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# Comparative Perspectives on Faculty Satisfaction

Misganaw Solomon (PhD candidate)

St. Mary's University College, P.O.Box 18490. Addis Ababa, Ethiopia

## Abstract

*This is a comparative analysis of faculty satisfaction in four Higher Education Institutions (HEIs) in Ethiopia. The primary objective of the study was to investigate faculty satisfaction in the public vis-à-vis the private HEIs. A set of questionnaire was distributed to 375 randomly selected faculty of four (two public and two private) HEIs to which 190 (88 from public and 102 from private HEIs) faculty members responded. Their satisfaction was observed in terms of governance, benefits, institutional support and individual commitment. The result showed that the faculty in the public HEIs are less satisfied with their job than their counterparts in the private sector. The former, therefore, need to take no time to address the basic needs of the faculty, which include establishing strong support system, reviewing the benefit schemes and strengthening the work environment. A better pay scheme is expected of the private sector to, at least, maintain the status quo.*

## INTRODUCTION

It is not uncommon to hear complaints about the poor performance of graduates of institutions of higher learning in Ethiopia. Faculty participation in research and consultancy is also an area of concern (HERQA, 2009). The trend of instructor absenteeism from classes is becoming a common practice in many of the higher education institutions. The Ethiopian HEIs, both public and private, suffer from high staff turnover, too (HERQA ,2008; 2009). These problems may be attributed to the instructors' lack of satisfaction with the various aspects of their job.

Job satisfaction is amongst the key factors that influence the performance of workers in any organization. Job satisfaction results in high productivity, low absenteeism and low labour turnover (Argyle in Veenhoven 1989, Spector 1997, Santhapparaj and Alam 2005, and Field 2008). This applies to HEIs as well.

The need to sort out factors that deal with faculty satisfaction is, therefore, unquestionable and immediate. This research was conducted to this end in view. The study attempted to compare the faculty satisfaction in the public vis-à-vis the private HEIs.

## SCOPE OF THE STUDY

The study was conducted on four Ethiopian HEIs; namely, Admas University College (Private), Bahir Dar University (Public), Mekelle University (Public) and St. Mary's University College (Private). Only full-time teaching staff of these HEIs took part in the study. The study focused on faculty benefits, work environment and governance, faculty commitment and institutional support.

## OBJECTIVES OF THE STUDY

The major objective of this study was to find out faculty satisfaction in four Ethiopian HEIs. The specific objectives of the study were:

1. finding out faculty satisfaction in four Ethiopian Institutions of Higher Learning;
2. Identifying the factors that positively or negatively affect faculty satisfaction; and
3. Comparing and contrasting the faculty satisfaction in the private and public HEIs.

## **RESEARCH METHODOLOGY**

### **Sample and sampling technique**

Only full-time faculty were selected to fill in a questionnaire through simple random sampling technique. The response rate of the questionnaire was 50.66% (190 faculty out of 375). 88 of them were from two public universities – 38 from Mekelle and 50 from Bahir Dar. The remaining 102 were from the private sector – 51 from each institution.

There was a varied-mix of respondents in terms of work experience, qualification, area of specialization and academic rank. The respondents were from different disciplines. 13.1% of the respondents were female.

### **Data gathering instruments**

The main data gathering instrument used to collect data was a questionnaire which consisted of two parts. The first part inquired general information about the respondents. The second part, which was composed of close-ended questions, was intended to gather data about faculty opinion on the different aspects of job satisfaction. This part required respondents to indicate whether the satisfaction measuring aspects were: “Very Untrue”, “Untrue”, “Neither”, “True”, “Very True”, and “Not Applicable”. The questionnaire had items that were similar to one another. This had significant contribution towards data verification. To fill some gaps, which the questionnaire did not address, interview was held with one randomly selected faculty from each institution.

### **Data analysis**

The data were analyzed using SPSS. Chi-square, cross tabulations and non-parametric test were used to assess the relationship between categorical variables. Internal reliability of data was verified.

## **LITERATURE REVIEW**

### **What is job satisfaction?**

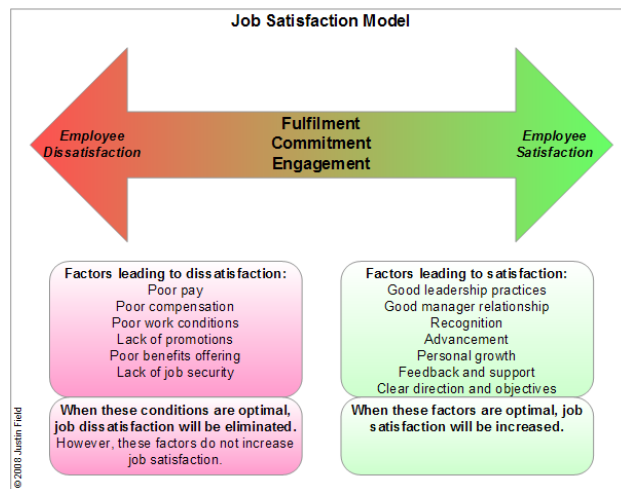
No single definition can be attached to the term job satisfaction. Smith (1969) in Chimanikire, Mutandwa, Gadzirayi, Muzondo and Mutandwa (2007:167) defined job satisfaction as the “extent to which an employee expresses a positive orientation towards a job.” Job satisfaction, as Spector (1997) defined it, refers to “an attitudinal variable” resulting from “good treatment”. Spector (1997) further explained that job satisfaction deals with “feelings or state-of-mind” one has about his/her work and work related matters. According to Olasmubo and Toyin (2004:3), job satisfaction is “a pleasurable emotional state resulting from appraisal of one’s job, an effective reaction or an attitude towards one’s job”. Weiss (2002) cited in Olasmubo and Toyin (2004:3) described job satisfaction as “how content an individual is in his or her work”. Generally speaking, job satisfaction is all about the attitude one develops toward his/her job, and employee satisfaction gets affected due to very many factors.

