority	44	19.8
	Candidates		
	Administrative posts	7	3.2
	No definite criteria	79	35.6
	Others	28	12.6
	No response	21	9.5
	Total	222*	100

* Different from n due to multiple responses

f : frequency

Source: Survey data

At the outset, the respondents were asked to identify the presence of any policy on academic staff training and development at their respective departments. The majority, 109 (53.9%) of them indicated that there is no stated policy on staff training and development at their respective departments. Thirty six (17.6%) of them confirmed that they had definite policy on staff training and development at their departments. Fifty seven (27.9%) of them indicated that they are not aware about the presence of such type of policy. The rest 2(1.0%) refrained from giving answer to the question. From the responses given by the majority of the respondents, it can be deduced that many departments at AAU do not have policy on academic staff training and development. Respondents were asked to specify if they ever participated in any skill upgrading schemes since their employment at AAU. The majority, 140 (68.6%) of the participants indicated that they were not given any skill upgrading trainings since their employment at AAU. Sixty three (30.9%) of the respondents replied that they were given a chance to participate in skill upgrading training programs. Only 1(0.5%) respondent has not given his/her response to the item. All 10 (100%) of the respondents that were interviewed indicated that there is no earmarked budget to offer short-term training for academic staff members at AAU. They further pointed out that

most of the instructors were not trained as a teacher. Though some academic staff members recently are participating on higher diploma that is designed to introduce the participants to methods and procedures of teaching at higher education institutions, there is no short-term program that targets to introduce members to the recent developments in the teaching profession as well as their area of specialization. They further pointed out that there is no strategic plan on human resource development practices at AAU. In most instances the members secure opportunities for further studies through their own effort.

From the majority of the responses given to this item, it can be deduced that many departments at AAU do not create an opportunity for their staff members to be acquainted with recent developments by organizing short term trainings locally and abroad. Alternative responses were suggested to enable the respondents identify the criteria often considered to select candidates for short-term trainings. Seventy nine (35.6%) of the respondents indicated that there are no definite criteria on how to select candidates that will qualify for short term trainings. Forty three (19.4%), 44 (19.8%) and 7(1.5%) of the respondents specified that the need of the department, seniority and the administrative posts that the candidate holds are the criteria most considered to prioritize the academic staff that qualify for training respectively. In space provided to the question to assess respondents' further views, twenty seven (13.2%) of them indicated the following responses as shown below:

- The members secure such type of opportunities through their own effort.
- The program depends on candidate's field of specialization.
- No short-term programs are given at their departments.
- Short-term trainings are based on the staff willingness to participate on the program.

The remaining 21 (13.2%) refrained to give their responses to the question. The responses given to this item indicate that there is no uniform selection criterion across the departments at AAU pertaining to the candidates that qualify for short-term trainings. Hence, there is a room to misuse/abuse the chance given for one's personal advantages.

6.5 Academic Staff Remuneration and Benefits

Table 6 depicted respondents' view on the existing academic staff remuneration and benefits at AAU.

Table 6. Academic Staff Salary and Benefits

Items	f	%
Is the salary of each academic rank competitive as compared to salary scale at other public organizations?		
Yes	22	10.8
No	176	86.3
No response\	6	2.9
Total	204	100
Is the salary and benefits sufficient to retain an academic staff?		
Yes	3	1.5
No	198	97.1
No response	3	1.5
Total	204	100
Is the salary administration system satisfactory?		
Yes	89	43.6
No	113	55.4
No response	2	1.0
Total	204	100

