Proceedings of the 8th National Conference on Private Higher Education Institutions (PHEIs) in Ethiopia

Major Theme: Invigorating the Work on Access, Equity and Quality of the Higher Education Sector in Ethiopia

Organized & Sponsored

By

St. Mary's University College

September 25, 2010

UN Conference Center

Addis Ababa, Ethiopia

Keeping Teachers Happy: Talent Management Model for Higher Education Institutions in Ethiopia

Teshager Mersha & Endale Ashagre

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

Abstract

The provision of quality of higher education, among other things, is connected with the quality of faculty. However, with the increasing demand-supply gap with regard to qualified staff, higher education institutions in our country are facing severe problems. Therefore, addressing the need for talent so as to meet quality standards is very crucial. The strategies used so far by the government and institutions to meet the increasing demand for qualified staff in higher institutions has to give emphasis on the process of developing and integrating new workers, developing and keeping current workers and attracting highly skilled ones to work for a given institution. In light of this issue, this study was conducted with objectives of specifying talent management model for higher institutions and thereby to understand the factors important for faculty and their satisfaction. The study is exploratory in nature. The findings of this study were based on a survey conducted with majority of the responses from representative higher institutions in Ethiopia. Faculties are the target populations of the study. A structured questionnaire was used in the survey. The questionnaire contained the expectations of faculties and their satisfaction on identified parameters. Factor analysis is a method of reducing data complexity by containing the number of variables. The study showed ORIS and IBSM are important factors that define the aspects of teaching profession in Ethiopian higher education institutions. Under these factors opportunity for learning, opportunity for growth, research funding, incentives for hard work, salary structure, infrastructure facilities, behaviour of colleagues, support from administration and behaviour of management following variables were emerged as more significant. Therefore, strategies to retain and attract qualified and experienced faculties need to consider these variables.

INTRODUCTION

The success of the most competitive companies throughout the world, including higher education institutions, lies in their highly skilled employees. Literature reveals the cost of losing best employees to be enormous – beyond monetary quantification. An institution in higher education, therefore, needs to be able to develop and deploy faculty who can articulate the passion and vision of institution and satisfaction of students. Thus, talent management should be considered as an essential business process in these days.

Among others, the quality of higher education is dependent on the quality of the teacher who constitutes the most important input in higher education. In the process of generating learning, faculties are the major inputs in educational. As to mitigate the influence that has been created as a result of the scarcity of qualified and experienced teachers in higher education institutions in Ethiopia establishing a structured talent management process is san qua non. This will serve the institutions to maintain the exiting talent and receive more.   Moreover, to the faculties this will help them to achieve their best individual potential.

Applying the consumer behavior theory in education, faculties as internal consumers satisfy the working environment of higher institutions need certain aspects and functions of their job (teaching, research, and service) have to be prioritized. This will enable knowledge creation and tapping the full potential of talent available, ultimately results in effective learning.

The academic staff is a key resource within higher education institutions and therefore, it has a major role in achieving the objectives of the institution. Well motivated academic staff can, with appropriate support, build a reputation for themselves and the institution in the professional areas, in research and in publishing. Such a profile may have an impact on the quality of a higher education institution. Moreover, the performance of academic staff as teachers, researchers and managers determines much of the quality of the student satisfaction and has an impact on student learning and thus the contribution of the higher education institutions to society.

At present Ethiopia is striving to attain development, this requires trained professionals, in all sectors. Experience of students in higher education, to a large extent, depends on the performance of faculty, both as teachers and researchers. The faculty has a major role in student learning and thus in the present research, the attempt has been to formulate an approach to prioritize the initiatives that institutions need to take for faculty satisfaction and to attain leadership in higher education through talent management.

The sole purpose of this study is to identify factors important to faculties in performing key jobs. The study considers faculties and resources that are critical in ensuring long term success of the institution.

THEORETICAL FRAMEWORK

The notions of talent management come to emerge in the 1990s. It continues to be popular as more institutions come to realize the employee's talent and skills are the essential elements of their success. The term is coined by Mckinsey & Company (1997). According to Stockley (2005) it is defined as:

> A conscious, deliberate approach undertaken to attract, develop and retain people with the aptitude and abilities to meet current and future organizational needs. Talent management involves individual and organizational development in response to a changing and complex operating environment.