## What factors affect job satisfaction?

Quite a number of factors affect job satisfaction. These include benefits, work conditions, leadership, the work itself, individual commitment, institutional support, etc. The level of impact these factors have on workers varies depending on the workers' priorities and the situation they are in. Let us take a look at what the literature says about these factors.

### Benefits

Benefits such as pay, health insurance, promotion, professional development, etc are among the factors that affect faculty satisfaction (Santhapparaj and Alam 2005; AACSB International 1998; Field 2008; Ch'ng, Chong and Nakesvari 2010). Pay affects faculty satisfaction (Field 2008; Olasumbo and Toyin 2004; Ch'ng, Chong and Nakesvari 2010; Cornell University report 2006). But it is important to note that money alone cannot be the main cause of dissatisfaction. Field (2008:1) argued that money "is often not the most important reason" for faculty dissatisfaction. For Field, other factors "such as career growth and development, or a change in life circumstances, or factors like that" cause employees to leave their jobs. Field classified the possible reasons determining employees' satisfaction as "push factors (things that make employees more dissatisfied) and pull factors (things that make employees more satisfied)" (op cit). Field's job satisfaction model summarizes these factors as follows.



What Field categorized as "push factors" are those factors that lag one's personal growth and change behind demand. These affect employee satisfaction with their job.

### Work environment and governance

Work environment and governance are also among the factors that determine faculty satisfaction. As Field has put it, poor work environment, which is most often caused by poor governance, results in employee dissatisfaction. Studies by (Santhapparaj and Alam 2005; AACSB International 1998; Manisera, Dusseldrop and van der Kooij 2005) identified work environment as a factor affecting the performance of the faculty. MayoClinic.com (2010) added that "bickering co-workers" and job insecurity force an employee to develop a lack of satisfaction with his/her job.

Governance also appears to influence satisfaction of faculty. Participatory decision making enhances faculty satisfaction. Ch'ng, Chong and Nakesvari (2010) underscored the importance of involving subordinates in decision making processes. This lays the basis for creating shared value, trust and accountability within an organization and enhancing

employee motivation and commitment. A study by a staff member of Mayo Clinic (2010) showed that a lack of resources and opportunities for participation in decisions that affect the employee resulted in job dissatisfaction.

Similarly, AACSB International (1998) identified administration to be “the single best predictor of overall satisfaction of the faculty members in the Business Faculty(p.1)”. Administration, according to AACSB International, refers to:

*(1) clear articulation of goals...; (2) respect for the academic freedom of the faculty; (3) an allocation of resources consistent with the mission of the school; (4) clear vision...; (5) quality of faculty ... appointments; (6) external fund-raising; and, (7) effectiveness of negotiation for resources ... (1998:1).*

Radford University Survey Report (2009) indicated that faculty satisfaction had been high in relation to their department, upper administration and the then policies and procedures. In a similar vein, Ch’ng, Chong and Nakesvari (2010) pointed out that management support is significant in determining the faculty satisfaction.

### **The work itself**

The work itself was identified as one of the factors affecting faculty satisfaction. Castillo and Cano (2004) found out that the “work itself” appeared the most motivating aspect for faculty. According to Manisera, Dusseldrop and van der Kooij (2005), employees attribute their satisfaction to the “work itself”. Being assigned to “boring or overly routine work and work below an employee’s education, skills or interests” is a factor resulting in poor faculty performance (Mayo Clinic 2010:1).

## **RESULTS AND DISCUSSION**

### **Demographic characteristics of the sample**

The respondents were drawn from four HEIs – two public and two private. They have got different qualifications, years of service, and academic rank. In spite of the significant difference in terms of their number, both male and female faculty took part in filling out the questionnaire of the study.

**Table 1: Sample distribution in the study units**

<b>Name of institution</b>	<b>Type of institution</b>	<b>No. of respondents</b>	<b>Percent</b>
Admas University College	Private	51	26.8
Bahir Dar University	Public	50	26.3
Mekelle University	Public	38	20.0
St. Mary’s University College	Private	51	26.8
<b>Total</b>		<b>190</b>	<b>100.0</b>

Despite the huge difference in the total number of faculty working for the two sectors, where the public HEIs have larger faculty than the private ones, the faculty participation, as study subjects, was better from the private sector. The faculty from the private sector were more responsive than those from the public HEIs. So, it was possible to address nearly half of the

full-time faculty of the private institutions. Among the total respondents, 13.1% of them were female.