Source; Survey data

f : frequency

Respondents were invited to comment on the competitiveness of the salary stipulated for each academic rank at AAU. The great majority of the respondents, 175 (85.8%) indicated that the current salary fixed for each academic rank at AAU is not competitive as compared to the salary of other employees working at other governmental institutions with similar level of educational qualifications. While 23 (11.3%) of the respondents confirmed the competitiveness of the salary, the rest 6(2.9%) have not given responses to the item. Based on the responses given by the majority of the respondents, it can be said that the present salary scales of the academic staff at AAU do not attract competent candidates for academic staff employment. Even the existing employees could possibly be attracted by salary given by other institutions in the county. An item was included to assess the sufficiency of the salary and benefits offered for academic staff at AAU to cover expenses required for their basic needs. The overwhelming majority, 198 (97.1%) replied that the basic salary and benefits that they obtain from AAU are not even sufficient to cover the expenses required for basic needs. Three (1.5%) of them confirmed the sufficiency of the basic salary to cover expenses for basic needs. The rest 6 (2.9%) have not given their responses to the item. The responses given by the majority of the respondents to this item show that the academic staff members at AAU will be forced to look for other sources of income in order to supplement their income. It is the observation of the researcher that most academic staff members at AAU are working in other organizations. In other words, the academic staffs at AAU do not

have enough time to fully undertake research work as they are working for other institutions to supplement their income at the expense of their teaching and research assignments at AAU. Respondents were also asked to give their views on the efficiency of the compensation administration system at AAU. The majority, 113 (55.4%) of the respondents confirmed the inefficiency of the administration system at AAU by giving a “no” response to the question. Eighty nine (43.6%) of them pointed out that the payment administration system at AAU is efficient. The rest 2 (1.0%) were not given responses to the item. Since at AAU payment is administrated in different campuses not in one central place, the responses given to the item imply that in some faculties the system is efficient, however, in most of the faculties the salary administration systems is inefficient. Respondents that were interviewed also gave their views on the academic staff remuneration at AAU. All 10 (100%) of them pointed out that the salary stipulated for academic staff at AAU is not sufficient to meet their basic requirements for life. However, they expressed that the government allowed academic staff members to work in other institutions than AAU to supplement their income. They further expressed that the benefits scheme is by far less than the salary stipulated for employees in other governmental institutions with similar levels of training. The current salary administration practice is very poor particularly for payments on part-time jobs, and further pointed out that payments for part time jobs will not be made on time.

6.6 Academic Staff Promotion and Performance Management

The respondents' view on staff promotion and performance appraisal practice at AAU is shown in Table 7

Table 7. Academic Staff Promotion and Performance Management

Items	W.M*	Rank
Criteria used for an academic promotion		
Performance evaluation reports	2.12	2 nd
Publications	2.37	1 st
Relationships with superiors	0.86	3 rd
Political affiliations	0.59	4 th
Criteria used to assume administrative posts		
Seniority	1.00	3 rd
Relationship with superiors	1.02	2 nd
Political affiliation	0.71	4 th
Staff election	1.78	1 st
Does the performance appraisal system properly measure work related behaviors?		
Yes	34	16.7
No	156	76.5

No response	14	6.9
Total	204	100

*1st ranked criteria given 4 points 4th ranked given 1 point and weighted mean is calculated based on n.

Source: Survey data

Item 1 of Table 7 presents the mechanism used to promote an academic staff to next higher academic rank. The respondents were asked to identify the factors that should be given most weight to consider an academic staff for an academic promotion. They ranked the candidates publications as the factor that is given more weight for academic promotional purposes. They indicated that result of performance evaluation; candidate's proximity to superiors and political affiliations would be given 2nd, 3rd and 4th weight for academic promotional purposes, respectively. Twenty five (12.3%) of them did not give responses to the item. The rank given by the respondents indicates that academic promotion at AAU is more based on candidate's publications. The respondents that were interviewed also ascertained that more weight would be given for academic staff publications for academic promotional purposes. However, the response given to the item also suggests that factors like result of performance evaluation, candidates' affiliations to superior and political background are considered for promotional purposes even though the weight given to them is less as compared to candidate's ability to publish. Some academic staff members at AAU handle responsibilities for academic administration such as presidential, deanship and department headship. Respondents were also ranked the criteria often considered to assume such posts. They indicated that votes given by staff members as the most criteria used to assign an academic staff to administrative posts. They ranked the candidates proximity to superiors and seniority as second and third factors that will be considered in order to assign an academic staff to administrative posts. The candidate's political affiliations with the governing body were given the fourth rank as a factor that will be considered to assign an academic staff for administration. Some respondents commented on the question and expressed in the space given the differences in the manner of assigning department heads and other academic administrators. They indicated that department heads are elected by staff meeting. In the other instances, nomination for administrative posts such as presidential and deanship it is assumed to be based on the candidate's proximity to superiors and the candidate's political affiliation with the governing body. The respondents that were interviewed emphatically expressed that academic staff members give the names of three nominees for department head positions and the dean of the faculty/college appoints a nominee with more votes. They stated that deans and assistant