The perspectives of talent management, therefore, suggest the customary collection of typical human resource department practices and activities that covers functions such as recruitment, development, deployment and retention of talented individuals. Talent management differs from the notion of HRM, for it gives emphasize on managing and nurturing talent as part of the every day process of organizational life. It is about identifying talented people, finding out what they want, and giving it to them. Like HRM, it is applying the same personal development process to everyone in the organization. But it is accelerating the process for high potentials. Hence, the focus of talent management is on developing high potentials or talents more quickly than others.

In higher education institutions the importance of faculty for quality education is indispensable. Faculty as the main resource is central to appropriate educational activity. Therefore, faculty

satisfaction is an essential pre-requisite for excellence in faculty performance with reference to quality in education (Shagbemi ,1997b). The quality of services provided by higher institution, like others, can be gauged by the satisfaction of the beneficiaries. Research on the quality of higher education has now also started to look at the job satisfaction of faculty members (Korey ,1995). Faculty satisfaction is a key to quality output in terms of professional commitment of faculty members (Ewell, 1991) and how well that is aligned with the over all goals of universities for quality enhancement. In line with this Tribus(1995) developed a model conceptualizing faculty as customer in the education business.

Schonberger's (1990) emphasis on internal customer relationship supports the idea that the faculty may be seen as the customer of the educational manager; it is the manager's task to minimize problems that hinder faculty from performing at their highest levels of ability (Rowley, 1996). According to this model, faculty is considered as talent and therefore, managing faculty satisfaction means managing talent in higher institutions. This study, in this regard, planned to look faculty as talent and institutionalize talent management process for academic institutions.

RESEARCH QUESTIONS

The study attempted to answer the research question "What were the important   aspects of teaching carrier in higher education institutions?"

OBJECTIVES OF THE STUDY

The study attempted to answer the key research questions mentioned above. Accordingly, the objectives of this study were to understand the factors important for faculty and their satisfaction so as to suggest a model to be considered in designing talent management process as to attract, develop and retain faculties.

DEFINITION OF TERM

In this study the term **talent management** was employed to refer to conscious and deliberate approach undertaken to attract, develop and retain people with the aptitude and abilities to meet current and future organizational needs. Therefore talent represents outstanding ability and high potential to the optimum longer-term advantage of the higher education institutions and the individual faculty.

METHODOLOGY OF THE STUDY

A survey research design was used in this study to investigate job satisfaction of higher education institutions in Ethiopia. In this section, sample of the study, methods of data collection, and the data analysis techniques employed are presented.

Sampling

Faculties were the focus of this study. The participating faculties were randomly selected from Addis Ababa University, Arba Minch Univeristy, Ambo University, Adama University, Debre Birhan

University, Hawasa University, St. Mary's University College, Admas University College and Keamed University College. These institutions are selected on the basis of the researchers' convenience. The size of the samples selected in this study is presented in Table 1, distributed in their respective institutions.

Table 1. Sample size of the study

Institutions	Faculties	
	Count	**Percentage**
Addis Ababa University	88	19.1
Ambo University	45	9.8
Adama University	56	12.2
Admas University College	63	13.7
Debre Birhan University	48	10.4
Hawasa University	47	10.2
Keamed University College	35	7.6
St. Mary's University College	79	17.1
Total	**461**	**100**

Overall, the questionnaire was administered   to 557 faculties having minimum three years of experience. We analyzed questionnaires which are only properly completed. Due to incomplete data, improper filling and failure to collect, only the responses from 461 faculties were retained and analyzed.

Table 2: Participants' Demographic and other Characteristics

	Independent variables	**Frequency**	**%**
Gender	Male	448	97
	Female	14	3
	<31	214	51.4
Age	31 to 40	145	34.9
	41 to 50	51	13.1
	>50	6	1.4
	Business	212	51
Field of discipline the respondent affiliated	Science	125	30
	Art	79	19
	<5	125	30
Year of teaching experience in tertiary educational institutions	5 to 10	241	58
	11 to 20	45	10.8
	>20	5	1.2
	First degree	97	23.3
Educational level	Second degree	316	76
	PhD	3	.72
	Other	-	-

Frequencies were obtained in order to describe the sample using the demographic variables (Table 2). In most aspects, the sample appeared to be a good representation of the population. The greatest

differences occurred in the categories of gender with a greater percentage of males in the sample as in the population. Obviously the proportion of women academic staff is very low in the tertiary institutions. As result the study was male-dominant. Only 3 percent of the study respondents are female. The age of the respondents varies from an age group ≤31 to ≥50 with more than 78 percent of the respondents being less than 40. With respect to the discipline, the sample was not evenly distributed. The majority of the sample are from Business (51 percent) and Arts (30 percent). Most of the faculty (76%; n = 350) had attained a masters degree. The mean group of years that faculties had been in their teaching experience in higher educational institutions was 5 to 10.