**Table 2: Sample distribution by academic qualification**

Type of institution	Academic qualification			
	BA/BSc	MA/MSc	PhD	Total
Public	3	77	6	86
	3.5%	89.5%	7.0%	100.0%
Private	18	60	6	84
	21.4%	71.4%	7.1%	100.0%
<b>Both</b>	<b>21</b>	<b>137</b>	<b>12</b>	<b>170</b>
	<b>12.4%</b>	<b>80.6%</b>	<b>7.1%</b>	<b>100.0%</b>

Of the total number of respondents who indicated their academic qualifications, most of them in both public and private HEIs have a Master's degree, which is a minimum requirement for teaching position in HEIs in Ethiopia. This, in other words, means that the majority of the respondents are at least Lecturers in their position. The public HEIs were represented with more qualified academic staff than that of the private HEIs.

**Table 3: Service year of the respondents**

Service year in the institution	No. of respondents	Percent
<=5	112	65.5
5.1-10	52	30.4
10.1-15	3	1.8
15.1-20	1	0.6
20.1-25	1	0.6
>25	2	1.2
<b>Total</b>	<b>171</b>	<b>100.0</b>

Table 3 shows the number of faculty who indicated their service years in their respective HEIs. The majority of the faculty (i.e. 65.5%) have served their respective institutions for only five years or less. A little more than a quarter of them have a service of 5-10 years. Only few of them have the experience of more than 10 years.

### **Factors affecting job satisfaction**

In this section, we shall see what the faculty feelings are regarding the different determinant factors of their satisfaction.

As discussed below, faculty satisfaction was found to have significantly positive association with the factors identified. The minimum value indicates 0.516 at  $p < 0.001$ .

**Table 4: Work environment**

Item	Type of institution	Very Untrue	Untrue	Neither	True	Very True	Total
The work environment is collegial.	Public	5	16	12	39	13	<b>85</b>
		5.9%	18.8%	14.1%	45.9%	15.3%	<b>100.0%</b>
	Private	0	0	5	38	57	<b>100</b>
		0.0%	0.0%	5.0%	38.0%	57.0%	<b>100.0%</b>
	<b>Total</b>	<b>5</b>	<b>16</b>	<b>17</b>	<b>77</b>	<b>70</b>	<b>185</b>
		<b>2.7%</b>	<b>8.6%</b>	<b>9.2%</b>	<b>41.6%</b>	<b>37.8%</b>	<b>100.0%</b>

Literature tells us that sound work environment results in high productivity. In connection to this, the respondents were asked how they see the work environment in their respective institutions. As shown in Table 4 above, the majority of the faculty in both sectors seem to be satisfied with the work environment. While 95% of the faculty from the private sector felt that the work environment is collegial, it is only a little more than 60% of the faculty that expressed their satisfaction with the work environment in the public HEIs. No faculty member in the private sector complained about the work environment whereas more than 20% of the faculty in the public HEIs had reservations on the work environment. A significant number of the faculty in the latter appeared undecided. The Chi-square test shows a significant variation among the faculty in public and private HEIs. There is also a positive relationship (0.512) between the work environment and the faculty satisfaction.

**Table 5: Benefits**

Item	Type of institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
The institution provides good health benefits.	Public	48	13	2	18	1	4	85
		55.8%	15.1%	2.3%	20.9%	1.2%	4.7%	100.0%
	Private	2	2	5	44	44	4	101
		2.0%	2.0%	5.0%	43.6%	43.6%	4.0%	100.0%
	<b>Total</b>	<b>50</b>	<b>15</b>	<b>7</b>	<b>62</b>	<b>45</b>	<b>8</b>	<b>187</b>
		<b>26.7%</b>	<b>8.0%</b>	<b>3.7%</b>	<b>33.2%</b>	<b>24.1%</b>	<b>4.3%</b>	<b>100.0%</b>
I'm satisfied with my pay.	Public	41	25	14	6	0	1	87
		47.1%	28.7%	16.1%	6.9%	0.0%	1.1%	100.0%
	Private	8	19	11	39	25	0	102
		7.8%	18.6%	10.8%	38.2%	24.5%	0.0%	100.0%
	<b>Total</b>	<b>49</b>	<b>44</b>	<b>25</b>	<b>45</b>	<b>25</b>	<b>1</b>	<b>189</b>
		<b>25.9%</b>	<b>23.3%</b>	<b>13.2%</b>	<b>23.8%</b>	<b>13.2%</b>	<b>0.5%</b>	<b>100.0%</b>
The institution has family-friendly employee benefits.	Public	26	35	12	7	2	4	86
		30.2%	40.7%	14.0%	8.1%	2.3%	4.7%	100.0%
	Private	7	10	16	35	22	8	98
		7.1%	10.2%	16.3%	35.7%	22.4%	8.2%	100.0%
	<b>Total</b>	<b>33</b>	<b>45</b>	<b>28</b>	<b>42</b>	<b>24</b>	<b>12</b>	<b>184</b>
		<b>17.9%</b>	<b>24.5%</b>	<b>15.2%</b>	<b>22.8%</b>	<b>13.0%</b>	<b>6.5%</b>	<b>100.0%</b>
The institution is responsive to the needs of my family.	Public	40	26	8	7	1	4	86
		46.5%	30.2%	9.3%	8.1%	1.2%	4.7%	100.0%
	Private	7	11	17	32	21	10	98
		7.1%	11.2%	17.3%	32.7%	21.4%	10.2%	100.0%
	<b>Total</b>	<b>47</b>	<b>37</b>	<b>25</b>	<b>39</b>	<b>22</b>	<b>14</b>	<b>184</b>
		<b>25.5%</b>	<b>20.1%</b>	<b>13.6%</b>	<b>21.2%</b>	<b>12.0%</b>	<b>7.6%</b>	<b>100.0%</b>