deans are appointees of AAU’s top leaders. They further stated that there is no definite criterion for such appointment and it is usually done on candidate’s proximity to AAU’s top leaders. They pointed out that by considering their political background; the government appoints the presidents and vice- presidents of AAU. The overall responses given to this item implied that the practice of assuming department headship is more of democratic. However, the practices of assuming higher administrative posts are based on candidate’s affiliations than elections. In order to assess the fairness of the AAU’s current performance appraisal system, respondents were asked to reply to the question that says, “Does the current performance appraisal system properly measure your work related behaviors?” The majority, 156 (76.5%) of them replied that the current performance appraisal system does not properly measure their work related behaviors. Thirty four (16.7%) of them indicated that the system properly measures their work related behaviors. The remaining 14 (6.9%) have not given their responses to this question. All 10 (100%) of the respondents that were interviewed specified that the performance appraisal system had shortcomings in its items, and does not properly measure academic staff’s work related behaviors. They indicated that the feedback is not given on time and the irrelevance of some items for the intended purposes. They further specified that the result of the report only used for record purposes and were not used for any decisional purposes. The responses given by the majority of the respondents imply that some of the tools used for evaluation purposes are irrelevant, and it also implied that there are shortcomings in the manner of administering performance appraisal system at AAU. The members interpersonal relationships are depicted in Table 8.

Table 8. Interpersonal Relationships

Items	SA	A	N	D	SD	NR	Total	M	STD
There is cordial staff interpersonal relation	46 (22.5%)	92 (45.1%)	27 (13.2%)	24 (11.8%)	11 (5.4%)	4 (2.0%)	204 (100%)	3.69	1.118
There is smooth student-staff relationship	22 (10.8%)	117 (57.4%)	28 (13.7%)	21 (10.3%)	12 (5.9%)	4 (2.0%)	204 (100%)	3.59	1.013
Individuals’ initiatives are encouraged.	13 (6.4%)	70 (34.3%)	62 (30.4%)	45 (22.1%)	11 (5.4%)	3 (1.5%)	204 (100%)	3.13	1.026

Source: Survey data M : Weighted Mean STD : Standard deviation

As shown in Table 8, the majority, 138 (67.6%) of the respondents ascertained that the interpersonal relationship is cordial by rating strongly agree and agree the item that states “there is a cordial staff interpersonal relation at our department.” Fifty five (17.2%) of them showed their disagreement and strong disagreement on the cordiality of the relationship. Twenty seven (13.2%) of them refrained from commenting by indicating a neutral response to the item. The remaining 4 (2.0%) were not given response to the item. The mean score of the item is 3.69 with the standard deviation of 1.118. The mean score and the responses given by the majority of the respondents show that there is cordial academic staff interpersonal relationship in many departments at AAU. Respondents were asked to indicate their ratings on student-staff relationship. As shown in the second item of Table 8, the majority, 139 (68.2%) of the respondents confirmed the smoothness of student-staff relationship by rating the items strongly agree and agree. Thirty three (16.2%) of them indicated that the student-staff relationship is not smooth by showing their disagreement and strong disagreement to the issue of the item. While 28 (13.7%) of them indicated that they are neutral to the item, the rest 4 (2.0%) did not give their responses to the item. The mean score of the item is 3.59 with the standard deviation of 1.013. The mean score and the responses given by the majority of the respondents show that there is a smooth students-staff relationship in many departments at AAU. Eighty three (40.7%) of the respondents confirmed that individual initiatives are encouraged at their respective departments by rating strongly agree and agree the item that states “individual initiatives are encouraged at our department.” Forty five (27.5%) of them showed their disagreement and strong disagreement to the issue of the item. A good number of the respondents, 62 (30.4%) indicated that they are neutral to the issue of the item. The remaining 3 (1.5%) of the respondents have not given their responses to the item. The mean score of the item is (M=3.13) with the standard deviation of 1.026. The overall responses given to this item indicate that many departments at AAU encourage individuals’ initiatives. However, it also shows that in some departments individuals’ initiatives will be discouraged.