Data collection

A structured questionnaire was used in the survey. The questionnaire contained questions about the expectations of faculties and their satisfaction to their work. Fifteen parameters were used in the questionnaire to analyze the expectations of faculties. In this part, faculties were asked to rate seventeen variables in a 5 point scale on their importance level. Part II in section II of the survey instrument includes 40 items which inquire rating of job satisfaction. The items were adjusted using the Grayfield-Rothe's "Job Satisfaction Index", as modified by Warner (1973) so as to have relevant items for this study. The first section of the survey instrument inquires background information of the respondents pertaining to their institutional affiliation, sex, teaching experience, educational qualification and academic rank. The preparation of the questionnaire considers the review of various literatures in to account.

Data analysis techniques

The present study is exploratory in nature and the data analysis techniques were mainly relying on quantitative techniques. The demographic variables are organized using descriptive statistics. Data on important factors for faculty and their satisfaction were organized under various variables. They are quantitative at the interval level. The study used factor analysis as a method of data reduction. This form of analysis allows the identification of underlying variables, or factors, that explain the pattern within the various aspect of the teaching profession in higher education institutions. In this case, the basic factor analysis model assumes that employee responses to each of items in the questionnaire can be condensed into one or more underlying factors. The data were screened for univariate outliers. Luckily we do not have out-of-range values. The minimum amount of data for factor analysis was satisfied, with a final sample size of 416. Moreover, other assumptions in using factor analysis were fulfilled.

RESULTS AND DISCUSSIONS

The study enquired faculties with the purpose of finding out information related to important factors for faculty and their satisfaction. The data gathered from the part of the survey inquired academic staffs to rate the level of importance with the aspects of the teaching profession in higher education institutions. These factors were analyzed by taking fifteen variables. The respondents were asked to rank the variables on a five point scale (1= not at all important, 2= minimally important, somewhat important, very important, and 5= extremely important). Then data reduction is done by doing factoring.

As a multivariate technique, factor analysis was used to study the interrelationship among the many variables that were included in the instrument of data collection, and to explain these variables in terms of their common dimensions (factors). The first output in factor analysis is the results of extraction of components/factors.

Data were analyzed on varimax rotation. We want to find a rotation that maximizes the variance on the new axes; put another way, we want to obtain a pattern of loadings on each factor that is as diverse as possible, lending itself to easier interpretation.

Table 3. Descriptive Statistics (N=461)

Factors	Minimum	Maximum	Mean	Std. Deviation
Work life balance	2.00	5	4.28	1.20120
Salary structure	1.00	5	4.42	.19367
Teaching load	1.00	5	3.74	.09870
Behavior of management	1.00	5	3.22	1.45270
Behavior of colleagues	2.00	5	4.42	.93197
Opportunity for learning	1.00	5	4.44	.16946
Research funding	1.00	5	3.38	.58488
Incentive for hard work	1.00	5	4.74	.52318
Incentive for loyalty	1.00	5	4.46	.23895
Opportunity for growth	1.00	5	**4.86**	**.25084**
Infrastructure facilities	1.00	5	4.00	.61971
Role clarity of faculty	1.00	5	4.42	.14069
Performance appraisal	1.00	5	4.48	.26446
Support from administration	1.00	5	4.68	.24491
Recognition of good work	1.00	5	4.68	.41421

From the descriptive statistics indicated above (table 3) looking at the *mean*, we can say that *opportunity for growth* is found to be the most important aspect of the teaching profession among the faculties in Ethiopian higher education institutions. It has the highest *mean* of 4.86.

The number of cases (416) used in the analysis is equal to the total number of cases in the data file since there are no missing values on any of the variables used in the factor analysis.