Faculty satisfaction and good health benefits, pay, and benefits that go beyond the faculty were found to be significantly associated with positive relationship. There were 0.662, 0.585 and 0.526 values at  $p < 0.001$ , respectively. In this regard, most of the faculty members in the private sector are of the opinion that they are provided with better benefits than that of the public HEIs. This is discussed in detail below.

Among the benefits that the faculty demands to enjoy is health. Good health benefit seems to be a serious concern for the faculty in the public HEIs. Only 22.1% of the faculty working for the public institutions feel that they have good health benefits. One of the interviewees from the public institutions was ignorant of this benefit while the other said it only exists in the paper. The latter added, the provision requires them to go to public health centers where, he claimed, they do not get the service of their expectation. The faculty, therefore, prefer to go to private clinics and hospitals. As a result, the scheme is not serving its purpose. On the contrary, 87.2% of the faculty in the private sector claimed to enjoy good health benefits. They said they can go to both public and private health centers with which their institutions have agreements. They also know how much their institutions spend on them annually. The faculty in the two sectors receive different health benefit schemes and the difference in their level of satisfaction was found to be statistically significant at  $p < 0.001$ .

Benefit schemes vary from institution to institution. Despite their area of specialization, faculty salary within academic qualifications or ranks is the same across public institutions. It ranges from Ethiopian Birr 1692 (for a BA/BSc holder) to 4000 (for a PhD holder). In the private sector, the salary range is almost the same as in the public institutions for faculty with BA/BSc and MA/MSc. The private sector pays even lower salary in certain disciplines where, they think, there is ample human resource in the market. A PhD holder is, however, paid 7500 Birr on average in the private HEIs, which is almost double the salary of a PhD holder in the public institutions. As shown in Table 5 above, 75.8% of the respondents from the public HEIs expressed their dissatisfaction with their pay and a significant number of them remained undecided. Contrary to this, more than 60% of the faculty in the private sector said that their pay is fine. A significant number of the faculty from the private HEIs are not that happy with their pay. Since most of the study subjects were of similar qualifications with almost similar pay scales in both of the sectors, this area needs further study to learn how the difference emerged between the sectors.

Of the total number of the respondents, the majority of the faculty in the public HEIs have concerns over benefits to their family. HEIs' responsiveness to the needs of the faculty family appeared to be better in the private sector than in the public sector. But still a significant number of the faculty in the private sector were undecided. More than 70% of the respondents from the public sector claimed to have no such benefit in place. The variation was found to be statistically significant at  $p < 0.001$ . In this regard, the public HEIs have a long way to go and the private ones need to further strengthen the culture.



**Table 6: Sense of loyalty and dedication**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
I feel a sense of loyalty to my Department.	Public	3	1	6	48	28		86
		3.5%	1.2%	7.0%	55.8%	32.6%		100.0%
	Private	0	0	3	31	68		102
		0.0%	0.0%	2.9%	30.4%	66.7%		100.0%
<b>Total</b>		<b>3</b>	<b>1</b>	<b>9</b>	<b>79</b>	<b>96</b>		<b>188</b>
		<b>1.6%</b>	<b>0.5%</b>	<b>4.8%</b>	<b>42.0%</b>	<b>51.1%</b>		<b>100.0%</b>
I feel a sense of loyalty to my University.	Public	8	10	11	37	21	1	88
		9.1%	11.4%	12.5%	42.0%	23.9%	1.1%	100.0%
	Private	2	0	4	40	53		99
		2.0%	0.0%	4.0%	40.4%	53.5%		100.0%
<b>Total</b>		<b>10</b>	<b>10</b>	<b>15</b>	<b>77</b>	<b>74</b>	<b>1</b>	<b>187</b>
		<b>5.3%</b>	<b>5.3%</b>	<b>8.0%</b>	<b>41.2%</b>	<b>39.6%</b>	<b>0.5%</b>	<b>100.0%</b>
I'm dedicated to my job.	Public	0	0	4	30	53		87
		0.0%	0.0%	4.6%	34.5%	60.9%		100.0%
	Private	0	0	1	28	73		102
		0.0%	0.0%	1.0%	27.5%	71.6%		100.0%
<b>Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	<b>58</b>	<b>126</b>		<b>189</b>
		<b>0.0%</b>	<b>0.0%</b>	<b>2.6%</b>	<b>30.7%</b>	<b>66.7%</b>		<b>100.0%</b>

Faculty dedication and commitment may be affected by faculty dissatisfaction. In this respect, respondents were asked to express their level of belongingness to their respective institutions. The result shows a significantly positive association between faculty loyalty to their departments and institutions and their dedication to their job, and their satisfaction. As depicted in Table 6, most of the faculty in both of the HEIs claim to be loyal to their respective departments and institutions and are dedicated to their profession, which is very important for the institutions to get their visions, missions and goals met. The faculty identify more with their respective departments than with their institutions. This may indicate that the faculty are happier with the system at the department level than the system at the university level. Both sectors seem to have faculty dedicated to their job. More than 90% of the faculty in both sectors claimed to be dedicated to their job. This should be strength to capitalize on.