6.7 Academic Staff Management Policies and Procedures

In Table 9, five steps rating scale were also used to assess the respondents’ view on policies and procedures on academic staff management practices at AAU.

Table 9. Academic Staff Management Policies and Procedures

Items	SA	A	N	D	SD	NR	Total	M	STD
There are definite policies and procedures for every decision	8 (3.9%)	28 (13.7%)	63 (30.9%)	62 (30.4%)	40 (19.6%)	3 (1.5%)	204 (100%)	2.51	1.082
Policies and procedures are often revised.	3 (1.5%)	15 (7.4%)	39 (19.1%)	74 (36.3%)	63 (30.9%)	10 (4.9%)	204 (100%)	2.08	.987
Every academic staff is aware of the policies and procedures.	4 (2.0%)	38 (18.6%)	37 (18.1%)	62 (30.4%)	60 (29.4%)	3 (1.5%)	204 (100%)	2.32	1.149
The policies and procedures in AAU equally protect the interest of the staff and organization.	4 (2.0%)	15 (7.4%)	48 (23.5%)	79 (38.7%)	54 (26.5%)	4 (2.0%)	204 (100%)	2.18	.981

Source: Survey data

M : Weighted mean

STD : Standard deviation

One hundred two (50%) of the respondents rated disagree and strongly disagree an item that states “there are definite policies and procedures for every decisions regarding human resource management at AAU.” Only 36 (20.6%) of the respondents confirmed that decisions are based on definite policies and procedures by rating agree and strongly agree the item. A good number, 63 (20.6%) of the respondents showed their neutrality to the item. The mean score of the item is (M=2.51) with standard deviation of (1.082). The mean score and the rating given by the majority of the respondents to the item imply that many decisions affecting academic staffs at AAU would not rely on definite policy and also taken without following proper procedures. Seventy four (36.3%) and 63 (30.9%) of the respondents indicated that they disagree and strongly disagree, respectively to the item which requests them to rate on the timely revision of human resource management policies and procedures. Eighteen (8.9%) of the respondents confirmed that human resource policies and procedures are often revised by rating strongly agree and agree the item. Thirty nine (19.1%) of them replied that they are neutral regarding the issue of the item. The rest 10 (4.9%) did not respond to the item. The mean score of the item which is (M=2.08) with standard deviation of (.987) and the ratings show that human resource management policies and

procedures at AAU are not regularly revised to meet the changing needs of the organization. Sixty two (30.4%) and 60(29.4%) of the respondents rated disagree and strongly disagree the item that states every academic staff member is aware of the policies and procedures affecting his/her work related activities. While 37(18.1%) of them showed their neutrality to the item, the remaining 3 (1.5%) did not respond to the item. The mean score of the item (M=2.32) with standard deviation of 1.149 and the rating given for the item show that the majority of the academic staff members are not aware of the policies and procedures affecting their jobs. In other words it also implied that the members are not oriented by about related policies and procedures at AAU by concerned authorities. The majority 133 (65.2%) of the respondents rated as disagree and strongly disagree the item that states, "The policies and procedures in AAU equally protect the interest of the staff and the organization." While 48(23.5%) of the respondents showed their neutrality, the remaining 4(2.0%) failed to respond to the item. The mean score of the item is (2.18) with standard deviation of 0.981 and the rating given show that most of the policies and work related procedures at AAU do not equally protect the interest of the staff and the organization.