Initially, the factorability of the 15 job satisfaction items was examined. Well-recognized criteria for the factorability of a correlation were used. The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.934 which is closer to 1 and therefore it more acceptable hence factor analysis was obtained by principle component and specifying the rotation. Furthermore, Bartlett's test of sphericity (χ^2 = 8766.068, df=780, $p < .01$) showed that non-zero correlations existed at the significance level of 0.000. It means that the correlation matrix is not an identity matrix. This provided an adequate basis for proceeding with the factor analysis.

Table 4 shows the results of component factor extraction among responses in the sample. It shows the respective Eigen values and percentage of variance for the factors. The rule of thumb here is that only factors with Eigen values greater than 1.0 should be used for further analysis.

Table 4. Extraction of factors and total variance explained

Components	Initial Eigen Values			Rotation of sums of squared loading		
	Total	**% variance**	**Cumulative%**	**Total**	**% variance**	**Cumulative%**
1	**5.442**	32.010	32.010	3.715	21.852	21.852
2	**3.524**	20.732	52.742	3.714	21.849	43.701
3	**2.369**	13.933	66.675	2.965	17.440	61.141
4	**1.440**	8.470	75.145	2.154	12.670	73.812
5	**1.243**	7.296	82.441	1.467	8.630	82.441
6	.612	3.603	86.004			
7	.537	3.161	89.205			
8	.476	2.798	92.003			
9	.358	2.109	94.112			
10	.296	1.743	95.855			
11	.206	1.213	97..068			
12	.165	.968	98.036			
13	.159	.933	98.969			
14	.134	.785	99.754			
15	.042	.247	100			

(Extraction method: Principal component method)

The table shown above (table 4) indicated all the factors extractable from the analysis along with their Eigen values, the percent of variance attributable to each factor, and the cumulative variance of factor and the previous factors. The total variables (15) that can be explained with the defined factors are more than 80%. Outcome of factor analyses shows extraction of five factors, which are considered important by faculties. The scree test (see fig 1) also indicates five factors to be appropriate. All the remaining factors are not significant.
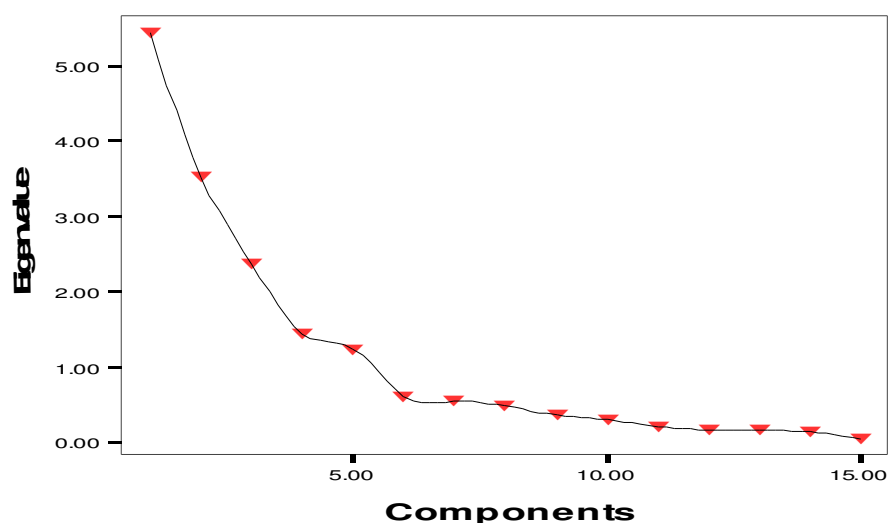
Figure 1: scree plot

A principle-components factor analysis of the 15 items, using varimax rotations was conducted, with the factors explaining 82.4% of the variance. A varimax rotation provided the best defined factor structure. The factor loading matrix for this final solution is presented in Table 5 below. The Table shows the loadings of the 15 variables on the 5 factors extracted. The higher the absolute value of the loading, the more the factor contributes to the variable. The gap in the Table represents loadings that are less than 0.5, which makes reading the Table easier. We suppressed all loadings less than 0.5.