As indicated in Table 7, the pattern appears to be consistent across the responses given to the three aspects of governance. The trend shows that HEI governance is much more favoured by the faculty in private HEIs. They have the majority of their faculty satisfied with their institutions' manner of decision making, dissemination of information to the faculty and consideration of faculty opinion. These aspects were found to have significantly positive relation with their satisfaction with an average score value of 0.554 at  $p < 0.001$ .

75.6% of the faculty in the private sector felt that they are part of decisions that affect them. Of these, 42.9% were highly satisfied with the participatory decision making procedure. In contrast, more than 40% of the respondents in the public institutions claim that they are not involved in decisions that affect them and a significant number (20.7%) of them remained undecided.

**Table 7: Decision making, information communication and value of faculty opinion**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
I'm given the opportunity to participate in decisions that affect me.	Public	11	24	18	28	5	1	87
		12.6%	27.6%	20.7%	32.2%	5.7%	1.1%	100.0%
	Private	1	10	12	32	42	1	98
		1.0%	10.2%	12.2%	32.7%	42.9%	1.0%	100.0%
	<b>Total</b>	<b>12</b>	<b>34</b>	<b>30</b>	<b>60</b>	<b>47</b>	<b>2</b>	<b>185</b>
<b>6.5%</b>		<b>18.4%</b>	<b>16.2%</b>	<b>32.4%</b>	<b>25.4%</b>	<b>1.1%</b>	<b>100.0%</b>	
I'm kept well informed of matters important to me.	Public	10	23	21	26	8	0	88
		11.4%	26.1%	23.9%	29.5%	9.1%	0.0%	100.0%
	Private	0	5	9	39	48	0	101
		0.0%	5.0%	8.9%	38.6%	47.5%	0.0%	100.0%
	<b>Total</b>	<b>10</b>	<b>28</b>	<b>30</b>	<b>65</b>	<b>56</b>	<b>189</b>	<b>10</b>
<b>5.3%</b>		<b>14.8%</b>	<b>15.9%</b>	<b>34.4%</b>	<b>29.6%</b>	<b>100.0%</b>	<b>5.3%</b>	
The administration values my opinion.	Public	24	33	16	11	3	1	88
		27.3%	37.5%	18.2%	12.5%	3.4%	1.1%	100.0%
	Private	2	5	13	44	37	1	102
		2.0%	4.9%	12.7%	43.1%	36.3%	1.0%	100.0%
	<b>Total</b>	<b>26</b>	<b>38</b>	<b>29</b>	<b>55</b>	<b>40</b>	<b>2</b>	<b>190</b>
<b>13.7%</b>		<b>20.0%</b>	<b>15.3%</b>	<b>28.9%</b>	<b>21.1%</b>	<b>1.1%</b>	<b>100.0%</b>	

Similarly, information communication looks better in the private HEIs than in the public ones. Almost the entire faculty in the private sector said that they are communicated of matters important to them. On the contrary, more than a quarter of the faculty in the public HEIs claimed that they are not communicated of matters that are important to them and nearly a quarter of them remained undecided. This must be one of the areas where the public HEIs need to work hard to improve the faculty satisfaction.

With regard to valuing faculty opinion, faculty satisfaction in the public and the private HEIs fall apart. The majority of the respondents from the public sector expressed their dissatisfaction with the management in valuing their opinion. It is only 15.9% of the faculty in the public HEIs who claimed that their opinions are valued by the administration. The result was significant at the  $p < 0.001$  level. Thus, the need for bringing faculty on board is immediate in the public HEIs.

Generally, the private HEIs seem to have a good culture of accommodating faculty concerns, which is an important aspect of management. 75% of the faculty working for the private institutions claimed to have a stake in making decisions that affect them. They also feel that they are kept informed of matters important to them and their opinions are valued.