6.8 Decision Making

The responses given on decision-making process at individual, departmental and top-leadership level are depicted in Table 10.

Table 10. Decision Making Process

Items	SA	A	N	D	SD	NR	Total	M	STD
Major decisions regarding department matters are decided jointly.	44 (21.6%)	84 (41.2%)	20 (9.8%)	38 (18.6%)	16 (7.8%)	2 (1.0%)	204 (100%)	3.50	1.243
The leaders decide in consultation with academic staff or representatives of staff.	5 (2.5%)	19 (9.3%)	42 (20.6%)	44 (21.6%)	91 (44.6%)	3 (1.5%)	204 (100%)	2.02	1.124

There is adequate planning by leaders to make decisions.	5 (2.5%)	14 (6.9%)	53 (26.0%)	66 (32.4%)	61 (29.9%)	5 (2.5%)	204 (100%)	2.17	1.014
I am given enough authority to decide in my area of responsibility.	18 (8.8%)	71 (34.8%)	40 (19.6%)	48 (23.5%)	25 (12.3%)	2 (1.0%)	204 (100%)	3.04	1.196

Source: survey data

M : Weighted mean

STD : Standard deviation

The majority, 128 (62.8%) of the respondents replied that major decisions are taken jointly at departmental level. Fifty four (26.4%) of the respondents indicated that major decisions on departmental matters are not decided jointly by rating the item strongly disagree and disagree. While 20 (9.8%) of the respondents have shown their neutrality to the issue of the item, the remaining 2 (1.0%) have not given their responses. The mean score of the item is (M=3.50) with standard deviation of (1.243). The mean score and the responses given by the majority of the respondents indicate that in many departments at AAU, major actions affecting departmental matters are decided jointly. The majority, 135 (66.2%) of the respondents confirmed that leaders took decisions without consulting the academic staff members or their representatives by rating strongly disagree and disagree the item that states, “The leaders decide in consultation with academic staff or their representatives.” Twenty four (11.8%) of the respondents replied that they agree and strongly agree implying that leaders took major decisions by consulting the academic staff members or their representatives. Forty two (20.6%) of them replied that they are neutral regarding the issue of the item. The mean score of the item is (M=2.02) with the standard deviation of 1.124. The responses given by the majority of the respondents and the mean score of this item shows that the leaders do not allow staff members to participate in the decision making processes.

The respondents were invited to rate an item that says “there is adequate planning by leaders to make decisions.” The majority, 127 (62.3%) of the respondents specified that the leaders decide on important matters with no proper plan by rating the item as strongly disagree and disagree. Nineteen (9.4%) of the respondents showed that they strongly agree and agree to the view of the item implying that the leaders decided relying on adequate plan. While 53 (26%) have shown their neutrality, the remaining 5(2.5%) have

The majority, 142 (69.6%) of the respondents specified that they do not have confidence on the leadership of AAU by rating disagree and strongly disagree the item that says, "I have confidence on the leadership of AAU." Only 18 (8.8%) of the respondents indicated that they have confidence on the leadership of AAU by rating the item strongly agree and agree. While 39 (19.1%) of the respondents have shown their neutrality with regard to the issue of the item, the remaining 5 (2.5%) have not given their responses. The mean score of the item is (M=1.92). The mean score for this item and the majority of the responses given shows that most academic staff members had no confidence on the leaders of AAU.