Table 5. Varimax Rotated Factor Loading Matrix for Important Aspects of the Teaching Profession in Higher Institutions (15 Items and Sample Size=416)

	Components				
	Factor 1	**Factor 2**	**Factor 3**	**Factor 4**	**Factor 5**
Opportunity for learning	.809				
Opportunity for growth	.727				
Research funding	.695				
Incentives for hard work	.684				
Salary Structure	.634				
Infrastructure facilities		.895			
Behavior of colleagues		.821			
Support from administration		.645			
Behavior of management		.608	.501		
Recognition of good work			.823		
Incentives for loyalty			.793		
Role clarity			..597		
Performance appraisal		.641		.805	
Teaching load				.797	
Work life balance					.789
Explained Variance	**21.852**	**21.849**	**17.440**	**12.670**	**8.630**
Cumulative % of variance	**21.852**	**43.701**	**61.141**	**73.812**	**82.441**

Looking at the tables above, we can say that research opportunity for learning, opportunity for growth, research funding, incentives for hard work and salary structure are substantially loaded on factor (component) 1 while infrastructure facilities, behavior of colleagues, support from administration, and behavior of management are substantially loaded on factor 2. Factor 3 constitutes recognition for good work, incentives for loyalty and role clarity. Variables that are substantially loaded under facto 4 are performance appraisal and teaching load. The reaming variable is work life balance which is loaded under factor 5.

The identified pattern from Table 5 above is labeled symbolically taking the initial letter of the variables in the same category. Their purpose is merely to denote the patterns. Accordingly, factor 5 from 1-5 are named ORIS, IBSM, RIR, PATL and WLB respectively.

The factor identified as ORIS has five variables with significant loading, which range from 0.80 to 0.63. The total variance of this factor is 21.9 and the Eigen value was 5.422 indicating a strong common factor variance and the purity of the factor.

The next factor with an Eigen value of 3.524 emerged as significant factor with 4 variables. All of them have a strong positive loading ranging from 0.90 to 0.61. The variables described under factor IBSM infrastructural facilities, behavior of colleagues, support from administration and behavior of management

The third factor has three variables, all having significant positive loadings ranging from 0.82 to 0.60. This factor contributes a variance of 17.4 percent to the total variance with an eigen value of 2.37. This factor is symbolized as "RIP".

Factor symbolized after an abbreviation PATL has two variables with significant loading of about 0.80. This explained 12.7 percent of variance with an eigen value of 1.44. The variables are performance appraisal and teaching load.

The fifth factor is symbolized as "WLB" which represents the only variable known as work life balance. This variable appears as a distinguishing factor with no other variable (its variance (8.63) is the least among all the factors).

CONCLUSIONS AND RECOMMENDATIONS

The study shows that ORIS and IBSM are important factors that define the aspects of teaching profession in Ethiopian higher education institutions. Under these factors opportunity for learning , opportunity for growth, research funding, incentives for hard work, salary structure, infrastructure facilities, behaviour of colleagues, support from administration and behaviour of management following variables were emerged as more significant. Therefore strategies to retain and attract qualified and experienced faculties need to consider these variables. Effective talent management strategies in Ethiopian higher education institutions should target creating opportunities for learning and development faculties. Facilitating working environments positively result in internal growth of faculties, which is also ranked as an important issue in the study. Furthermore, university/college

administrators should focus on improving the recognition, supervision, and interpersonal relationship among members of a faculty.

REFERENCES

Ewell, P.T. (1991). Assessment and TQM: In search of convergence. New Directions for Institutional Research, (No. 71 Total Quality Management in Higher Education) 18(3), 39-52.

Korey, G. (1995). TDM grid: an effective tool for implementing strategic plans in academic institutions. Management Decision, 33 (2) pp. 40-47.

Jennifer (1996). "Developing constructive tension between teaching and research", International Journal of Educational Management, Vol. 10 Iss: 2, pp.6 – 10.

Schonberger, R.J. (1990). Building a Chain of Customers, Free Press, New York,

Shagbemi, T. (1997b). "Job Satisfaction Profiles of University Professors", Journal of Managerial Psychology, 12 (1): 27-39.

Stockley, D. (2005). Talent management concept---definition and explanation, http://derekstockley.com.au/newsletters-05/020-talent-management.html, accessed in Oct 2007.

Tribus (1995). Talent management model for business schools: factor analysis, http://www.thefreelibrary.com/Talent+management+model+for+business+schools%3A+factor+an alysis.-a0219519452, Accessed in June 2010.

Warner, P. D. (1973). A comparative study of three patterns of staff& within the cooperative extenston and their association with organizational structure, organizational effectiveness, job satisfaction and role conflict. Unpublished doctoral dissertation, Ohio State University: Columbus.