**Table 8: Admin commitment to meet the needs of the faculty and the department**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
My institution facilitates my professional development.	Public	6	14	6	43	18	0	87
		6.9%	16.1%	6.9%	49.4%	20.7%	0.0%	100.0%
	Private	4	4	9	44	39	1	101
		4.0%	4.0%	8.9%	43.6%	38.6%	1.0%	100.0%
	<b>Total</b>	<b>10</b>	<b>18</b>	<b>15</b>	<b>87</b>	<b>57</b>	<b>1</b>	<b>188</b>
	<b>5.3%</b>	<b>9.6%</b>	<b>8.0%</b>	<b>46.3%</b>	<b>30.3%</b>	<b>0.5%</b>	<b>100.0%</b>	
My Dean facilitates the work and the development of my Department.	Public	7	22	15	37	6	1	88
		8.0%	25.0%	17.0%	42.0%	6.8%	1.1%	100.0%
	Private	1	4	13	41	40	2	101
		1.0%	4.0%	12.9%	40.6%	39.6%	2.0%	100.0%
	<b>Total</b>	<b>8</b>	<b>26</b>	<b>28</b>	<b>78</b>	<b>46</b>	<b>3</b>	<b>189</b>
	<b>4.2%</b>	<b>13.8%</b>	<b>14.8%</b>	<b>41.3%</b>	<b>24.3%</b>	<b>1.6%</b>	<b>100.0%</b>	

In the table above, we see that there is faculty satisfaction in both sectors. However, there is still a difference among the satisfaction of the faculty in the two sectors. The faculty in the private HEIs appear to be more satisfied with institutional support than that of their counterparts in the public sector. 70.1% and 82.2% of the faculty in the public and private HEIs expressed their satisfaction with their institution's effort to facilitate their professional development, respectively. The Dean's commitment to facilitate the work of the faculty and the development of departments seem to be of less concern to the faculty in the private sector than that of the faculty in the public institutions. While less than half of the respondents from the public HEIs said that their Deans facilitate their work and the development of their departments, 80% of the faculty in the private HEIs said they have Deans who are committed to get the works of the faculty and the department facilitated.

Facilities such as equipment and materials needed to support the faculty's job and the commitment of the administration to fulfil the demands of the faculty and the department were found to have significantly positive association with faculty satisfaction. The average Pearson value indicates 0.665 at  $P < 0.001$ .

Significant difference was observed in the satisfaction of the faculty in the private sector and the ones in the public institutions. As shown in Table 9, 75% of the respondents in the private sector claimed to have offices adequate for their needs. Paradoxically, in the public HEIs, where the resource could be abundant, more than half of the faculty said they do not have offices adequate for their needs. This was confirmed during the interview.

**Table 9: Provision of facilities to faculty**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
The office is adequate for my needs.	Public	23	30	6	24	5	0	88
		26.1%	34.1%	6.8%	27.3%	5.7%	0.0%	100.0%
	Private	5.9%	12.9%	5.0%	38.6%	36.6%	1.0%	100.0%
		20.7%	30.2%	45.5%	61.9%	88.1%	100.0%	53.4%
	<b>Total</b>	<b>29</b>	<b>43</b>	<b>11</b>	<b>63</b>	<b>42</b>	<b>1</b>	<b>189</b>
	<b>15.3%</b>	<b>22.8%</b>	<b>5.8%</b>	<b>33.3%</b>	<b>22.2%</b>	<b>0.5%</b>	<b>100.0%</b>	
The university provides the equipment and materials needed to do my job well.	Public	9	24	7	37	11	0	88
		10.2%	27.3%	8.0%	42.0%	12.5%	0.0%	100.0%
	Private	1	10	10	39	42	0	102
		1.0%	9.8%	9.8%	38.2%	41.2%	0.0%	100.0%
	<b>Total</b>	<b>10</b>	<b>34</b>	<b>17</b>	<b>76</b>	<b>53</b>		<b>190</b>
	<b>5.3%</b>	<b>17.9%</b>	<b>8.9%</b>	<b>40.0%</b>	<b>27.9%</b>		<b>100.0%</b>	
The classrooms where I teach are conducive to learning.	Public	17	34	16	15	5	1	88
		19.3%	38.6%	18.2%	17.0%	5.7%	1.1%	100.0%
	Private	0	2	5	58	36	1	102
		0.0%	2.0%	4.9%	56.9%	35.3%	1.0%	100.0%
	<b>Total</b>	<b>17</b>	<b>36</b>	<b>21</b>	<b>73</b>	<b>41</b>	<b>2</b>	<b>190</b>
	<b>8.9%</b>	<b>18.9%</b>	<b>11.1%</b>	<b>38.4%</b>	<b>21.6%</b>	<b>1.1%</b>	<b>100.0%</b>	
The administration does all it can to meet the needs of my department.	Public	21	39	16	10	1	1	88
		23.9%	44.3%	18.2%	11.4%	1.1%	1.1%	100.0%
	Private	2	12	10	39	34	3	100
		2.0%	12.0%	10.0%	39.0%	34.0%	3.0%	100.0%
	<b>Total</b>	<b>23</b>	<b>51</b>	<b>26</b>	<b>49</b>	<b>35</b>	<b>4</b>	<b>188</b>
	<b>12.2%</b>	<b>27.1%</b>	<b>13.8%</b>	<b>26.1%</b>	<b>18.6%</b>	<b>2.1%</b>	<b>100.0%</b>	

More than 30% of the faculty in the public HEIs complained about the availability of teaching materials. On the contrary, nearly 80% of the respondents from the private sector said that their institutions provide them with facilities they need for their job. The Chi-square test result shows significant association at 5% level.

The result obtained about the classroom varies considerably. The majority of the faculty in the public HEIs feel that the classrooms are not that conducive to teaching. A significant number of them were undecided. The feeling of the faculty in the private sector is quite opposite. More than 90% of the faculty in the private sector claimed that they teach in classrooms that are convenient to learning. The faculty in the private sector found the classrooms more convenient than those in the private sector.