As shown in second item of Table 11, respondents were asked to indicate their rating on the statement that says "the management of AAU values ideas of staff members." Fifty eight (28.4%) and 73 (35.8%) of the respondents rated disagree and strongly disagree the item respectively. Twenty one (10.3%) of them rated strongly agree and agree the item implying that the management of AAU values ideas of the staff members. While 49 (24.0%) replied that they are neutral to rate the view of the item, the remaining 3 (1.5%) failed to respond. The mean score of the item is (M=2.10) with the standard deviation of 1.074. The responses given by the majority of the respondents and the mean score of this item show that the management group at AAU does not consider any suggestions or complaints forwarded by academic staff members. Respondents were also invited to indicate their ratings to the statement that says "the management group is a true representation of academic staff members." The overwhelming majority, 158 (77.4%) of the respondents indicated that the management group is not a true representation of academic staff members by rating the item strongly disagree and disagree. Only 11 (5.4%) of the respondents rated strongly agree and agree the item implying that the management group is a true representation of academic staff members. The mean score of the item is (M=1.71) with the standard deviation of (.937). The responses given by the majority of the respondents and the mean score show that the management group is not a true representation of the academic staff members at AAU.

6.10 Academic Staff Members' Overall Employment Satisfaction

The respondents' degree of employment satisfaction as related to their respective place of work was summarized in Table 12.

Table 12. Academic Staff Overall Employment Satisfaction

Items	SA	A	N	D	SD	NR	Total	M	STD
I am happy and love to work for AAU up to my retirement age.	43 (21.1%)	50 (24.5%)	62 (30.4%)	21 (10.3%)	19 (9.3%)	9 (4.4%)	204 (100%)	3.40	1.220
Intrinsic motivation is more important for me than extrinsic motivation.	49 (24.0%)	78 (38.2%)	35 (17.2%)	29 (14.2%)	7 (3.4%)	6 (2.9%)	204 (100%)	3.66	1.105
I am satisfied because I belong to the academic staff of AAU.	37 (18.1%)	68 (33.3%)	51 (25.0%)	23 (11.3%)	19 (9.3%)	6 (2.9%)	204 (100%)	3.41	1.196

Source: Survey data

M : Weighted mean

STD : Standard deviation

In order to assess the respondents' degree of devotion to work at AAU, they were asked to indicate their rating to the item that states "I am happy and love to work for AAU up to my retirement age." Ninety three (45.6%) of them confirmed that they are happy and love to work for AAU up to their retirement age by rating strongly agree and agree the item. Fifty (20.2%) of them replied that they disagree and strongly disagree to the views of the item. A good number, 62 (30.4%) of them have shown their neutrality to the view of the item. The remaining, 9(4.4%) have not given their responses to this part. The mean score of the item is (M=3.40) with the standard deviation of 1.220. Though the respondents were complaining about the unfairness of the salary scale and poor living conditions as discussed in the preceding paragraphs, it is surprising that many of them need to work for AAU up to their retirement age as confirmed by the responses given by the majority of the respondents and mean score of this item.

In order to identify the factors that motivate them to work for AAU, respondents were invited to indicate their ratings on the item that states "intrinsic motivation is more important for me than extrinsic motivation." The majority, 127 (62.2%) of them ascertained that intrinsic motivation is more important than extrinsic motivation for them by rating the item strongly agree and agree.

Thirty six (17.6%) of them replied that they are strongly disagree and disagree to the statement. While 35 (17.2%) of them replied that they are neutral regarding the view of the item, the remaining 6 (92.9%) have not given their responses. The mean score of the item is (M=3.66) with the standard deviation of 1.105. The mean score and the responses given by the majority of the respondents show that many of the respondents are motivated to work for AAU because they are satisfied with intrinsic motivating factors than extrinsic motivating factors.

Finally, the respondents were asked to indicate their ratings to item that states "I am satisfied because I belong to the academic staff of AAU", to assess the degree of respondents' job satisfaction. A slight majority, 105(51.4%) of them indicated that they are satisfied because they are an academic staff member at AAU by rating strongly agree and agree the item. Forty two (20.6%) of them have shown their dissatisfaction by replying strongly disagree and disagree to the view of the item. A good number, 51 (25.0%) of them replied that they are neutral to the item. The remaining 6 (2.9%) have not given their responses to the item. The mean score of the item is (M=3.42) with standard deviation of 1.196. The mean score and the responses given by the majority of the respondents imply that many of them are satisfied because they are academic staff members at AAU.