Similarly, the faculty in the private sector seem to enjoy better commitment of their administration than their counterparts in the public HEIs. 68.2% of the faculty in the public HEIs said they have no enough support from the administration whereas nearly 75% of the respondents from the private HEIs claimed to have administration that is committed to supporting them in their job.

**Table 10: Encouragement**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
I feel appreciated by my department Chair.	Public	5	17	13	35	15	2	87
		5.7%	19.5%	14.9%	40.2%	17.2%	2.3%	100.0%
	Private	0	4	11	39	45	2	101
		0.0%	4.0%	10.9%	38.6%	44.6%	2.0%	100.0%
	<b>Total</b>	<b>5</b>	<b>21</b>	<b>24</b>	<b>74</b>	<b>60</b>	<b>4</b>	<b>188</b>
		<b>2.7%</b>	<b>11.2%</b>	<b>12.8%</b>	<b>39.4%</b>	<b>31.9%</b>	<b>2.1%</b>	<b>100.0%</b>

As indicated in the table above, the faculty in both sectors seem to be encouraged by their department chairs, which is important for the faculty motivation. More than half of the respondents from the public HEIs said they are appreciated by their department Chairs. The number gets higher in the private sector where more than 80% of them claimed to receive appreciation from their department Chairs. As the statistical significance reveals, the gap between the two sectors is significant. This remains more of a concern for the public HEIs than the private ones.

**Table 11: Values of the faculty and their institutions**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
I find that my values and my university are similar.	Public	13	30	18	19	4	1	85
		15.3%	35.3%	21.2%	22.4%	4.7%	1.2%	100.0%
	Private	1	4	11	52	34	0	102
		1.0%	3.9%	10.8%	51.0%	33.3%	0.0%	100.0%
	<b>Total</b>	<b>14</b>	<b>34</b>	<b>29</b>	<b>71</b>	<b>38</b>	<b>1</b>	<b>187</b>
		<b>7.5%</b>	<b>18.2%</b>	<b>15.5%</b>	<b>38.0%</b>	<b>20.3%</b>	<b>0.5%</b>	<b>100.0%</b>

Sharing common values makes an institution become successful (Radford University 2009). Table 11 shows that the public HEIs seem to have less faculty sharing their values than the private ones. While only 27.1 of the respondents from the public HEIs have common values with their institutions, more than 80% of the respondents from the private sector felt that their values are similar to the values of their institutions. It looks much easier for the private HEIs to get their visions, missions and goals met.

**Table 12: Faculty feelings about the importance of their institution to them**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
The future of the institution is important to me.	Public	6	7	10	32	33	0	88
		6.8%	8.0%	11.4%	36.4%	37.5%	0.0%	100.0%
	Private	0	1	2	42	55	0	100
		0.0%	1.0%	2.0%	42.0%	55.0%	0.0%	100.0%
	<b>Total</b>	<b>6</b>	<b>8</b>	<b>12</b>	<b>74</b>	<b>88</b>	<b>0</b>	<b>188</b>
	<b>3.2%</b>	<b>4.3%</b>	<b>6.4%</b>	<b>39.4%</b>	<b>46.8%</b>	<b>0.0%</b>	<b>100.0%</b>	

Sense of belongingness is among the most important factors that contribute toward the success of an institution. This happens when the faculty think that their institutions are important to them. Both sectors seem to have faculty that visualize the future of their respective institutions and feel that their institutions are important to them. However, the private HEIs seem to have more faculty with such a feeling than the public institutions. Nearly all of the respondents in the private sector believe that their institutions are important to them.

**Table 13: Faculty feelings about the leadership and their institutions**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
I'm happy with the leadership of my institution.	Public	33	23	17	11	2	1	87
		37.9%	26.4%	19.5%	12.6%	2.3%	1.1%	100.0%
	Private	2	3	10	45	41	0	101
		2.0%	3.0%	9.9%	44.6%	40.6%	0.0%	100.0%
	<b>Total</b>	<b>35</b>	<b>26</b>	<b>27</b>	<b>56</b>	<b>43</b>	<b>1</b>	<b>188</b>
	<b>18.6%</b>	<b>13.8%</b>	<b>14.4%</b>	<b>29.8%</b>	<b>22.9%</b>	<b>0.5%</b>	<b>100.0%</b>	
I don't hear much complaining from my colleagues about my institution.	Public	46	30	4	4	3	1	88
		52.3%	34.1%	4.5%	4.5%	3.4%	1.1%	100.0%
	Private	8	17	10	41	25	1	102
		7.8%	16.7%	9.8%	40.2%	24.5%	1.0%	100.0%
	<b>Total</b>	<b>54</b>	<b>47</b>	<b>14</b>	<b>45</b>	<b>28</b>	<b>2</b>	<b>190</b>
	<b>28.4%</b>	<b>24.7%</b>	<b>7.4%</b>	<b>23.7%</b>	<b>14.7%</b>	<b>1.1%</b>	<b>100.0%</b>	

There is a positive relation between faculty satisfaction and the leadership. The smoother the relationship between the faculty and the leadership, the higher the faculty satisfaction. As indicated in Table 13 above, the faculty feelings regarding their leadership is worrisome in the public HEIs. The majority of them claimed that they are not happy with the leadership of their institutions and a significant number of them remained undecided. Contrary to this, more than 80% of the faculty in the private HEIs expressed their pleasure with the leadership of their institutions.

The response of the faculty from the public HEIs about their leadership corresponds to their response on complaints. More than 80% of them said that they hear much complaint regarding their institution. This seems to be less common in the private sector. The statistical test also proves the existence of significant difference between the sectors at  $P < 0.05$ .

**Table 14. Faculty feelings about working at their institutions and their overall satisfaction**

Item	Type of Institution	Very Untrue	Untrue	Neither	True	Very True	NA	Total
If I had to do it over again, I wouldn't work for this institution.	Public	22	26	14	16	7	2	87
		25.3%	29.9%	16.1%	18.4%	8.0%	2.3%	100.0%
	Private	36	31	10	13	7	1	98
		36.7%	31.6%	10.2%	13.3%	7.1%	1.0%	100.0%
	<b>Total</b>	<b>58</b>	<b>57</b>	<b>24</b>	<b>29</b>	<b>14</b>	<b>3</b>	<b>185</b>
	<b>31.4%</b>	<b>30.8%</b>	<b>13.0%</b>	<b>15.7%</b>	<b>7.6%</b>	<b>1.6%</b>	<b>100.0%</b>	
Overall, I'm satisfied with my job.	Public	13	30	20	22	2	1	88
		14.8%	34.1%	22.7%	25.0%	2.3%	1.1%	100.0%
	Private	1	2	12	41	43	1	100
		1.0%	2.0%	12.0%	41.0%	43.0%	1.0%	100.0%
	<b>Total</b>	<b>14</b>	<b>32</b>	<b>32</b>	<b>63</b>	<b>45</b>	<b>2</b>	<b>188</b>
	<b>7.4%</b>	<b>17.0%</b>	<b>17.0%</b>	<b>33.5%</b>	<b>23.9%</b>	<b>1.1%</b>	<b>100.0%</b>	

The table above shows the overall satisfaction level of the faculty in both sectors. The faculty desire to stay in the institution looks better in the private HEIs than in the public. While only 55.5% of the respondents from the public sector demonstrated readiness to work for their institutions if given a second chance, nearly 70% of the faculty in the private HEIs showed determination to work for their institutions. Asked to express their overall satisfaction, 27.3% and 84% of the faculty in the public and private HEIs claimed to be satisfied with their job, respectively. This difference was found to be statistically significant with a value of 0.632 at  $P < 0.001$ .

## CONCLUSION AND RECOMMENDATION

### Conclusion

The overall satisfaction of the faculty showed statistically significant variation between the two sectors – public and private. The overall faculty satisfaction looks better in the private sector than in the public sector.

The gap between the sectors remaining significant, the majority of the faculty in both sectors were found to be satisfied with (a) the work environment, (b) administration's efforts to facilitate professional development, and (c) department chairs' encouragement. Fortunately, both sectors have faculty that (a) claim to be loyal and dedicated to their departments and institutions, (b) think the future of their institutions is important to them and (c) have the desire to work with their institutions.

The areas of concern for the faculty in the public HEIs include lack of participatory decision making procedure, failure to value faculty opinion, failure to communicate matters important to the faculty, lack of shared values between the faculty and the institutions, unhappy feelings among the faculty toward the leadership, poor provision of certain facilities, low determination of the management to provide needed support to the faculty, and poor benefits like pay, family, health. On the other hand, the private sector was found to have worrying salary scheme. Some faculty members in some of the disciplines were found to be paid less than others. Exaggerated expectation of the management from the faculty was another area of concern for the faculty in the private sector.

### **Recommendations**

Based on the conclusions drawn from the analysis of the study, the following recommendations were made:-

#### **The public HEIs**

The public HEIs can exploit the special privilege bestowed upon them to meet the needs of the faculty and the departments. They, therefore, need to: (a) capitalize on their faculty's loyalty, dedication, desire to work for their institutions and their positive feelings about their institutions and make them more productive; (b) further strengthen the work environment and the administrative functions; (c) review their benefit schemes; (d) establish systems that ensure faculty confidence on the leadership, faculty participation in decisions that affect them, effective communication of matters that are important to the faculty, and adequate supply of facilities to the faculty and departmental needs; (e) ensure that the faculty are provided with the support they need; and (f) ensure the development of shared vision, mission and goals between the faculty and the institutions.

#### **The private HEIs**

Although the PHEIs were found to have faculty with better satisfaction, there is no guarantee for the situation to remain unchanged since satisfaction is affected by the never-ending needs of the faculty, which gets easily influenced by external factors. Thus, the private HEIs should make sure that they: (a) maintain and further strengthen the current situation through continuous research; (b) make continuous efforts toward improving their provisions; (c) review their salary schemes especially the salary of the faculty in some of the disciplines that are paying; (d) be abreast of changes and developments and adjust accordingly; and (e) never feel complacent of the current achievements which are subject to change any time.

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