7. Findings

The following are the major findings of the study.

- There are no uniform practices across the departments at AAU on the manner of recruiting candidates for academic employment.
- Most departments at AAU do not formally orient their new academic staff members to their jobs, co-workers, related procedures and environments.
- The current performance appraisal system at AAU does not properly measure academic staff members' work related behaviors.
- The existing salary fixed for each academic rank at AAU is not competitive as compared to the salary of other employees at different governmental institutions in the country with similar level of educational qualifications. It was also found that the salary and other benefits that the academic staff members are obtaining from AAU is minimal, and are not even enough to cover expenses required for basic needs of life.
- The academic staff members' ability to publish is given more weight for academic promotional purposes. The study uncovered that department heads are elected members of the academic staff members of the concerned academic unit at AAU. In other instances, the deans are assigned to the posts based on their proximity to the presidents of AAU. The

government based on their political affiliations assigns presidents of AAU.

- The study uncovered that many decisions affecting academic staff members in AAU do not rely on definite policies and procedures. It was found that human resource management policies and procedures at AAU are not regularly revised to meet the changing needs of the organization and most of the academic staff members are not aware of their work related policies and procedures. The study also uncovered that work related policies and procedures at AAU do not equally protect the interest of the staff and that of the organization.
- The study disclosed that AAU leaders took decisions without the consent of the academic staff members or their representatives. The study also found that AAU leaders decide on important matters with no proper plan.
- It was found that the management group at AAU is not a true representation of the academic staff members. The study disclosed that most of the academic staff members had no confidence on AAU's leaders.
- The majority of the academic staff members ascertained that they are satisfied with their jobs. Many of them even indicated that they are committed to serve AAU up to their retirement age. They further specified that intrinsic motivating factors are more important than extrinsic motivating factors for them.

8. Conclusion

It can be concluded that many departments at AAU cannot easily identify the right kind of people at the right time and also cannot easily respond to the academic staff requirements as the need arises. New employees would face difficulties at the initial stage to adjust to the new work environments and to execute their tasks properly as there are no formal orientation programs at AAU.

Competent candidates will not be attracted to work at Addis Ababa University as the benefit packages are minimal, and even not sufficient to cover life expenditures. It can also be concluded that the teaching and research activities at AAU suffer as the existing academic staff members are working in different organizations to supplement their income. The performance appraisal system at AAU had shortcomings in its items and do not properly measure academic staff members' work related behaviors. From the data obtained and analysis made, it can be concluded that many academic staff members at AAU are emphasizing more on their teaching tasks, and have given less emphasis for research activities. It can also be concluded that the academic staff members do not have confidence on AAU leaders, and the leaders do

not value the ideas of the members. They are not true representation of academic staff members.

9. Suggestions

- It is recommended that the academic staff requirements at each section at Addis Ababa University has to be spelt out through preparing clear and transparent human resource plan.
- New employees should be oriented formally upon signing their contracts. The concerned bodies should find ways to increase instructor's salaries and other fringe benefits so that academic staff members would give their full time to their academic tasks at AAU rather than finding ways to supplement their income by working in other organizations.
- To enhance democratic governance at AAU improve, it is recommended that:
 - Department heads should be assigned based on the election by taking into account the candidate's seniority and academic rank with definite term office.
 - The assistant deans and deans should be a nominee of the concerned members of academic divisions' based on the candidates' seniority and academic rank and with definite term office.
The top leaders should be elected members of the AAU community based on the candidate's seniority and scholastic ability with definite term office.
- It was found that the existing performance management system does not measure work related activities, and is administered poorly. Therefore, it is recommended that proper performance appraisal tools should be constructed.

10. Scope for Further Research

It is suggested that further studies at national level should be conducted to have a complete picture of human resource management practices at higher educational institutions in Ethiopia.

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